



LORETO COLLEGE

Coorparoo

Year 7 Subject Guide 2023

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Principal's Welcome

Welcome to Loreto College Coorparoo. You are one of approximately 900 students and you are very important. Through your journey at the College, it is my hope you will gain a deeper awareness of living faith, contribute to the good of society and develop courage to be the best version of yourself.

Loreto is a Catholic School established in Brisbane by the Loreto Sisters in 1928. We are very proud of our past pupils. Our school has a history which reaches far beyond Brisbane. The Loreto story began over 400 years ago with a young English woman called Mary Ward. During your time at our school, you will hear much about the life of Mary Ward and what she was able to achieve for girls' education.

As you commence Secondary School, I encourage each of you to study consistently, aim high, develop your skills and increase your confidence. Your subjects have been designed to challenge you, interest you and help develop your strengths.

I encourage each student to be the very best person you can be. Our Year 7 students come from many different schools. Try to make new friends and ensure each person you meet feels comfortable, respected and safe in your presence.

I hope that your time at Loreto College Coorparoo will be one of great spiritual, intellectual and personal growth; a time where you can show commitment and service. I look forward to supporting you over the coming years as you become proud Loreto women.



Kim Wickham
Principal

General Information

The Years 7 curriculum offers students a core of subjects that the school considers to be essential learning in the compulsory years. The College also offers elective subjects which allow the student to experience subjects that they may pursue in the upper years.

In Year 8 students will have the option to select from a wider variety of elective subjects than in Year 7. In Years 9 and 10 subject offerings continue to expand to prepare students for the senior years. In Years 11 and 12 students will have another opportunity to select a range of subjects. Through all these steps the College will provide advice and assistance.

Year 7 Subjects

■ Core Subjects – Compulsory for all Students

- English
- Mathematics
- Religion
- Science
- History
- Geography
- Physical Activity and Wellbeing

■ Elective Subjects

Students will choose to study four of the following elective subjects (two in each semester):

- Creative Arts - Art
- Creative Arts - Drama
- Creative Arts - Music
- Enterprise & Technology - Food & Textiles
- Technologies - Robotics & Engineering
- Technologies - Digital Technologies & Coding

Students will also choose a language to be studied for the year.

Language offerings:

- French
- German
- Japanese

Selecting Elective Subjects

It is important that considerable discussion takes place between parents and the students.

In choosing the most suitable subjects the following factors should be kept in mind:	
Aptitude	A student's natural abilities may be more suited to some subjects than to others.
Interests	After exposure to all elective options at Orientation Day, the student should have an idea of the subjects she enjoyed and found interesting.
Further studies	The student should be mindful of necessary prerequisites or highly recommended subjects for the later progression to Years 8, 9, 10, 11 and 12 courses.

Assessment

At the end of each semester a report will be issued identifying an overall level of achievement for each subject studied based on an 'A – E' scale.

- A – achieving an excellent standard of work
- B – achieving a good standard of work
- C – achieving a satisfactory standard of work
- D – experiencing some difficulty with her work
- E – experiencing very significant difficulty with her work

Levels of achievement are awarded according to the student satisfying the criteria set down in the school's work programs.

Changing Subjects

A well-considered and realistic choice of subjects should make a change of subject unnecessary. As a general rule, subject changes will only be considered in the first or last two weeks of a semester to minimise a detrimental impact on learning. Students should approach the Director of Academics to discuss the desirability and viability of a subject change.

Homework

Home studies should take approximately 1 - 1½ hours for Year 7 students, five to six times per week. Students should not be allowed to work very late at night nor spend a whole weekend studying. On the other hand, a family commitment to a regular study program is necessary and should eliminate panic before examinations. Students should plan a regular amount of time for each subject *whether homework is set or not*, and maintain their revision, learning, reading, research, practice, summarising, exercises, etc. as appropriate.

Homeroom

One of the first things that will happen when you arrive at Loreto College Coorparoo is that you will be placed in a Homeroom with two Homeroom Teachers. You will soon get to know who your Homeroom Teachers are. You will be able to talk with them about any problems you may have.

Assembly

Once a week, the College has an Assembly in the Mary Ward Centre. This is a short time when the whole school gathers and shares notable items, awards and announcements.

Core Subjects

The Year 7 English program has been designed so that reading, writing, speaking, listening and viewing provide the framework for all learning experiences. Students study a variety of literary and non-literary text in three main genres: analytical, imaginative, and persuasive. The study of English in Year 7 is aligned to the Australian Curriculum as indicated below.

Objectives

The Australian English Curriculum aims to ensure that students:

- Learn to listen to read, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

Structure

English is organised into three interrelated strands that supports students' growing understanding and use of English. Together the three strands focus on developing the students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing, and creating literature
- Literacy: expanding the repertoire of English usage

The students in Year 7 will study texts such as: novels, short stories, works of non-fiction, picture books, poetry, media, films, and documentaries.

English in Years 7-9 at Loreto College is organised into three bands: Foundation, Core, and Extension. These bands are designed to ensure the students are best placed where they can focus on their individual development and potential. A recommendation will be made as to where your child will be placed. The recommendation will identify the class in which your child would most likely gain the greatest increase in the depth of their understanding and skills. This recognises the fact that a class that moves too quickly and a class that has too much repetition can both be of detriment to student learning. **For Year 7, placement in these banded classes occurs in Semester 2 when there is more data available to make the best decision for your child.**

Assessment

Assessment is continuous, undertaken in varying conditions and times throughout the course. The student's work is assessed in the following modes:

- Receptive modes (Understanding texts)
- Productive modes (Producing texts)

Each student's folio of work will be matched against the Australian Curriculum Achievement Standards of the year level. This will form the basis of a student's level of achievement.

There may be some adjustments to assessment items and conditions in the banded classes to cater for the learning needs for each class, and in some cases for individual students.

Foundation English

Foundation English will provide the opportunity for selected students to receive carefully paced instruction to develop their skills across persuasive, imaginative, and analytical texts. Key components of this class include:

- Measured delivery of content and skills
- Developing key literacy skills across reading comprehension, grammar, vocabulary, spelling, and punctuation
- Fostering creativity and developing independence
- Adjusted or modified assessment and/or assessment conditions
- Exposure to more manageable texts

Core English

Core English will provide opportunity for students to develop their skills across persuasive, imaginative, and analytical texts. Each class is tailored towards developing more complex thinking and communication skills. Key components of these classes include:

- Appropriate delivery of content and skills
- Further development of key literacy skills across reading comprehension, grammar, vocabulary, spelling, and punctuation
- Fostering creativity and increased independence
- Developing critical thinking skills and more flexible thinking
- Exposure to a range of texts and genres

Extension English

English will provide the opportunity for selected students to extend themselves and further develop their skills across persuasive, imaginative, and analytical texts. Key components of this class include:

- Accelerated delivery of content and skills
- Consolidation of key literacy skills
- Fostering creativity and independence
- Building critical and flexible thinking
- Exposure to more complex content because of their engagement with this class

Structure

(Note: Foundation, Core, and Extension may study different texts within these units)

Semester theme: Being Myself		Semester theme: Being Australian	
Term 1: Being silly about the little things:	Term 2: Being serious about the big things:	Term 3: Being Australian in words:	Term 4: Being Australian in pictures:
<p>Students will engage with a variety of persuasive texts to increase their understanding of the different ways writer communicate their attitudes, values, and beliefs.</p> <p>They will also engage in wide reading to build their skills in inferring, vocabulary, and comprehension.</p>	<p>Students engage with a range of literary texts to explore how people express their attitudes, values, and beliefs through short stories and poetry.</p> <p>They will create their own short story that focuses on important relationships in their lives and experiment with narrative techniques to position their reader.</p>	<p>Students will read, explore, and analyse an Australian novel - <i>Red Dog</i> by Louis de Bernieres.</p> <p>They will begin to examine the key concepts of stereotypes, representations, and cultural assumptions by reflecting on their Australian identity and that represented in the novel.</p>	<p>Students will engage with a range of picture books that explore different attitudes, values, and beliefs about Australia, Australian identity, and Australian history e.g. <i>The Rabbits</i> by Shaun Tan and John Marsden.</p> <p>They will learn to analyse visual texts and identify visual techniques used to position audiences.</p>

Additional Information

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The Australian Curriculum for Mathematics will be implemented, providing students with essential mathematical skills and knowledge in the content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The curriculum provides students individually differentiated and targeted teaching and learning opportunities. It aims to encourage students to become self-motivated and confident learners of mathematics. The proficiency strands within the curriculum are Understanding, Fluency, Problem Solving, and Reasoning.

Objectives

In this course, students will:

- Develop an increased level of fluency in the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- Develop an increasingly sophisticated understanding of mathematical concepts which can then be applied to problems that require reasoning and problem solving.
- Make connections between the mathematics of the classroom and the mathematics of the world around them.
- Develop the discipline of rigour, understanding that each step of mathematical learning must be built on what has come before.

Structure

In Year 7, three bands of Mathematics will be offered: **Foundation Mathematics**, **Core Mathematics** and **Extension Mathematics**. A recommendation will be made as to where your daughter will be placed from the beginning of Term 2. The recommendation will identify the class in which your daughter would most likely gain the greatest increase in the depth of her understanding. This recognises the fact that a class that moves too quickly and a class that has too much repetition can both be of detriment to student learning. Placements in these banded classes are reviewed each semester and may result in movement throughout the year.

Foundation Mathematics Course

The Foundation Mathematics course will provide the opportunity for selected students to extend themselves and further develop their skills across patterns and algebra, measurement and geometry, chance, and data. Eligible students will be invited to join a Foundation Mathematics class that will be tailored towards enhancing fundamental thinking and computational skills. The use of technology will be an integral part of this course.

Core Mathematics Course

The Core Mathematics course will provide the opportunity for selected students to extend themselves and further develop their skills across patterns and algebra, measurement and geometry, chance, and data.

Students in the Core classes will be challenged to deepen their fundamental understandings and to apply their knowledge to more complex situations, where higher levels of reasoning and problem solving are required.

Whilst the topics covered in this course are the same as those covered in the Extension Mathematics Course, care is taken to ensure that students have foundational fluency before challenging the students to apply their knowledge to more complex situations.

Extension Mathematics Course

The Extension Mathematics course will provide the opportunity for selected students to extend themselves and further develop their skills across patterns and algebra, measurement and geometry, chance, and data. Eligible students will be invited to join an Extension Mathematics class that will be tailored towards enhancing complex thinking and communication skills. Key components of this class include:

- Delivery of content and skills in more complex contexts
- Fostering creativity, discipline and independence
- Building critical and flexible thinking
- Exposure to more complex content because of their engagement with this class.

Whilst the topics covered in this course are the same as those covered in the Core Mathematics Course, foundational fluency is assumed, and students are challenged to apply this knowledge often to more complex situations.

The Year 7 courses will cover the Australian Curriculum.

Term 1	Term 2	Term 3	Term 4
Whole numbers Properties of whole numbers	Fractions Fractional operations Negative numbers Decimals	Equations Geometry Polygons Probability	Measurement Relationships Statistics

Assessment

Each semester will consist of two supervised examinations including a mental arithmetic section.

Additional Information

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At the heart of the Year 7 Religion and Ethics program lies the units of work written to complement the Religious Education Guidelines of the Archdiocese of Brisbane. The approach to this subject is a learning-based one; students are formally assessed and their progress in knowledge, process skills and communication skills is reported upon.

Objectives

Loreto College Coorparoo aspires to educate and form students who are challenged to live the Gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

Structure

Students complete four units over two semesters. Units 2, 3 and 4 each involve one piece of assessment.

Term 1	Term 2	Term 3	Term 4
<p>Our Story</p> <p>Students engage with who we are as a Catholic school in the Loreto tradition, the core beliefs we hold, including the Apostles and Nicene Creeds, the unique attributes of the IBVM charism and how they shape who we are as a contemporary community.</p>	<p>Breaking Open the Word</p> <p>Students explore the world of the Old Testament including culture and events and use this knowledge to critically engage with scripture.</p>	<p>Doing Good – What If Everyone Did That?</p> <p>Concern for the community and the Common Good are at the heart of this unit, where students investigate approaches to morality, and the ways they can use their gifts and talents to promote the Common Good.</p>	<p>The Power of Words</p> <p>The Creeds of the apostolic and ancient Churches, including the Apostles Creed and Nicene Creed, expressed the Christian understanding of God. Through the Creeds, Christians are linked with the faith of believers throughout history. Meditative prayer uses silence and stillness to assist believers to listen and talk to God..</p>

Assessment

- Short Response examination
- Project
- Multimodal

Additional Information

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The Year 7 Science program at Loreto College Coorparoo aims to develop an awareness of the applications and important place of Science and technology in everyday life and the world around us. It is designed to build on the student's prior knowledge that they have gained through their formal education as well as from their everyday life experiences. An exciting part of the course for the students is the chance to further develop their practical laboratory and analytical skills in our well-equipped Science facility of six laboratories. A significant part of the course is hands-on and consequently students will also put into practice the important safety considerations and techniques to apply in such an environment. As well as acquiring new skills and content knowledge, students will explore Science as a human endeavour and how landmark discoveries have significantly changed people's understanding of the world and the universe. ICT is considered an integral part of Science study at Loreto and it is interwoven in all aspects of the course including teaching, student research and laboratory enquiry.

Objectives

Science has three interrelated strands which are covered across all units: *Science Understanding*, *Science as a Human Endeavour*, and *Science Inquiry Skills*.

The *Science Understanding* strand comprises four sub-strands:

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

There are two sub-strands of *Science as a Human Endeavour*. These are:

- Nature and Development of Science
- Use and Influence of Science

There are five sub-strands of *Science Inquiry Skills*. These are:

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

Structure

Term 1	Term 2	Term 3	Term 4
I, The Scientist Lab skills and The Scientific Method	A Matter of Separation Chemistry	Newton's Universe Physics Earth and Space Science	The Web of Life Biology

Assessment

Summative and Formative Assessment includes:

- Examinations
- Experimental Investigations
- Written Assignments

Additional Information

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In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time (Australian Curriculum).

Objectives

The course aims to ensure that students develop:

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

Structure

The course is based around the Australian Curriculum Year 7 strands of the Water in the World and Place and Liveability.

Term 1	Term 2
<p style="text-align: center;"><i>“Water Worth”</i></p> <p>This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.</p> <p>It develops students’ understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards.</p> <p>Water is investigated using studies drawn from Australia, countries of the Asia region, and/or North Africa.</p>	<p style="text-align: center;"><i>“Love you Brisbane?”</i></p> <p>This unit focuses on the concept of place through an investigation of liveability.</p> <p>This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.</p> <p>It develops students’ ability to evaluate the liveability of their own place and to possibly investigate whether it can be improved through planning.</p> <p>This unit will be based on a local case study of Southbank and its surrounds in Brisbane.</p>

Assessment

Students will complete one assessment item per term over the course of the semester in the form of either a research investigation or an examination.

Additional Information

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History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Objectives

The Year 7 History program is derived from the Australian Curriculum: History course descriptors, and aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens.
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society.
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Structure

The Year 7 History program focuses on the study of history from the time of the earliest human communities to the end of the ancient period. The course is structured around two depth studies that will be taught across one semester.

Term 1	Term 2
<p>“Using the Evidence”</p> <p>In this introductory depth study, students will develop their understandings of historical inquiry in the context of the ancient world.</p> <p>The course explores the significance of archaeology used in the investigation of the Ancient Past. It considers the methods and sources used by archaeologists and related disciplinarians to unravel mysteries.</p> <p>This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, perspectives, and significance.</p>	<p>“Walk Like an Egyptian”</p> <p>In this depth study, students investigate and develop an appreciation of the features of ancient Egypt, and the legacy ancient Mediterranean societies have on the modern world.</p> <p>Throughout their studies in this unit students will use their understanding of archaeology established in the previous unit to help understand what life was like in the land of the pharaohs thousands of years ago.</p> <p>This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, perspectives, significance, and contestability.</p>

Assessment

Students will complete one assessment item per term over the course of the semester in the form of either an examination using historical sources, or an essay based on research.

Additional Information

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Physical Activity and Wellbeing (PAW) aims to teach students how to enhance their own and others' health, safety, wellbeing and physical activity in varied and changing contexts. The Health and Physical learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices" (Australian National Curriculum—HPE). Loreto aims to utilise many of these principles while also incorporating our own HEART Teaching and Learning Framework.

Physical Activity & Wellbeing is a program that has been developed and designed to address specific concerns raised by young people. While academic performance is obviously valued, our student health and wellbeing is paramount.

The Mission Australia Youth Survey of 2021 had 20,207 participants and uncovered the major factors impacting our youth. The top four issues of personal concern raised by young people included: Coping with Stress; Mental Health; School or Study Problems and; Body image .

<https://www.missionaustralia.com.au/what-we-do/research-impact-policy-advocacy/youth-survey>

Physical activity has many reported benefits and for young people being physically active every day can have:

Social benefits, like:

- Opportunities for fun with friends and family
- Reduced anti-social behaviour, including aggressive and disruptive actions
- Helping to develop cooperation and teamwork skills

Emotional and intellectual benefits, such as:

- Improved self-esteem and confidence
- Help with management of anxiety and stress
- Improved concentration

Health benefits, such as:

- Promotion of healthy growth and development
- Strong muscles and bones
- Improved physical fitness, including coordination and movement skills
- Reduced risk of disease and unhealthy weight gains

<http://www.health.gov.au/internet/main/publishing.nsf/Content/phy-activity>

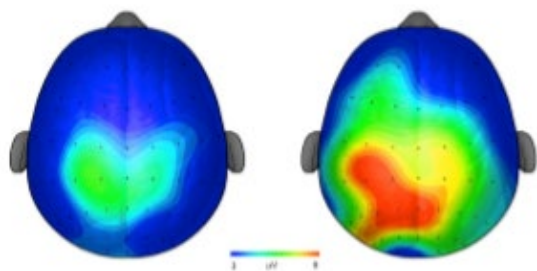
The lessons learnt in these classes can be life changing and have the potential to have a lasting impact well into adulthood. Behaviours also adopted in youth are more likely to be continued as adults.

Loreto values and acknowledges the importance of physical activity with a compulsory program from Year 7 through to Year 12. Research validates this decision with an article published in 2015 stating that physical activity has the potential to improve not only student wellbeing but academic performance.

“Physical activity can have both immediate and long-term benefits on academic performance. Almost immediately after engaging in physical activity, children are better able to concentrate on classroom tasks, which can enhance learning. Over time, as children engage in developmentally appropriate physical activity, their improved physical fitness can have additional positive effects on academic performance in mathematics, reading, and writing. Recent evidence shows how physical activity’s effects on the brain may create these positive outcomes.” *Active Living Research, January 2015.*

FIGURE 2 Composite Attentional Allocation of 20 Students Taking the Same Test

These two brain images, taken from the top of the head, represent the average amount of students' neural activity during a test following sitting and walking for 20 minutes. The color blue represents lower neural activity, while the color red denotes higher brain activity in a given region.

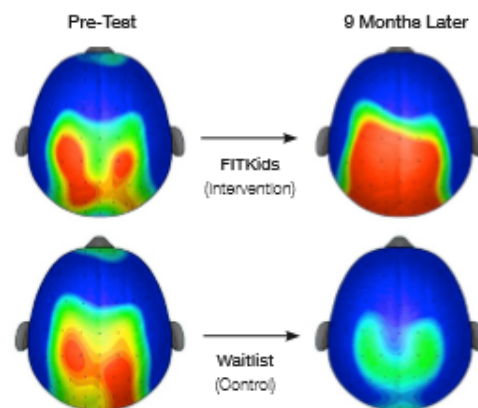


After 20 minutes of sitting quietly After 20 minutes of walking

Image courtesy of Charles Hillman, University of Illinois at Urbana-Champaign

FIGURE 3 Impact of Afterschool Physical Activity Program on Children's Neural Activity

This graphic illustrates the differences in children's average amount of neural activity at the beginning and after nine months of participating in an afterschool physical activity program. The images, taken from the top of the head, use blue to represent low neural activity and red for high brain activity.



Hillman et al. (2009). *Neuroscience*, 159, 1044-1054.

- Physically fit children demonstrate memory and efficiency of the brain (i.e., by allocating more working memory to complete a given task) through two learning strategies: relational memory, which involves remembering objects by using a cue, such as turn left after you pass the school,^{26,28} and working memory, which involves moving information from the short- to long-term memory.²⁷ This is important because children use relationships, such as understanding that “three groups of three” and “three times three” are both math facts with the same answer, to remember and recall information.
- Physically fit children have larger hippocampal volume²⁸ and basal ganglia.²⁹ Both of these brain structures have been associated with learning in children.

Physical Activity & Wellbeing (PAW) has been designed to assist students with life skills to help them through this difficult transitioning period into adulthood. Through engagement and active participation, students can take responsible risks, learn vital social skills, build resilience, develop good coping mechanisms, have fun, improve fitness and reduce stress levels.

Objectives

By the conclusion of the course of study, students will:

- Investigate strategies and resources to manage changes and transitions and their impact on identities.
- Analyse factors that influence emotional responses.
- Investigate strategies and practices that enhance their own and others health and wellbeing.
- Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.
- Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity.
- Demonstrate control and accuracy when performing specialised movement skills.
- Apply and refine movement concepts and strategies to suit different movement situations.
- (Adapted from Years 7-10 HPE – AC in Queensland. QCAA).

Structure

POSSIBLE TOPICS STUDIED

Topics may change depending on the availability of facilities and resources. To cater for individual differences, a wide range of activities have been selected and can include some of the following:

Practical Components:	Theoretical Components:
Aquatics	Fair Play & Inclusivity
Bats n Balls	Approaching Adolescence
Court Games	Energy for Life
Evolution of Activities	Making Good Decisions

Assessment

Students are assessed regarding their application. The criteria are adapted from the Australian Curriculum and aligns with Loreto's HEART Learning and Teaching Framework. Student progression is assessed using four criteria:

- Preparation for Class
- Participation in Class
- Classroom Behaviour
- Completes assigned work/homework

Additional Information

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Elective Subjects

Creative Arts - Art

Semester Long Elective Subject

Year 7 Visual Art involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D) and three-dimensional (3D) forms.

Responding in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate their own and others' visual artworks.

Both making and responding involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

Objectives

Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes
- Visual arts techniques, materials, processes, and technologies.
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement.
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, and designers; visual arts as social and cultural practices; and industry as artists and audiences.
- Confidence, curiosity, imagination, and enjoyment.
- A personal aesthetic through engagement with visual arts making and ways of representing and communicating.

Structure

Across the semester of Year 7 Visual Art, students will learn about different viewpoints or contexts for making and responding to art. A variety of media will be utilised to create artworks, such as painting, drawing, sculpture and/or digital imaging.

Unit 1: My Personal World		
<p>Students will explore drawing, ceramic and painting media and techniques to express their connection to their own world.</p> <p>Using the Inquiry Learning Model, students will respond to inspirational artist work, develop skills in a variety of media and learn methods to compose artworks. Students will learn how to use visual language in Art. Students will analyse selected artworks to complete short responding tasks based on these art forms. The final student work will be accompanied by a written artist statement.</p>		
<p>Objects</p> <p>Students will explore the interesting visual qualities of an object in a figurative drawing.</p> <p>In the Inquiry process, they will learn about: the use of careful and sustained observation; the effects of drawing media; drawing techniques; and the use of line, shape and tone.</p> <p>Students will learn about visual language in art to complete an extended written response about a selected artwork.</p>	<p>People</p> <p>Students will explore decorative and symbolic qualities in art through the creation of a ceramic portrait.</p> <p>In the Inquiry process, they will learn about: stylisation to simplify; the use of symbols; ceramic processes; and the effect of colour, form, repetition and pattern.</p>	<p>Place</p> <p>Students will explore the aesthetics of a selected place through photography and painting.</p> <p>In the Inquiry process, they will learn about: the conventions and techniques for abstraction, photographic and painting processes; compositional techniques; and the use of colour, texture and tone.</p>

Assessment

Assessment for Year 7 Visual Art will take a variety of forms, including:

- Making Tasks: A folio of selected artworks supported by journal work documenting exploration, development, and reflection
- Responding Tasks: A collection of written responses in which students respond to selected artworks

Recommendations

It is recommended that students intending to select Visual Art in Year 8 or 9, complete the Year 7 course in preparation for future studies.

Additional Information

Ms Kelsey Taylor

Acting Curriculum Leader – Creative Arts

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Creative Arts - Drama

Semester Long Elective Subject

Through Year 7 Drama, students are provided with opportunities to explore the dynamics of human relationships and situations in order to understand and appreciate the world in which they live. In dramatic play, learners use themselves and each other as a medium for expression.

As they make and respond to Drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension. They consider social, cultural and historical influences of drama. They evaluate the directors' intentions and expressive skills used by actors in Drama they view and perform.

Drama is an interactive discipline and therefore students are encouraged to work constructively and generously with their peers. Through their involvement in Drama activities, students will gain confidence and develop competence in communication, teamwork, problem solving, decision-making and artistic self-expression.

Objectives

- Demonstrate, analyse and interpret the dramatic languages to create dramatic action and meaning.
- Apply literacy skills.
- Interpret purpose, context, and text to communicate dramatic meaning.
- Evaluate, justify, and synthesise to argue a position about dramatic action and meaning
Demonstrate, analyse and interpret the dramatic languages to create dramatic action and meaning.
- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama.
- A sense of curiosity, aesthetic knowledge, enjoyment, and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences.
- Ensemble skills.
- An understanding of the elements of drama.
- Stagecraft skills: specifically, voice, movement, character, and role development.

Structure

Year 7

Girl Who Cried Wolf, by Brisbane playwright, Angela Betzien explores themes highly relevant to young teenage girls. Students embark on a personal artistic journey to develop skills to:

- Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas, and themes.
- Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions.
- Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect.
- Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions.
- Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning.
- Maintaining commitment to role; exploring motivations and various facets of multidimensional characters; developing and analysing multidimensional relationships in the drama.
- Improvising with/adapting available materials and technologies to establish setting; using conventions of story in drama.
- Sustaining belief in character and situation through voice and movement; revealing character and situation through the use of voice, movement/blocking and props.

Assessment

Group Performances: Scripted

Short Response Examination: A short response examination based on the Elements of Drama and responding to a recorded live performance.

Recommendations

Students of Drama are encouraged to participate in cultural activities beyond the classroom. Attendance at live theatre offered both within and outside the school context is recommended.

Additional Information

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Music plays a significant role in everyday life. It pervades all cultures and evokes a broad spectrum of human emotional responses. As one of the Performing Arts, music makes a profound contribution to personal, social and cultural identity. It forms a unique means of expression, of knowing and of communicating experience.

Year 7 Music is a practical course where students interact with music through a performance-based program focused on popular styles. All students learn to sing and play instruments including keyboards, guitar, bass guitar and drum kit. This leads to practical assessment in which students are required to set up and perform in a band. Additionally, students will listen to and discuss a wide variety of musical styles and learn to read and write musical notation.

The transferrable skills developed through a Music education, such as the capacity for flexible thinking and doing, will ensure students are equipped with 21st century skills they can apply outside the Music classroom.

Objectives

- Enjoy and value music and engage confidently in music-making.
- Demonstrate technical skills by developing a sound knowledge of music theory.
- Develop skills in music performance including group performance and work in rock bands.
- Develop appropriate music vocabulary to communicate and express ideas about music.

Structure

Year 7

Music Makes My World Go Round is a foundation course in Music to introduce students to the elements of music.

Learning experiences will include:

- Singing
- Body percussion
- Reading music notation
- Keyboard playing
- Composing
- Recognising rhythmic patterns and beat groupings
- Discriminating between pitches, recognising intervals and familiar chord progressions
- Identifying and notating metre and rhythmic groupings
- Aurally identifying layers within a texture
- Imitating simple melodies and rhythms using voice and instruments
- Performing with expression and technical control, correct posture, and safety
- Understanding roles within an ensemble, balancing, and controlling tone and volume
- Using technology as a tool for music learning and to record music
- Holding and playing instruments and using voices safely and correctly
- Analysing musical elements
- Reflecting on learning

Assessment

Performance: Students select a piece of repertoire to play on the keyboard

Musicology: Analysis of musical elements in an extended response.

Recommendations

Students of the Performing Arts are encouraged to participate in cultural activities beyond the classroom. Attendance at live theatre, musicals, concerts and events offered both within and outside the school context is recommended.

Additional areas of study including Instrumental Music will be complementary to this subject area.

Additional Information

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Year 7 Technologies: Food and Textiles is a subject based on the *Australian Curriculum*, drawn from two curriculum areas: Design and Technologies; and Health and Physical Education. Food technology addresses the role of food and nutrition in enhancing health and wellbeing. The content supports students to make healthy, informed food choices. Students explore the contextual factors that influence eating habits and food choices. Through the practical application of technologies, students create innovative solutions. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others. They work independently and collaboratively to develop knowledge, understanding and skills to respond creatively to current and future needs and opportunities.

FOOD TECHNOLOGY: Happy Snacking

In the Year 7 Food Technology units, students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. They develop knowledge of dietary guidelines and develop skills in food preparation and cooking to select, design and produce a range of healthy snack food products.

TEXTILES TECHNOLOGY: Fun with Fabric

In the Year 7 Textiles Technology units, students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, tools and equipment. They develop knowledge of fabrics and develop hand and machine sewing skills to select, design and produce a decorated sewing pouch.

Structure

Year 7 students can elect to study one semester of Technologies: Food and Textiles, consisting of one term unit in Food Technology and Textiles Technology.

Term 1	Term 2	Term 3	Term 4
Food Technology	Textiles Technology	Food Technology	Textiles Technology

Assessment

Technologies: Food and Textiles enables students to become creative and responsive designers. The assessment for each unit is:

- Food Technology: Project – design folio and practical solutions
- Textiles Technology: Written examination & practical product

For Additional Information Contact:

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Learning languages broadens horizons, boosts employment prospects and gives the opportunity to explore the world and its cultures. Second language learning develops working memory, improves students' knowledge of English and enhances comprehension and study skills. The interconnection of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its prevalence, a capability in English only is no longer sufficient. In a world where most people speak more than one language, the ability to communicate in a second language is an essential skill which is transferrable to any industry.

Recognising the importance of knowing a second language, Loreto College Coorparoo offers three languages to Year 7 students: French, German and Japanese. After a taste of each of these languages on Orientation Day, students will select one language to study for Year 7.

The Year 7 courses are an introduction to language and culture as outlined below. Students who have extensive prior knowledge of one of these languages may choose to study another language in Year 7. These girls are invited to contact the Curriculum Leader Languages to determine the best time to recommence classroom study of their original language should they wish to do so.

Learning languages:

- Extends the capability to communicate and extends literacy repertoires
- Strengthens understanding of the nature of language, of culture, and of the processes of communication
- Develops intercultural capability
- Develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture, and identity
- Strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking

Learning languages also contributes to strengthening the community's social, economic, and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally, and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. (*The Australian Curriculum: Languages*).

Objectives

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language.
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication.
- Understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages. (*The Australian Curriculum: Languages*).

Structure

Learning experiences develop students' capacity to:

- Use language for communicative purposes through socialising, informing, creating, translating and reflecting
- Analyse and understand systems of language, language variation and change and the role of language and culture
- Live and work successfully in the 21st century with a focus on literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical and intercultural understanding

Year 7 French

Term 1	Term 2	Term 3	Term 4
<p>Introducing France, Introducing Me</p> <p>Explore the French speaking world</p> <p>Use greetings</p> <p>Introduce yourself</p> <p>Learn the French alphabet</p> <p>Discuss birthdays, likes and dislikes</p> <p>Use numbers 1-31</p>	<p>My Family and Pets</p> <p>Describe appearance and personality</p> <p>Talk about nationalities and countries</p> <p>Discuss family, pets, and hobbies</p> <p>Understand and give phone numbers</p> <p>Use numbers to 100</p>	<p>Bon appétit!</p> <p>Compare mealtimes in France & Australia</p> <p>Roleplay eating out at cafés and restaurants</p> <p>Read and create French menus</p> <p>Organise a class party with French food, music, and games</p> <p>Discover festivals in the French speaking world</p>	<p>Let's go to Paris!</p> <p>Explore the capital of France (monuments, shops, fashion, cafés)</p> <p>Create a virtual itinerary to Paris</p> <p>Talk about future plans</p> <p>Discuss holiday activities</p> <p>Discover Christmas in France</p>

Year 7 German

Term 1	Term 2	Term 3	Term 4
<p>Me and You</p> <p>Discover German-speaking countries and the countries which border Germany</p> <p>Use greetings</p> <p>Introduce yourself</p> <p>Discuss how you are and where you are from</p> <p>Describe someone's personality</p> <p>Learn the alphabet in German</p>	<p>School and Hobbies</p> <p>Discover German schools, timetables, subjects, school reports, a typical school day</p> <p>Discuss hobbies and sports in German-speaking countries</p> <p>Use numbers 0 – 20</p> <p>Tell your telephone number</p> <p>Give opinions on your school subjects, sports and hobbies</p>	<p>Family and Fashion</p> <p>Discuss different types of families, traditions and celebrations in German-speaking countries</p> <p>Explore traditional and modern fashion in Germany, and shopping in clothing stores</p> <p>Discuss your family</p> <p>Use numbers 21-100</p> <p>Talk about clothing (type, colours, patterns, opinions on clothing)</p>	<p>Eating and Drinking</p> <p>Learn about traditional food and meals in German-speaking countries</p> <p>Discuss food and drink preferences</p> <p>Roleplay ordering food and drink in a restaurant</p> <p>Revise numbers in relation to prices of items on a German menu</p>

Year 7 Japanese

Term 1	Term 2	Term 3	Term 4
<p>Introduction to Japanese Language</p> <p>Discover the Japanese writing system</p> <p>Learn Hiragana</p> <p>Use greetings</p> <p>Introduce yourself</p> <p>Discuss preferences</p> <p>Explore teenage culture in Japan</p>	<p>My Family and Friends</p> <p>Introduce and describe family and friends</p> <p>Understand and give phone numbers</p> <p>Use numbers to 100</p> <p>Compare family and friendship in Australia and Japan</p>	<p>My Town and My Busy Week</p> <p>Describe your town</p> <p>Ask for and give information about places</p> <p>Discuss what you do during the week</p> <p>Talk about after school activities</p> <p>Explore major cities in Japan</p>	<p>Food in Japan</p> <p>Order food in a restaurant</p> <p>Ask for and give prices</p> <p>Use numbers 100 to 1000</p> <p>Discuss your favourite food</p> <p>Discover various Japanese dishes and the importance of food presentation</p>

Learners use written and spoken language to interact with peers, teachers and other speakers of the target language in local contexts and online environments. These exchanges are complemented by interactions with rich and varied language resources and materials. Learners may participate in local community events, music or film festivals, or exchange-student hosting.

Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, videos, apps, media texts and online materials. They also draw on texts in the target language such as short stories, songs, poems, newspaper reports, films, video clips, blogs and social media texts.

Assessment

There are three pieces of assessment throughout the year which give students the opportunity to demonstrate understanding and communication in the target language. Skills covered include:

- Listening to spoken material in the target language
- Reading written material in the target language
- Producing prepared or spontaneous spoken material in the target language
- Creating prepared or spontaneous written material in the target language
- Displaying cultural awareness

Additional Information

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Technologies - Robotics & Engineering

Semester Long Elective Subject

Technology in the Australian Curriculum is made up of two related strands, **Digital Technologies** and **Design and Technology**. The Robotics & Engineering course uses elements of both strands.

Objectives

Robotics & Engineering focuses on problem solving. It is a practical subject that requires students to utilise a wide range of equipment, software, and hardware, in order to create their own unique solutions to a wide range of problems.

Structure

Over the Semester students will experience the following types of activity:

- Building and Coding Lego Spike Robots
- Computer Aided Design.
- Engineering Activities - manual and digital Bridge Design

Assessment

Students are assessed against two criteria:

- Knowledge and understanding
- Processes and production skills

Additional Information

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Course is available on Loreto's LMS - Canvas

Technologies – Digital Technologies & Coding

Semester Long Elective Subject

Technology in the Australian Curriculum is made up of two related strands, **Digital Technologies** and **Design and Technology**. The Digital Technologies & Coding course uses elements of both strands.

Objectives

Digital Technologies & Coding focuses on problem solving through the use of computational and critical thinking. Students will utilise a wide range of software and hardware applications to create their own unique solutions to a wide range of real-world challenges. Students will work both collaboratively and individually.

Structure

Over the Semester students will experience the following types of activity:

- Coding - problem solving using Tynker
- Architectural Design - manual & CAD
- Breakout Challenges – digital & physical problem solving

Assessment

Students are assessed against two criteria:

- Knowledge and understanding
- Processes and production skills

Additional Information

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or visit the Digital Technologies portal at <http://dt.loreto.qld.edu.au/>