



St Patrick's College

GYMPIE

Let your light shine



St Patrick's College Gympie

Year 7 Student Handbook



Fostering talent. Providing challenge. Pursuing wisdom

**ST PATRICK'S COLLEGE GYMPIE
YEAR 7 HANDBOOK
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WELCOME TO YEAR 7 2022

Dear Students,

Welcome to secondary school. You will find many changes: different teachers and subjects, different approaches to learning, and different ways that learning is assessed. This should be an exciting and fulfilling time as you are challenged to develop skills in working with people, in making decisions, in assessing information critically, and in presenting your work. These will be important in the future. Make the most of this time: be aware of your learning and take control of it.

Take every opportunity to “Let your light shine” so that this year will be fulfilling and interesting. At this stage of your learning ‘how’ you study is more important than ‘what’ you study. These are important formative years as you establish learning patterns that will stay with you for a very long time.

Mark Newton
Principal

GENERAL INFORMATION

Fostering talent, Providing challenge, Pursuing wisdom

We aim to develop the talents, skills and attributes of our students. However, it is important that they are challenged to further develop these themselves. The overall goal of education is for the students to become wise. This is a life-long process and the College endeavours to assist them in this journey.

The College badge and motto were designed to encompass the aims and ideals of Catholic Education in St Patrick's Parish, Gympie.



Let Your Light Shine



St Patrick's College Mission Statement

St Patrick's College aspires to be based on Gospel values of love, forgiveness, care, respect, sensitivity and justice.

We strive to:

- witness to belief in God and the Christian way of life in our dealings with each other and the wider community,
- foster and celebrate the talents and potential of each member of our school community,
- promote intellectual, spiritual, emotional, social and physical development to the full, and
- foster a deepening personal commitment to God.

THE YEAR 7 CURRICULUM

St Patrick's College provides a curriculum that promotes a breadth of learning in various subjects that is unique compared to other educational institutions in Gympie. In Year 7, all students study:

- Religious Education
- English
- Mathematics
- Science
- Humanities, Civics and Business
- Health & Physical Education
- Life Skills
- Drama
- Home Economics
- Industrial Technology and Design
- Digital Technologies
- Italian
- Music
- Visual Art

Students continue these subjects in Year 8. In Years 9 and 10, they choose elective subjects as well as core subjects. In Years 11 and 12, students choose all their subjects, but these must include a Religious Education subject, an English subject and a Mathematics subject.

Subjects follow the Australian Curriculum, Assessment and Reporting Authority (ACARA) National Curricula to deliver cohesive learning programs which help you to achieve deep levels of understanding.

Students are issued with a Laptop and use this to support their learning, including using the electronic textbooks of some subjects, producing word-processed responses, and watching Clickview clips related to classwork. eLearning skills are embedded within the curriculum rather than taught separately.

Subjects such as Design Technologies are studied in a term-by-term rotation, as are the Arts subjects (which includes Digital Technologies).

Students participate in the Accelerated Reader program in which they choose books appropriate to their reading level, read the book, take an Accelerated Reader quiz and then get immediate feedback about how well they have understood the book.

St Patrick's College deliberately places students in mixed-ability classes as research on achievement and equity shows this to be a favourable impact on all students' learning as part of a holistic Catholic learning community.

ACHIEVEMENT

Homework

Students are encouraged to spend about 40 minutes per week on each of Religious Education, English, Maths, Science and Humanities and finish class tasks in Health & Physical Education, Industrial Technology & Design, Art, Music, Drama and Japanese as necessary. The homework time should be spent reviewing work covered in class, finishing classwork, and extra work/revision that the students set for themselves (study). They should also be reading for about 10 minutes each night.

All homework should be noted in the Student Diary. These diaries are checked by the Home Room teachers to ensure that the students are using them. Whenever no homework is explicitly set by the subject teacher, the student should use that time to review the subject.

Assessment

Assessment will include exam-type responses, in-class tasks and folios of work.

Reporting and Parent-Student-Teacher meetings

School reports are issued at the end of Terms 1, 2 and 4.

The Term 1 report is a report designed to indicate how successfully the student has adapted to secondary school. It reports on the student's organisation, conduct and effort, and includes a progress grade of ✓ or -, indicating respectively that the student is settling in well to learning or is experiencing some difficulty at this stage. The report is followed up with Parent-Student-Teacher meetings to allow this to be discussed.

The reports at the end of Semester 1 and 2 use a 5-point scale, where the grades indicate the following:

- A - the student is performing well above the expected level
- B - the student is performing above the expected level
- C - the student is performing at the expected level
- D - the student is performing below the expected level
- E - the student is performing well below the expected level

The Semester 1 report is followed by Parent-Student-Teacher interviews in July. If parents have a concern about their child's progress, appointments with the relevant teacher(s) may be made during the year.

While not all students can be high achievers, there is cause for concern if a teacher's comments indicate that the attitude towards a subject is negative.

Religious Education

Concepts

Where it all began -

| | |
|--|--|
| Ancient Israel | Formation of the Gospels |
| Founders of religious communities | The origins of the monotheistic traditions |
| The origin and establishment of the Christian church | |
| Dealing with challenges of Early Church and its legacies | |
| The structure of the Catholic Church in Australia | |

The power of words -

| | |
|---------------------|---------------------------------------|
| The nature of truth | Creeds |
| Ancient churches | Praying with Scripture –Lectio Divina |

Doing 'good' today -

the Decalogue describes a way of life faithful to God's love.
Concern for the common good is a basic principle of Christian morality.
Sin has a social dimension as each individual's sin in some way affects others

Sacraments and sacramentality -

| | |
|--------------------------|--|
| Christ's Paschal mystery | Sacraments support the journey of faith. |
| Christian prayer | Meditative prayer |

Skills developed

- Comparing and contrasting points of view
- Analysis of Scripture/text
- Interpretation of text
- Interpretation of timeline
- Interpreting maps
- Writing and communicating
- Inquiry Processes/Investigating
- Evaluating
- Applying
- Synthesis of sources
- Historical Inquiry
- Deriving Meaning from Art, objects and rituals and artefacts

Assessment

- In-class tasks

eLearning Skills:

- PowerPoint presenting skills
- Word - processing
- Clickview
- Online classroom
- Online inquiry process

English

Concepts

'Getting to know each other' - Intro activities

'The Power of Poetry'

- Understanding poetic techniques
- Reading and viewing poetry

Novel study – 'Holes'

Visual Literacy – Genre study

'A Picture's Worth' - Creative writing

Skills developed

- Communication in face to face and online environments
- Interpreting texts
- Evaluating texts
- Analysing texts
- Extending vocabulary
- Consolidating handwriting
- Editing for meaning
- Writing paragraphs using TEEL
- Recognising generic elements
- Creating an imaginative text

Assessment

- In-class tasks (spoken and written)
- Poetry portfolio

eLearning Skills:

- Word processing
- Literacy Planet
- Google Apps: Classroom, Slides and Docs
- Communication in online environment

Mathematics

Concepts

Number and place value

Real numbers

Money and financial Mathematics

Patterns and algebra

Measurement

Linear and non-linear relationships

Geometric reasoning

Chance

Data representation and interpretation

Skills developed

- Spatial awareness
- Manipulative skills
- Use of abstract concepts
- Calculator use
- Report writing
- Isometric drawing

Assessment

- Folio collections of student work
- Assignment
- Open and closed book exams

eLearning Skills:

- using spreadsheets
- constructing graphs using digital technology

Science

Concepts

Laboratory orientation – safety

Chemical science

Earth and space science – water cycle, seasons, renewable energy

Biological science – classification, interactions between organisms, human impacts

Physical science – forces, gravity, real world applications

Skills developed

- Safe use of equipment
- Graphing (digital and non-digital)
- Data collection probes
- Designing an experiment
- Writing scientific statements
- Creating models
- Using a dichotomous key
- Creating a dichotomous key
- Environmental sampling techniques
- Designing
- Inquiring
- Investigating
- modifying

Assessment

- Folios of work
- Exams

eLearning Skills:

- Probes
- Pearson online resources
- Scootle
- Sparkvue, Desmos apps
- Graphing

Health and Physical Education

Concepts

Practical

Team sports - develop knowledge and understanding of physical skills, team sportsmanship and coaching principles

Cricket

Soccer/touch

Tee ball

Basketball

Racquet sports

Minor games

Athletics - develop or improve knowledge and execution of physical skills, rules of the event, sportsmanship and coaching principles

Long, triple jump

Shot put, discus, javelin

Sprints, circular relay

Theory

Sport in Australia – history, development

Healthy lifestyle choices – safety, road, beach, social media, bikes, etc.

Skills developed

- Ball handling skills
- Offensive and defensive strategies
- Refereeing
- Game play
- Glove work
- Racquet/ball coordination

Assessment

- In-class tasks
- Folios of work evidence

eLearning

- Use of EXCEL for fitness results
- Heart rate monitors

Humanities, Civics and Business

Concepts

Geographical concepts – Water in the world

Ancient Egypt

Liveability in the world

Ancient China

Spending

Business objectives market structures

Foundations of Australian government and legal structures

Influences on Australian civic values

Skills developed

- Defining vocabulary
- Explaining concepts
- Hypothesizing
- Predicting
- Using and understanding a textbook
- Locating, selecting and interpreting information from both primary and secondary sources
- Creating representations of data and information
- Evaluating sources, especially online
- Note taking
- Transforming notes into paragraphs
- Presenting an informative talk
- Drawing informed conclusions
- Using a variety of modes to communicate, including online and technological mediums
- Making proposals
- Describing the effected effects of proposals
- Writing and informative text
- The key features of government under the Australian Constitution
- How Australia's legal system aims to provide justice
- How Australia is a secular nation and a multi-faith society with a Christian heritage
- The ways consumers and producers interact and respond to each other in markets
- Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives

Assessment

- In class tasks

eLearning Skills

- Online resources

Life Skills

Concepts

Orientation to the College

Effective Use of the Diary

Preparation for Swimming Carnival

Preparation for Camp

School/Life Balance

Futures Goal Setting

Communication

Digital Citizenship

Cyberbullying

Bullying/Teasing

Pro Social Behaviour

How to Make Friends and Influence People

Self Awareness

Productive Relationships

Personal Traits

Resilience

We Survived

SOS – Respecting Self, Others, Space

Smart Choices

Awards Night

Reflection – The Year That Was

Message to Future Self

Christmas Activities

Skills developed

- Expectations
- Use of diary
- How to make a study schedule
- Organisation
- How to make positive choices

e-Learning

- Cyber safety
- File management
- Touch typing
- Email etiquette
- Clickview

Drama

Concepts

Readers' Theatre

Script work (*Hating Allison Ashley*)

Program of Prose and Poetry

Skills developed

- Physical and vocal characterization
- Movement
- Place and space
- Language
- Mood
- Symbols

Assessment

- Student-devised performance task
- Letter home in character
- Scripted performance

Home Economics

Concepts

Growth and development

Food, nutrition and health

Consumer decisions

Safety

Self-concept and self esteem

Relationships with others

Personal and interpersonal skills

Futures in home economics contexts

Skills developed

- Basic cooking skills
- Measuring
- Reading a recipe

Assessment

- In class tasks
- Quiz
- Practical observations
-

E Learning

- Online recipe websites

Industrial Technology and Design

Concepts

Construction – building a spice rack

Designing a name tag and printing it on 3D printer

Creating small dishes with plastic and making a small game

Design a small basic building

Skills developed

- Basic computer drafting
- Measuring and marking out
- Use of hand tools
- Investigating design, shape, texture and colour

Assessment

- Folio of work (practical and drawings)

eLearning

- CAD using Revit

Italian

Concepts and skills

Written Italian phrases and interpretations

Introductions – useful language when introducing oneself.

Classroom language

Making polite requests

Standard daily greetings

Discussing likes and dislikes (colours, sports, food, hobbies)

Cultural differences between Australia and Italy

Geography, history, culture and customs of Italy

Counting, numbers, money, time

Skills Developed

Reading and writing Italian

Reading and writing Italian associated with numbers, money and time.

Introducing oneself, giving name and age

Understanding simple, spoken and written Italian.

Assessment

- Quizzes
- Assignment

Music

Concepts

Theory

Aural analysis

Notation

Rhythm

Creating a song on the keyboard to a story written

Learning basic percussion, keyboard and guitar skills

Skills developed

- Deconstructing music using musical elements
- Learning treble & bass cleft notes
- Identifying and performing different rhythms
- Writing scales
- Discovering sounds on keyboard
- Manipulating musical elements to create an atmosphere
- Learning Left and right hand keyboard techniques
- Learning Guitar chords and strumming patterns
- Performing (solo and group)

Assessment

- In-class tasks (Performance and Composition)
- Quiz

eLearning Skills

- Google Apps
- Google Docs

Visual Art

Concepts

Principles of Art and Design

Study of and response to artworks

Drawing, painting and ceramic sculpture

Skills developed

- Planning
- Drawing
- Painting
- Sculpture
- Design
- Selection
- Create
- Development
- Analyze
- Compare
- Evaluate
- Critically understand
- Safe Visual Arts Practices

Assessment

- Folio of short activities
- Visual journal work

eLearning

- Clickview
- Online resources
- Google Classroom
- Google Docs and Apps
- One Drive