Curriculum Guide

Year 7

2024

Learning in Our Valley. Thinking Beyond the Hills.

WELCOME TO REDLYNCH STATE COLLEGE

Welcome to Redlynch State College - RSC. The college is nestled in the Freshwater Valley surrounded by the beautiful hills, the essence of which is captured in our school vision "Learning in our valley, thinking beyond the hills". Located in one of Cairns' fastest developing districts, our school is continually expanding to meet this growth. In 2007 we enrolled our first Year 8 students. 2011 saw these students graduate as our first Year 12 cohort. In 2024 we anticipate around 210 Year 7 students will be enrolled at the college with a total enrolment of approximately 1275 on the secondary campus.

We provide innovative and challenging experiences for all students in preparation for future pathways beyond the school environment and our goal is to create an enhanced learning environment that meets the needs of all learners. Personalising learning experiences requires communication between the home and school on a regular basis and we highly encourage parents and guardians to build their relationship with the college through positive interactions – both personally and through electronic communication during their time here.

As part of our innovative learning experience, all students in the college require their own laptop to be brought to school each day. More information regarding curriculum requirements and the BYOx program is available on the College website – www.redlynchsc.eq.edu.au.

We look forward to working with you over the next 6 years of secondary schooling and thank you for choosing to share your learning journey at Redlynch State College.

BEHAVIOURAL EXPECTATIONS

Redlynch State College is committed to ensuring that all young Queenslanders have a right to, and receive a quality education.

Redlynch State College creates a supportive school environment where all people feel respected, safe and committed to learning. A positive learning environment is created by building on quality relationships with students and parents. Our approach to developing responsible behaviour focusses on these relationships and takes place in a caring supportive environment. We believe that self-control is necessary for children's welfare and happiness and their ability to function effectively in society. Students are encouraged to manage their thinking and their behaviours and it is expected that they develop self-discipline and take responsibility for their actions.

Our behavioural expectations are:

- Respect
- Safety
- Commitment to Learning & Wellbeing

These behavioural expectations are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our behavioural expectations in all actions. These expectations are the foundation of our Student Code of Conduct.

JUNIOR SECONDARY

Junior Secondary at Redlynch State College has a focus on six key areas:

Distinct Identity
Students in Junior Secondary (7 – 9) wear a different uniform and our Year 7s have their own block for the majority of their classes and also lunchtimes.

Quality teaching
A focus on quality in all curriculum areas.

Student Wellbeing
The weekly RSC lessons provide practical methods, tools and support to students' personal development and understanding. Topics include emotions, personal strengths, health and relationships. 1 lesson per week covering a wide range of topics for student wellbeing.

Parent and Community Involvement
We welcome involvement on a regular basis, via email, in person and Parent/Teacher evenings.

Leadership at the college has dedicated personnel to Junior Secondary.

Local decision making through consultation with the College and wider community.

We recognise that these learners have distinctive needs. These include a need for:

- a confident sense of self
- strong and supportive relationships with friends, family and teachers
- a sense of purpose in what they're learning
- a strong sense of personal control over what they are doing and how they do it
- the ability to succeed
- high intellectual quality
- knowing they're safe
- a sense of belonging

How will we do it?
Our committed educators are dedicated to improving learning outcomes for all our students through:

- enhanced teaching and learning practices in the classroom – building and maintaining positive relationships
- enhanced curriculum and assessment – engaging students in learning
- enhanced school organisation for learning – creating innovative learning environments

CURRICULUM

All Year 7s have 20 timetabled lessons of 70 minutes each week.

This consists of

- Core subjects (English, Math, Science, Health and Physical Education, Humanities, Digital Technologies and Language) for 17 lessons,
- Elective subject (2 lessons) which changes each term.
- A dedicated "RSC" lesson where a range of personal development, well-being and other issues are taught and discussed.

Students will be allocated into their classes based around their language chosen. Redlynch offers Spanish, French or Japanese. During enrolment (or transition if a current RSC student), students are able to select preferences for their Language, however please note there are limited spaces in Spanish and French.

In terms of elective subjects, students will study one elective each term – either in the Arts, Technology or Outdoor Recreation. Students are given the opportunity to record their **preferences** either upon enrolment, or in the case of current RSC students, during the initial transition period around May/June. Students will be allocated subjects across the year as is available. Once allocated, there are no changes possible.

* Please note that a requirement of the Australian Curriculum is for all students in Year 7 (& 8) to experience the Arts and Technology and it is not until Year 9 that students are required to select electives, however we do enable selection for Year 8.

ENGLISH

UNITS STUDIED

1. Indigenous Fictions
2. The Pitch Advertising Unit
4. Novel Study - The Whale Rider
5. Poetry Devices Analysis

CORE SKILLS TAUGHT

- Independent research and study skills
- Identify, use of, and evaluation of persuasive techniques
- Structure responses to suit audiences through language choices
- Engage with a stimulus to create a storyline
- Deconstruct narratives and practice writing a range of imaginative responses
- Develop effective writing techniques
- Editing techniques – work on grammar/punctuation/ spelling to make writing more effective, and writing to a word limit
- Identify abstract nouns and develop a memoir
- Identify character perspectives
- Develop varied sentence structures and experiment with more sophisticated punctuation
- Read novels for meaning and enjoyment
- Develop a voice so to persuade and give opinions
- Locate evidence to support personal opinions
- Read poetry for understanding and enjoyment
- Identify structural features, poetic devices and meanings
- Paragraph writing

ASSESSMENT

- Narrative Intervention
- Exam and persuasive speech
- Analytical Exposition
- Poetry/Song Analysis speech

MATHEMATICS

UNITS STUDIED

1. Whole Numbers
2. Integers
3. Fractions
4. Decimals, percentages and ratio
5. Algebra
6. Measurement
7. Linear Equations
8. Angles and shapes
9. Statistics and Probability
10. Transformation and visualisation

CORE SKILLS TAUGHT

- **Understanding** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **Fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- **Problem-solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **Reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

ASSESSMENT

Mid Term and end of Term Exams

- Problem solving and modeling task
- Statistical investigation

SCIENCE

UNITS STUDIED

1. Working Scientifically
2. Interacting Ecosystems
3. Forces and Motion
4. Time and Tide (Earth and Space Science)

CORE SKILLS TAUGHT

- Questioning
- Predicting
- Planning and Conducting Investigations
- Collect accurate data
- Fieldwork
- Graphing of data
- Safe use of Equipment
- Identify relationships
- Draw conclusions
- Analyse patterns
- Evaluating data
- Summarise data
- Use of scientific language

ASSESSMENT

- Exams
- Practical Reports
- Collection data analysis tasks

HISTORY, CIVICS & CITIZENSHIP

UNITS STUDIED

1. First Nations Peoples of Australia
2. Ancient China
3. Australian Government, Laws and Citizenship

CORE SKILLS TAUGHT

- Use historical terms and concepts
- Sequence historical events
- Identify primary and secondary sources, including origin and purpose
- Draw conclusions
- Locate, compare, select and use evidence
- Develop texts using sources as evidence
- Develop historical inquiry questions
- Use a range of communication forms and digital technologies
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop questions to investigate Australia's political and legal systems
- Gather and analyse information from a range of sources
- Appreciate multiple perspectives
- Use strategies to mediate differences
- Use democratic processes to reach consensus
- Present evidence-based arguments
- Reflect on their role as an Australian citizen

ASSESSMENT

- Short response Exam
- Extended Response Essay
- Collaborative Multimedia Project

GEOGRAPHY, BUSINESS & ECONOMICS

UNITS STUDIED

1. Water in the World
2. Place and Livability
3. Market & Goals

CORE SKILLS TAUGHT

- Develop an understanding of the geographical contexts of Australia and countries in the Asia region
- Develop and discuss geographically significant questions
- Classify environmental resources and recognise how use of resources changes over time
- Make observations and select and record geographical information
- Represent geographical data in a range of graphic forms
- Interpret distributions, patterns, connectedness, trends and relationships
- Interpret, analyse and evaluate information for its reliability and usefulness, and form appropriate conclusions
- Apply geographical concepts to draw conclusions based on the analysis of the data and information
- Propose strategies to a geographical challenge
- Examine and understand measures of livability
- Present findings using relevant geographical terminology and graphic representations in a range of communication forms
- Reflect on the inquiry process and learning
- Develop questions around an economic issue
- Plan and conduct an investigation
- Gather relevant data from a range of sources
- Interpret data to identify relationships and trends
- Generate a range of alternatives for an economic issue
- Evaluate the potential costs and benefits of each alternative
- Apply knowledge and skills in familiar and new situations
- Present evidence-based conclusions
- Reflect upon the consequences of alternative actions

ASSESSMENT

- Short response exam
- Response to stimulus exam
- Collaborative Multimedia Project

HEALTH AND PHYSICAL EDUCATION

UNITS STUDIED

1. Theory: Valuing Diversity
   Practical: Minor Games
2. Theory: Fitness
   Practical: Track and Field
3. Theory: Puberty
   Practical: Soccer
4. Theory: Cyber Safety
   Practical: Touch Football

CORE SKILLS TAUGHT

Students learn to:

- Analyse factors, health information and messages
- Describe, analyse and propose strategies that enhance their own and others' health, safety, relationships and wellbeing
- Apply and transfer movement skills and movement concepts
- Implement and evaluate movement strategies
- Propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes
- Select, use and refine strategies to support inclusion, fair play and collaboration

ASSESSMENT

1. Exam and Practical or Performance
2. Investigation and Practical or Performance
3. Exam and Practical or Performance
4. Project and Practical or Performance

Please note: All practical assessment is continuous throughout the term

ADDITIONAL INFORMATION

- Participation in the practical and theoretical aspects of the course is expected
- Equipment includes:
  - Laptop
  - Bucket hat
  - Running shoes
  - No jewellery

LANGUAGES – JAPANESE/FRENCH/SPANISH

UNITS STUDIED

Japanese/Spanish

1. Wildlife Park

Students will use language to explore animals both native to Australia and from around the world

2. Fashion

Students will investigate the seasons and their cultural importance to Japan and Spanish speaking countries. They will use language to identify and describe fashion articles and trends from around the world

French

1. Introductions – Me, You and Them

Students will learn how to count in French, introduce themselves and ask questions to get to know others; describe themselves and others as well as describe how they feel and say what they think

2. French Pop Culture – Focus on SONGS

Students will engage with French cultural classics as well as with contemporary hits. They will discover French culture through famous songs.

CORE SKILLS TAUGHT

In the Year 7 Languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences.

Languages is organised through two interrelated strands:

- **Communicating**: using language for communicative purposes in interpreting, creating and exchanging meaning
- **Understanding**: analysing language and culture as a resource for interpreting and creating meaning

ASSESSMENT

Over the course of the semester, students will be assessed in each of the four macro-skill areas; listening, reading, writing and speaking. There is a total of two assessments per term; a comprehension-based examination and a composing project task

ADDITIONAL INFORMATION

- Excursions to local attractions and events
- Participate in overseas tours organized by school staff
- Access to scholarships for student exchange programs and post school university pathways
- Language and cultural competitions
- Participate in the International Study Tour program as *buddies* for visiting international students

DIGITAL TECHNOLOGIES

UNITS STUDIED

Unit A: Choose Your Own Adventure

Unit B: Games

CORE SKILLS TAUGHT

- Digital Literacy, including Microsoft 365
- Flowcharts
- Problem solving
- Respectful communication online
- Project management
- Computational thinking skills
- Algorithms
- Game Design

ASSESSMENT

- Written: choose your own adventure story with an algorithmic flowchart
- Project: modify code and develop a game

ELECTIVES

THE ARTS SUBJECTS

DANCE

UNITS STUDIED

1. Let's Move

CORE SKILLS TAUGHT

- Identify and apply safe dance principles
- Use dance terminology
- Explore ways to increase their movement vocabulary through improvisation and modification of dance elements
- Learn, practice and perform basic dance steps and sequences
- Reflect and offer feedback on their own work and that of their peers

ASSESSMENT

- Create and perform dance for in-class concert
- Short response reflection

DRAMA

UNITS STUDIED

1. Elements of Drama

CORE SKILLS TAUGHT

- Students will know the 12 elements of drama through practical workshops and games
- Students will be able to apply the following elements of drama to their in-class performances: Human Context, Tension and Focus
- Improvisation skills
- Group work skills
- Presenting skills
- Responding to Drama skills

ASSESSMENT

- Responding Exam on the Elements of Drama

MEDIA ARTS

UNITS STUDIED

1. Foundation Media Studies

CORE SKILLS TAUGHT

- View 4 components of Film (Cinematography, Miese En Scene, Sound and Editing)
- Use of Sound and Music
- Characters use of colour
- Props & costumes
- Character Tropes

ASSESSMENT

- Written: Character analysis

MUSIC

UNITS STUDIED

1. Concepts of Music

CORE SKILLS TAUGHT

- Using Music terminologies
- Using specialised language for particular techniques and skills associated with making, creating and responding to music works
- Developing knowledge and understanding of music literacies
- Developing rehearsal and practice skills
- Identifying music elements within own and others music works
- Developing music performance skills
- Developing knowledge of and skills in using computer Music programs
- Manipulating the elements of music to create music works

ASSESSMENT

Presenting (*Performance*):

- In a small group (1 person per part) or as a soloist, students will practice and present a short music work on guitar or an instrument of their choosing (includes voice)

Creating (*Composing*):

- Students will use computer Music software to create a short melody line with guitar chord accompaniment

VISUAL ART

UNITS STUDIED

1. Introduction to Visual Art

CORE SKILLS TAUGHT

- Use visual art terminology
- Use specialised language for particular techniques and processes
- View artists' works
- Identify visual art elements within own and other artists works
- Develop drawing skills
- Develop 3D art (clay) making skills
- Manipulate the elements of art to construct art works
- Self-reflect on own art making & ways to improve work

ASSESSMENT

- Folio of work, including their visual diary and finished clay artwork

TECHNOLOGY SUBJECTS

DESIGN TECHNOLOGIES – MATERIALS AND SPECIALISATIONS

UNITS STUDIED

Projects such as:

- Spinning Top
- Acrylic Phone Holder

CORE SKILLS TAUGHT

- Workshop, Tool and Machine Safety
- Design Process
- Designing and Evaluating
- Marking and measuring
- How to operate machinery
- How to use hand tools

ASSESSMENT

- Practical Project
- Theory – Designing and evaluating

ADDITIONAL INFORMATION

Students are at all times required to:

- Wear covered shoes
- Follow safety guidelines

DESIGN AND TECHNOLOGY

UNITS STUDIED

Projects such as:

- Drawing portfolios
- Practical tasks and assignments

CORE SKILLS TAUGHT

- 3D views (Isometric views)
  - 2D views (Orthographic)

ASSESSMENT

Practical: Portfolio of drawings

DESIGN TECHNOLOGIES – ENGINEERING PRINCIPLES AND SYSTEMS

UNITS STUDIED

1. Interfacing with machines

CORE SKILLS TAUGHT

- Introduction to coding structure and methodology
- Problem solving through basic coding
- Mechanical engineering
- Electrical engineering

ASSESSMENT

- Portfolio of programming tasks
- Assembly of mechanical and/or electrical components to solve a problem
- Test

DESIGN TECHNOLOGIES – FOOD AND FIBRE

UNITS STUDIED

Food Basics
Sewing Basics

CORE SKILLS TAUGHT

- Safety in the kitchen
- Safe use of knives
- Kitchen hygiene
- Measurement in recipes
- Stoves, ovens and cooktops
- Sewing Safety
- Classroom set-up
- Parts of the machine
- Use of the machine
- Threading
- Sewing Straight Seams, zig-zag and inserting velcro

ASSESSMENT

- Continuous practical cookery
- Practical sewing (Pencil Case)
- Theory Exam

OUTDOOR RECREATION

UNITS STUDIED

1. Team building

CORE SKILLS TAUGHT

Students will develop skills in:

- Planning and organising to complete set tasks.
- Communication including interaction with class members and teacher.
- Team work through team building initiatives.
- Following instruction and directions given by teacher or team leader.
- Leadership
- Knot tying
- Basic first aid
- Map reading
- Compass bearing
- Improving fitness

ASSESSMENT

- Reflection

ADDITIONAL INFORMATION

- Laptop and hat are requirements for the subject.