



HOLY SPIRIT COLLEGE

FITZGIBBON

Curriculum Handbook

Year 7, 2026

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Introduction

Holy Spirit College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. This document provides information for students on subjects and important contact information.

Holy Spirit believe that the individual child and their individual life-long learning journey should be catered for within the school curriculum. Allowing the students to operate at their level and building on their prior learning does much to build their confidence and self-esteem.

Years 7 students enjoy a broad curriculum that continues to strengthen their skills and understanding in each subject area.

Holy Spirit College is implementing a College-wide approach to Project Based Learning (PBL). The College is continuing to explore professional learning and partnership opportunities with a view to training all staff in this authentic learning approach. The practice and philosophy of Project Based Learning is embedded into pedagogy, assessment and reporting across many subject areas in the Middle Years (Years 7, 8 and 9) to improve knowledge and skills, serving as a solid foundation for independent learning, especially in the Senior Years (Years 10, 11 and 12).

Australian Curriculum v9.0 is not a new curriculum but a revised curriculum and will continue to build on teachers' current knowledge, understanding and use of v8.4. Holy Spirit College will directly plan from the ACARA Australian Curriculum (as per Ministerial advice) and an implementation plan has been developed for 2023-2025.

The staff at Holy Spirit College are committed to encouraging and supporting students to achieve high academic standards and, also, to developing a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning & Pastoral programs focus upon encouraging and supporting students to:

- Set clear goals;
- Plan strategies to achieve the results they want;
- Understand that effort is not merely an optional extra but is an essential ingredient to achieving dreams.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Hope, Compassion and Wisdom by Igniting Spirit and Inspiring Minds*.



Stephan le Roux
Principal

Vision

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world.

Mission

At Holy Spirit College we are:

- accountable as caretakers of creation
- empowered to be critical and innovative learners
- a community that celebrates and supports the uniqueness of each person
- called to be of service to those in need

Values

Holy Spirit College is a faith community of:

- Hope
- Compassion
- Wisdom

Student Dispositions

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world. To do this, we must show 'hope', 'compassion' and 'wisdom' in all we say and do when we are engaged in our learning or interacting with our community.



Curriculum Structure

Students in Years 7 study core subjects and specialised elective areas. We foster a middle-schooling approach that provides an environment that stimulates intellectual curiosity alongside a strong pastoral focus that builds relationships with young adolescents.

The Australian Curriculum forms the basis for all subject areas in this phase of learning. We also offer programs that enhances all learning with topics such as study skills, time management, safe use of technology, careers and many other areas.

The following subjects are the core subjects and are studied for the whole year:

- Religious Education
- English
- Mathematics
- Science
- History / Geography / Civics & Citizenship / Economics and Business (semester based)
- Physical Health Education
- Personal & Social Development
- Languages: Japanese

The following subjects are each studied for one term:

- Design Technologies (Materials and Technologies / Food Specialisation)
- Digital Technologies
- The Arts (Drama, Media Arts, Music, Visual Arts)

In addition, students will experience a range of learning outside of the Australian Curriculum to give them the tools to best engage with their learning, foster their wellbeing and develop 21st century skills.

- Personal & Social Development
 - Students will complete learning activities which will help them to unpack the Holy Spirit College *Ways of Being* as well as the following:
 - Healthy relationships & digital citizenship
 - Being effective learners
 - Healthy lifestyles
 - Resilience
 - Pathways / Careers
- Learning2Learn
 - Students will complete learning activities which will help them gain insight into their strengths and areas for development as learners as well as unpack the Holy Spirit College *Ways of Learning* dispositions.

This curriculum handbook outlines the skills, knowledge and assessments for each of the key learning areas and individual subjects.

After being exposed to a range of different learning areas and skillsets in Years 7, students will be able to choose specialist subject areas in Years 8,9 & 10 in preparation for Senior.

Important Contacts

To learn more about the Years 7 curriculum, please refer to the below contacts. For all subject-specific questions, please contact the classroom teacher.

Role	Name	Email
Deputy Principal	Andrew McEwan	andrew.mcewan@bne.catholic.edu.au
Assistant Principal Religious Education	Karen Davidson	Karen.Davidson@bne.catholic.edu.au
Assistant Principal Pathways	Katie Pacey	kpacey@bne.catholic.edu.au
Head of Middle Years	Cassie Geissmann	Cassie.geissmann@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum Inspiration (English, Religious Education)	Alicia Thompson	Alicia.R.Thompson@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum Ideation (Mathematics, Science, Health and Physical Education)	Anne Elmer	aelmer@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum Illumination (The Arts, Technologies)	Mark Toohey	Mark.toohey@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum Investigation (Language, Humanities)	Sarah Brown	Sarah.brown@bne.catholic.edu.au
Learning & Teaching Leader – Student Engagement Year 7	Liam Murphy	Liam.Murphy@bne.catholic.edu.au
Learning & Teaching Leader – Inclusive Education	Elyse Clarke	elyse.clarke@bne.catholic.edu.au
Guidance Counsellor	Anna Wallace	anna.wallace@bne.catholic.edu.au

Embedding the Catholic Perspective

Holy Spirit College extends the faith and learning formation of its students in the tradition of Catholic education excellence. With our recontextualised approach to faith and learning development, our teachers engage our students in investigating themselves, their world and how they act and interact in their world guided by their own understandings, the accumulation of what is known and the exploration of what is possible, guided by our Catholic ethos. The transformative process of learning and teaching is captured in the vision of Brisbane Catholic Education to *Teach, Challenge and Transform*. This vision is realised through everyday witness; learning and teaching that challenges and transforms the culture and the world in which we live.



Informing the Catholic perspectives in our learning and teaching, Holy Spirit College is guided by the foundations of Catholic Social Teaching. In their teaching, our teachers look for explicit opportunities to present these foundations in the curriculum context.

Book List

Subject	Item(s)
English	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket) Post It Page Markers 671-4
Humanities and Social Sciences	
Civics and Citizenship	A4 Display Book (20 Pocket)
Economics and Business	A4 Display Book (20 Pocket)
Geography	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)
History	A4 Exercise Book (96 Page)
Health and Physical Education	A4 Exercise Book (48 Page)
Languages	
Japanese	Nil
Mathematics	A4 Exercise Book (128 Page) 2 Whiteboard Markers 351 Staedtler Black 360-degree protractor Calculator Casio FX-82AU Plus II 2nd Edition Maths Set, Staedtler Noris A4 Zipper Binder 2D Ring 25mm Navy
Religious Education	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
Science	A4 Exercise Book (48 Page) A4 Zipper Binder 2D Ring 25mm Red/Melon
Technologies	
Design and Technologies: General	A4 Display Book (20 Pocket)
Design and Technologies: Food and materials	Decor Fresh Seal Clips Food Container Oblong 1L
Digital Technologies	Nil
The Arts	
Drama	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
Media Arts	Nil
Music	A4 Display Book (20 Pocket)
Visual Arts	A4 Visual Art Diary 110gsm Spiral Bound Pencil (1 x 2B) and (1 x 4B)
General requirements for all subjects	
Pencil Sharpener Pencil (2 x HB) (2 x 2B) A5 Clear Mesh Pencil Case Micador Highlighters (5 x mixed colours) Ruler – 30cm Clear Plastic Scissors – Westcott Antimicrobial 178mm	Eraser Glue Stick, Osmer 40g Colour Pencils – Micador pack 12 Earphones without Mic for class use Eraser- Large Pens (2 x blue) (2 x black) (2 x red)

The College uses MK Educational Supplies and you can order from their [website](#).

Core Subject Information

Civics and Citizenship | [F-10 Curriculum | Civics and Citizenship 7-10 – Year 7 \(australiancurriculum.edu.au\)](#)

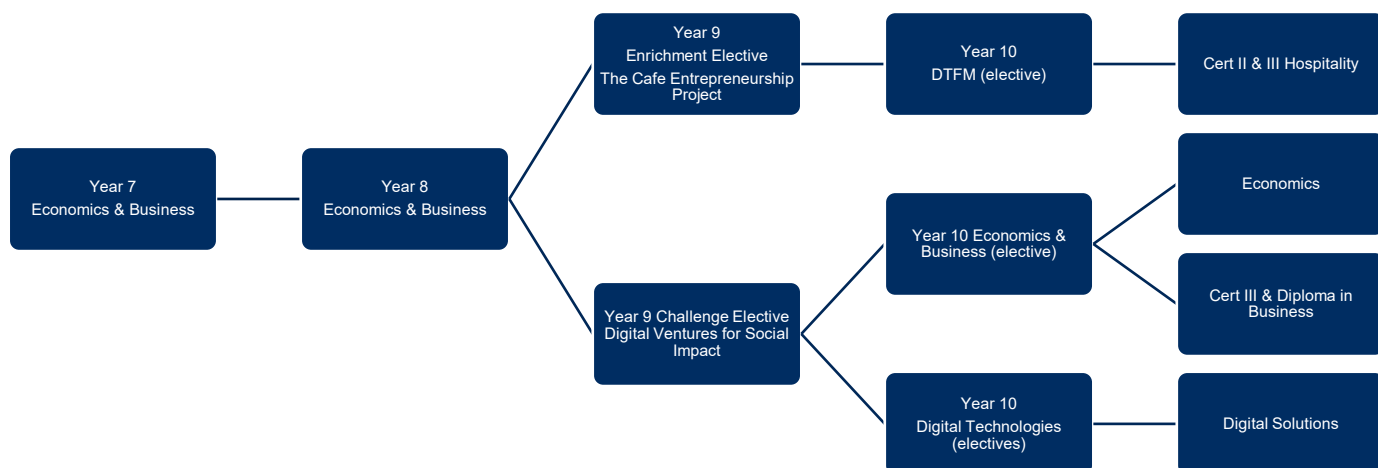
Rationale	<p>The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.</p> <p>The civics and citizenship content at this year level involves two strands: Knowledge and Understanding, and Skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.</p>	
	Unit 1	Unit 2
Title	Australian Values and Foundations of Constitution	Australia's Legal System
Learning Focus	<p>Students will explore Australia's key values and how shared understandings create a cohesive society, promoting the development of students' understanding of broader values such as respect, civility, equity, justice and responsibility. They will gain knowledge of the diversity of Australia's population through aspects such as faith, language and background, and make connections to how celebrating this diversity creates a culture of inclusion. Students will consider the history of Australia's constitution, how a constitution establishes law for a country, and an understanding of how change can be made through democratic processes such as referendums.</p>	<p>Students will investigate Australia's legal system, exploring how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life. They will explore the nature of justice through concepts such as rule of law and presumption of innocence, with provision for fairness of access through resources such as legal aid.</p>
Assessment	<p>Brochure/Poster demonstrating Australian values.</p> <p>Microsoft Forms exam- in class- content covering understanding of Australian Constitution.</p>	Portfolio – Short Written Response: The Australian Legal System
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching

Subject Pathways



Rationale	<p>The focus of learning in Year 7 is the topic individuals, businesses, and entrepreneurs within a personal, community and national context.</p> <p>In Year 7, students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.</p>
Unit (1 semester)	
Title	Economics and Business
Learning Focus	<p>Students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.</p> <p>When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.</p>
Assessment	Portfolio
Catholic Perspectives	Catholic Perspectives in business and economics may be explored predominantly through the application of <u>Catholic Social Teachings</u> , in particular <u>economic justice</u> , <u>option for the poor</u> and <u>common good</u> .

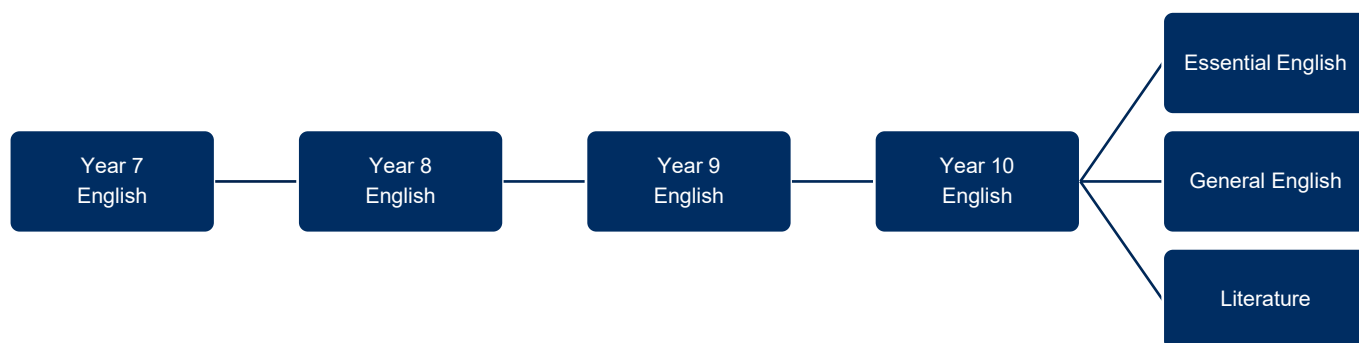
Subject Pathways



English | [F-10 Curriculum](#) | [English – Year 7 \(australiancurriculum.edu.au\)](#)

Rationale	The English curriculum is built around the 3 interrelated strands of <i>Language</i> , <i>Literature</i> and <i>Literacy</i> . Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	Writing with Purpose: Building Essential Literacy Skills	Perspectives in Focus: A Novel Study	Celebrating Our Heroes	Speak to Persuade
Learning Focus	In this unit, students will explore the foundations of creating engaging written texts for a variety of purposes and audiences. They will develop skills in both narrative and persuasive writing. Students will also develop essential literacy skills for effective communication.	In this unit students will be reading, viewing and comprehending a novel. Students will deconstruct the representations and ideas in the novel to gather evidence to support their opinions.	In this PBL unit students will develop and create spoken and multimodal texts, including literary texts, that effectively convey information, perspectives, and emotion. They will create a short documentary about a hero who has positively impacted their life.	In this unit, students will focus on creating and delivering a persuasive speech, followed by a Q&A session to engage with their audience. They will develop skills in constructing compelling arguments, presenting their viewpoints clearly, and responding thoughtfully to questions.
Assessment	In-class Narrative & Persuasive Written Tasks	Novel Analysis-Written Short Response	Project (documentary)	Persuasive Speech with Q&A Session
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			

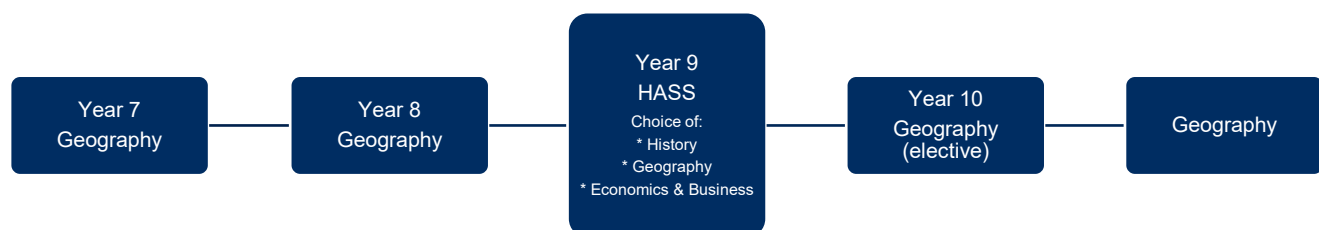
Subject Pathways



Geography | F-10 Curriculum | Geography 7-10 – Year 7 (australiancurriculum.edu.au)

Rationale	<p>There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'.</p> <p>'Place and liveability' focus on the concept of place through an investigation of liveability. 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. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe</p> <p>'Water in the world' focuses on water as an example of a renewable environmental resource. 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. 'Water in the world' 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. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.</p>	
	Unit 1	Unit 2
Title	Place and Liveability	Water in the World
Learning Focus	In this unit, students will work in teams to redesign a local area in Brisbane with the aim of increasing liveability in the leadup to the 2032 Olympic Games. Students can choose any aspect of liveability including sustainability, transport, energy, housing, design of sports precincts or any other aspect of liveability that they are interested in. Students will use geographical and design thinking to identify the needs of the community and create innovative, sustainable solutions. The project will involve collaborating with industry partners to solve real-world problems related to making Brisbane more liveable.	Students will be looking at the impact of water in the world and analysing how water has impact on so many human and environmental areas of society. Students will be specifically looking at this through the lense of the Cabbage Tree Creek Catchment by doing fieldwork at various stages of the catchment. They will also look at data by collecting, representing and describing data through fieldwork and looking at the impact of hydrological hazards on the world.
Assessment	Pitch/ Multimodal Presentation	Geographic Fieldwork Report
Catholic Perspectives	Catholic Perspectives in geography can be explored in a variety of ways particularly through focusing on Sustainability and caring for the Earth.	

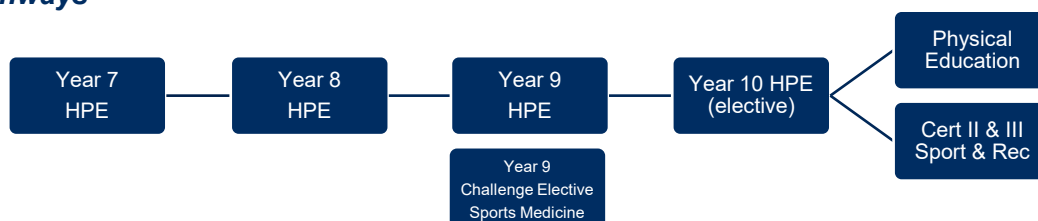
Subject Pathways



Health and Physical Education | [F-10 Curriculum | Health and Physical Education – Year 7 \(australiancurriculum.edu.au\)](https://australiancurriculum.edu.au)

Rationale	<p>The Years 7–8 curriculum builds on each student's prior learning. During this time, a major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.</p> <p>Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others.</p> <p>Students investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. They examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students continue to refine their health literacy skills as well as their understanding of the sources of support available, to seek early help when they or people around them need it.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	THEORY: Promoting Health and Physical Activity PRACTICAL: Soccer/Cricket (Striking and Kicking)	THEORY: Adolescence and Personal Identity PRACTICAL: Newcombe Ball (Throwing and Catching)	THEORY: Influences on our Mental Health PRACTICAL: Touch (Invasion Games)	THEORY: Connecting and Communicating PRACTICAL: Basketball (Team Games)
Learning Focus	<p>Practical element: In this unit students learn to demonstrate control and accuracy when performing movement sequences & skills (in particular throwing & catching).</p> <p>Theory Element: In this unit students explore the theories underpinning the need for a healthy & active lifestyle. The aim of Health and Physical Education is to promote health and wellbeing, actively engage students in physical activity and to enhance personal development.</p>	<p>Practical element: Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations. Practise, apply and transfer movement concepts and strategies with and without equipment.</p> <p>Theory Element: Being healthy, safe and active. Evaluate strategies to manage personal, physical and social changes that occur as they grow older. Communicating and interacting for health and wellbeing. Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing. Contributing to healthy and active communities. Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities.</p>	<p>Practical element: Moving our Bodies Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations Practise, apply and transfer movement concepts and strategies with and without equipment.</p> <p>Theory element: Being healthy, safe and active. Investigate and select strategies to promote health, safety and wellbeing. Communicating and interacting for health and wellbeing Evaluate health information and communicate their own and others' health concerns. Contributing to healthy and active communities Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities</p>	<p>Practical element: Students learn skills and game strategy in the context of basketball. They use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations. Practise, apply and transfer movement concepts and strategies with and without equipment.</p> <p>Theory element: Students will analyse factors that influence emotional responses and devise strategies to self-manage emotions. Students examine the nature of consent and practice strategies for seeking, giving and denying consent respectfully. Students explore strategies needed for communicating assertively in respectful relationships.</p>
Assessment	THEORY: Poster PRACTICAL: Control and accuracy skill analysis	THEORY: Letter writing PRACTICAL: Transfer of skills from modified games to Newcombe ball/Volleyball	THEORY: In-class written response PRACTICAL: Teamwork demonstration	THEORY: Examination PRACTICAL: Design a drill
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			

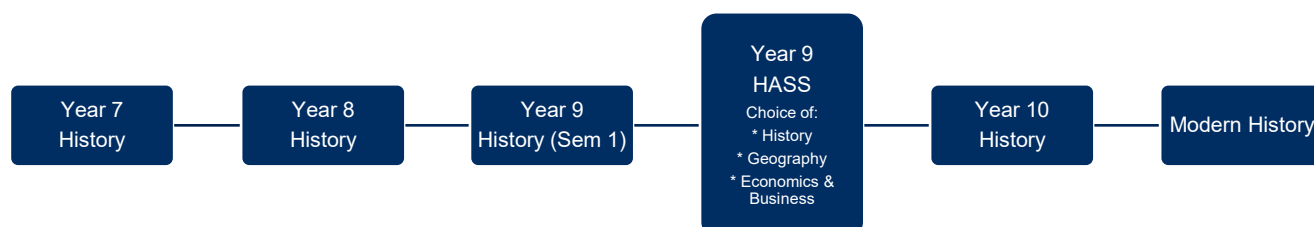
Subject Pathways



History | F-10 Curriculum | History 7-10 – Year 7 (australiancurriculum.edu.au)

Rationale	<p>The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China.</p> <p>An overview of the study of the ancient world's earliest societies requires students to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes.</p>	
	Unit	
Title	Deep Time Australia	Ancient Worlds
Learning Focus	<p>This unit provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. Students will develop a broad understanding of the context and chronology of the period of Ancient Australia, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of time, and the ways different cultures, including First Nations Australians, identify and represent time.</p>	<p>Students build on and consolidate their understanding of historical enquiry from previous years in depth, using a range of sources for the study of the ancient past. Students will study at least one of the topics from the ancient world sub-strand. Using inquiry questions, the students will develop historical knowledge, understanding and skills.</p>
Assessment	Research Skills - Portfolio of Learning	Research Skills- Portfolio of Learning
Catholic Perspectives	<p>Inclusivity and Understanding: The history of the Catholic Church is part of world history. Belonging to a tradition means we learn from the past in order to inform the future. One way of exploring a Catholic perspective is studying the history of the Catholic Church.</p>	

Subject Pathways



Rationale	<p>In Years 7 and 8, Japanese language learning builds on each student's prior learning and experiences. Students use Japanese, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers.</p> <p>Students use all hiragana and katakana, including elongated vowels, double consonants and contractions. They access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	Welcome	Nice to Meet You	My Friends	My Family
Learning Focus	Students will be introduced to the writing scripts of Japanese and focus on developing their understanding of the use of each script and its purpose. They will develop an appreciation for Japanese culture and different aspects of traditions and reflect on this in a learning journal. Students will demonstrate their understanding of Japanese greetings, classroom instructions, animal names, colours and asking questions about such topics in the form of digital picture book.	Students will create and present a Jikoshoukai (self-introduction). They will use familiar vocabulary, sentence patterns and non-verbal gestures to introduce themselves to their teacher one-on-one. Students will also listen and read a self-introduction from a Japanese student from their sister school.	In this unit students will develop their knowledge of and use sentence structures to communicate information about themselves and their friends. This will include, name, age, phone number, likes and dislikes and personality. They will create a multi-modal character profile of a friend or made up friend and also translate a Japanese students introduction of themselves and a friend.	In this unit students will develop their knowledge of and use sentence structures to communicate information about themselves and their friends. This will include, name, age, phone number, likes and dislikes and personality. They will create a multi-modal character profile of a friend or made up friend and also translate a Japanese students introduction of themselves and a friend.
Assessment	Listening and Writing	Speaking and Reading	Reading and Writing	Speaking and Listening
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			

Subject Pathways

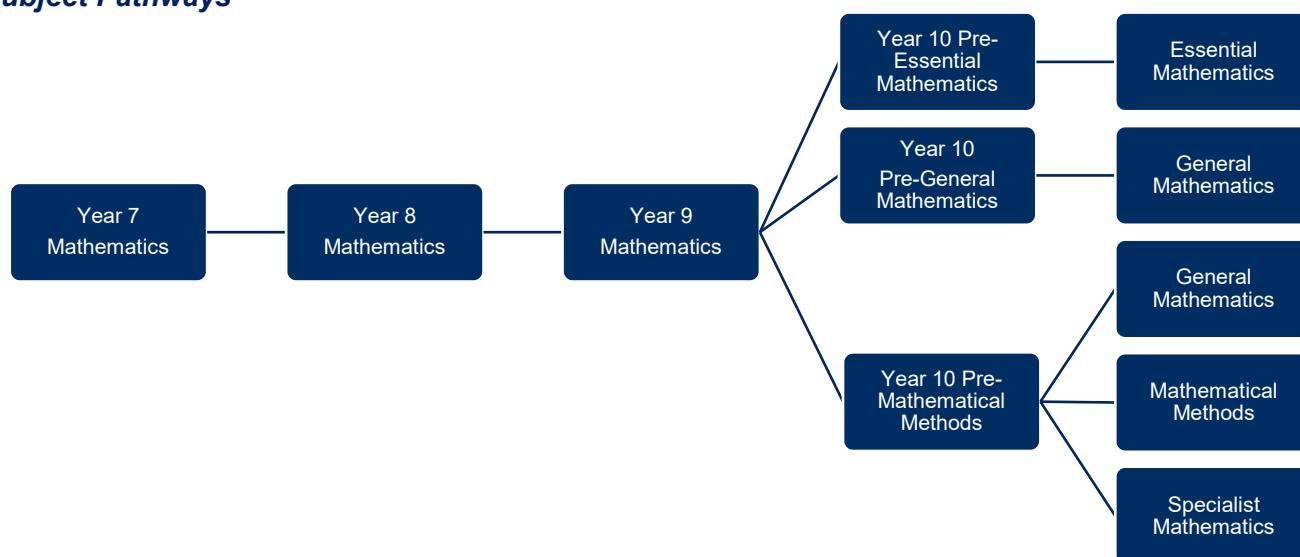


* Students **must** complete the Japanese pathway from **Year 7 to Senior** to be eligible for the trip to Japan

Mathematics | F-10 Curriculum | Mathematics – Year 7 (australiancurriculum.edu.au)

Rationale	In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	Number & Algebra	Algebra and Measurement	Statistics and probability	Measurement, Space and Number
Learning Focus	Students solve problems involving the comparison, addition and subtraction of integers. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. They solve problems involving percentages and all four operations with fractions and decimals.	They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They assign ordered pairs to given points on the Cartesian plane.	They make connections between whole and index numbers. Students connect square numbers and square roots. They understand the rules for area and perimeter and able to apply them to problem solve and calculate. Students can distinguish different types of triangle and quadrilaterals. Students can classify different types of data. They can calculate the measures of central tendency of data. Students can assign sample spaces to certain events. Students can assign probabilities to situations and understand the likelihood of an event.	They identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal. Students investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning. They investigate, interpret and analyse graphs from authentic data. Students solve simple linear equations.
Assessment	Written Exam	Written Exam Modeling and Problem-Solving Task	Written Exam Statistical Investigation.	Modeling and Problem-Solving Task.
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			

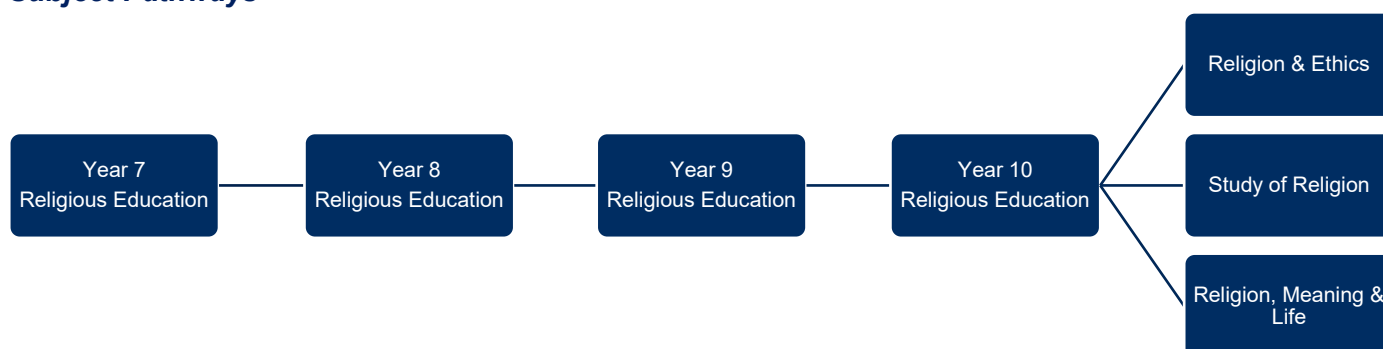
Subject Pathways



Religious Education | Brisbane Catholic Education Curriculum

Rationale	The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. In Year 7, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue. Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally. Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	The Christian Story (Beliefs)	Prayer, Ritual, and the Sacraments (Church)	Jesus and the Gospels (Sacred Text)	Values for Living (Christian Living)
Learning Focus	Students differentiate ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They determine some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam). As a formation unit, students will learn some practices of the Catholic faith to understand our charism and ethos. They will also respectfully participate in a variety of prayer experiences.	Students evaluate and draw conclusions about the significance of prayer, ritual, sacraments, and sacred texts for believers' faith journeys, personally and communally. Students evaluate how sacred texts influence the life of believers. They participate respectfully in a variety of prayer experiences.	Students consider how sacred texts reflect the audience, purpose, and context of their human authors. They consider and draw conclusions about the significance of sacred texts for the faith journey of believers. They investigate the beginnings of the Christian faith (c. 6 BCE—c. 650 CE) and explain the role of key people and events in its development. They propose reasons for change and continuity in the life of the Church and religious communities over time and place.	Students examine and explain the significance of Church teachings and basic principles of Christian morality for the way believers live out their faith, personally and communally.
Assessment	Portfolio Work <ul style="list-style-type: none"> The Catholic Faith The Holy Spirit Sisters The Monotheistic Faith Traditions 	Mini Project: Students create a relevant liturgy for Holy Spirit College that sits within the Church's liturgical calendar.	Short Response Examination	Create a moral story reflecting the Values of Holy Spirit College to enhance Christian living.
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			

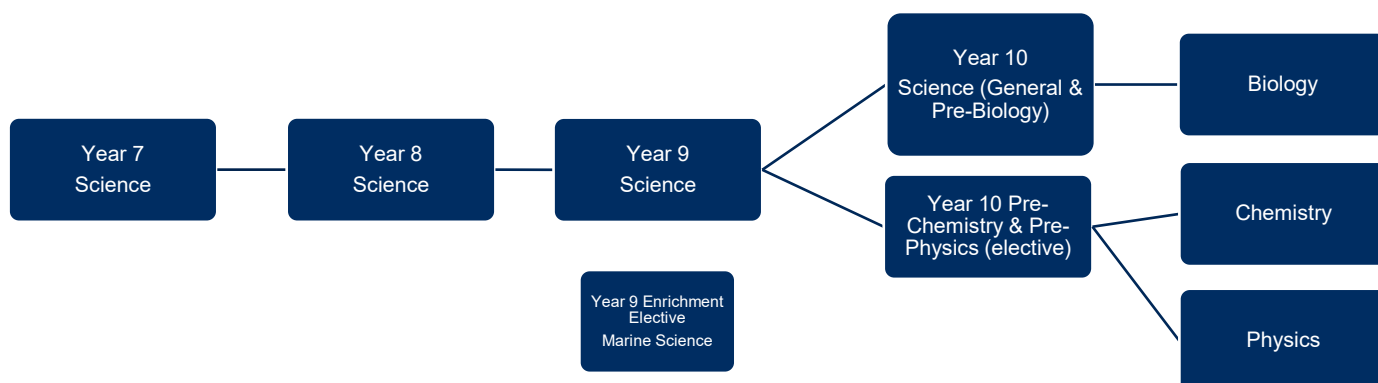
Subject Pathways



Science | F-10 Curriculum | Science – Year 7 (australiancurriculum.edu.au)

Rationale	In Year 7 students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. They consider the effects of multiple forces when explaining changes in an object's motion. Students make accurate measurements and analyse relationships between system components. They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	What is the matter?	Forces of nature	Around the world	Creature Feature
Learning Focus	Students learn about Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. They use both physical and chemical properties to achieve this separation, and they can distinguish between the two. They can appreciate that scientific knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures. Through practical applications and experimentation, they can communicate ideas, findings and evidence-based solutions to problems using scientific language, and representations, using digital technologies as appropriate.	Students represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.	They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.	They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.
Assessment	Examination (Practical and Written)	Student Experiment	Research Task	Field work Report. Response to Stimulus.
Catholic Perspectives	Christian Anthropology; Catholic Epistemology Catholic Social Teachings			

Subject Pathways



Technologies

Design and Technologies | [F-10 Curriculum | Design and Technologies – Year 7 \(australiancurriculum.edu.au\)](https://australiancurriculum.edu.au)

Rationale	In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.
Unit	
Title	Bag it and Tag it!
Learning Focus	Students explain factors that influence the design of products, services and environments to meet present and future needs. Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. They independently and safely produce effective designed solutions for the intended purpose.
Assessment	Design Project – Bag Tag Mini folio and prototype (3D print)
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity

Subject Pathways



Design and Technologies: Food and Materials | [The Australian Curriculum v9.0](#)

Rationale	In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.
Unit 1	
Title	Food and the Planet
Learning Focus	By the end of Year 7, students explain how people design, innovate and produce products, services and environments for preferred futures. For each of the 4 prescribed technologies contexts students explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities. Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. They select appropriate hardware for tasks. They use a range of digital tools to individually and collaboratively document and manage production processes to safely and responsibly produce designed or digital solutions for the intended purpose. Students manage their digital footprint.
Assessment	Sustainable Food design Challenge
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity

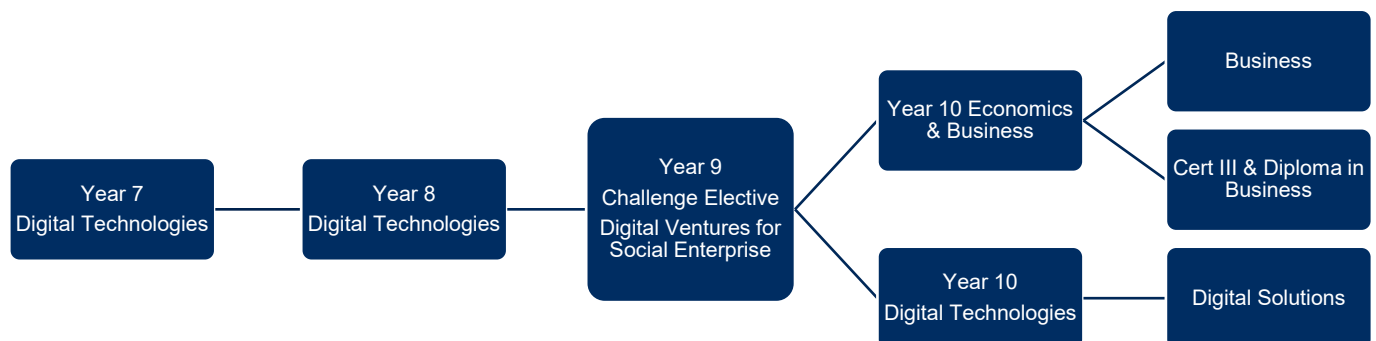
Subject Pathways



Digital Technologies | F-10 Curriculum | Digital Technologies – Year 7 (australiancurriculum.edu.au)

Rationale	In Year 7, students will create and design a game using the Kodu Game Lab and the EDGE process (Explore, Design/ Develop, Generate, Evaluate). They will design and modify creative digital solutions including sequencing and algorithms through understanding the functional requirements and constraints of coding capabilities. Students will predict the output of an algorithm and communicate alternative design options. They will understand their audience and seek feedback against user stories and design criteria. Students will collaborate with others to modify and manage their project.
	Unit 1
Title	Come On Get 'Appy
Learning Focus	Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems. Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.
Assessment	Design an app or game -Project / Written
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity

Subject Pathways



The Arts

Drama | [F-10 Curriculum | Drama – Year 7 \(australiancurriculum.edu.au\)](#)

Rationale	In Drama, students focus the elements of drama, constructing characters, building narrative and Aboriginal and Torres Strait Islander Theatre whilst developing basic acting skills. Students will develop skills to improve collaborative skills and develop student confidence. Students will be using their understanding to extend a basic script and perform for an audience of their peers.
Unit 1	
Title	Acting Up
Learning Focus	Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.
Assessment	Group Performance
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place

Media Arts | [F-10 Curriculum | Media Arts – Year 7 \(australiancurriculum.edu.au\)](#)

Rationale	In Media Arts, students explore photography's technical aspects, delving into lighting, angles, and shot types. They investigate early animation techniques for audience-focused mood and meaning. Analysing social values in visual media, they decode symbols. Through creating a photographic storyboard, students showcase comprehension. Building on prior experiences, this learning phase fosters understanding of media technologies, representation, audience, and institutions. Students collaborate, producing purposeful work that connects globally and broadens perspectives through interaction with practitioners and diverse contexts.
Unit 1	
Title	Lights, Camera, ACTION!
Learning Focus	Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.
Assessment	Portfolio - written
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place

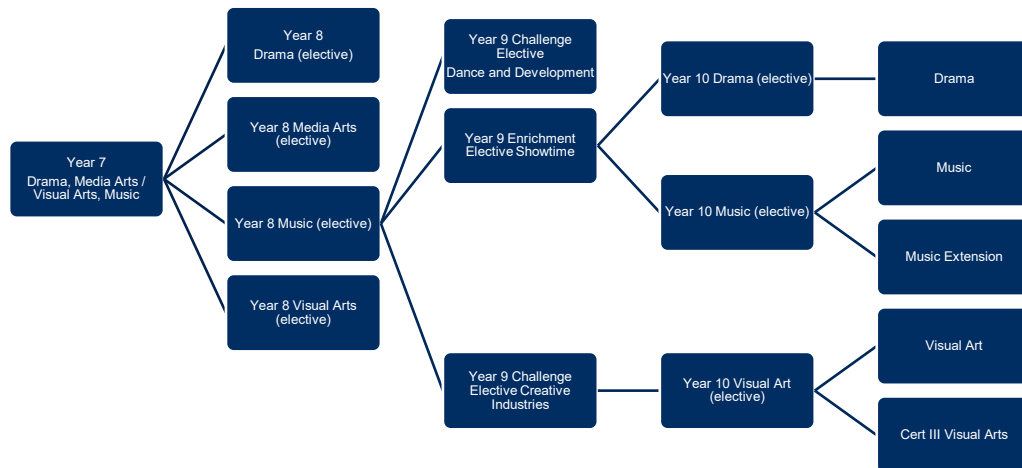
Music | [F-10 Curriculum | Music – Year 7 \(australiancurriculum.edu.au\)](#)

Rationale	Students will learn about the ways that music can communicate ideas and meaning. Students will learn about respectful approaches to performing and responding to music from a range of cultures. Students will learn about the elements of music and how to manipulate these to perform music composed by others. They will learn performance skills to perform for an audience. Students will develop the skills to identify the key differences between music styles from the early Rock eras.
Unit 1	
Title	So You Want to be a Rock Star!
Learning Focus	Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. Students evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.
Assessment	Performance: using an instrument of the student's choice Responding task: completed in class
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place

Visual Arts | [F-10 Curriculum | Visual Arts – Year 7 \(australiancurriculum.edu.au\)](#)

Rationale	In this year 7 art unit, students will explore Australia's First Nations art and discover how it communicates important messages. They will study symbols, colours, and objects used in art to express ideas about 'our place' in the world, while also learning about elements of art and design. Through experimenting with various painting techniques, students will demonstrate their understanding of colour, symbols, and characteristics employed by First Nations artists. They will then apply this knowledge to create a design for an artwork representing 'Our Place' with meaningful messages embedded in their artwork.
Unit 1	
Title	Our Place
Learning Focus	Students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.
Assessment	Theory: Artwork analysis and self-reflection Practical: Resolved artwork
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place

Subject Pathways





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