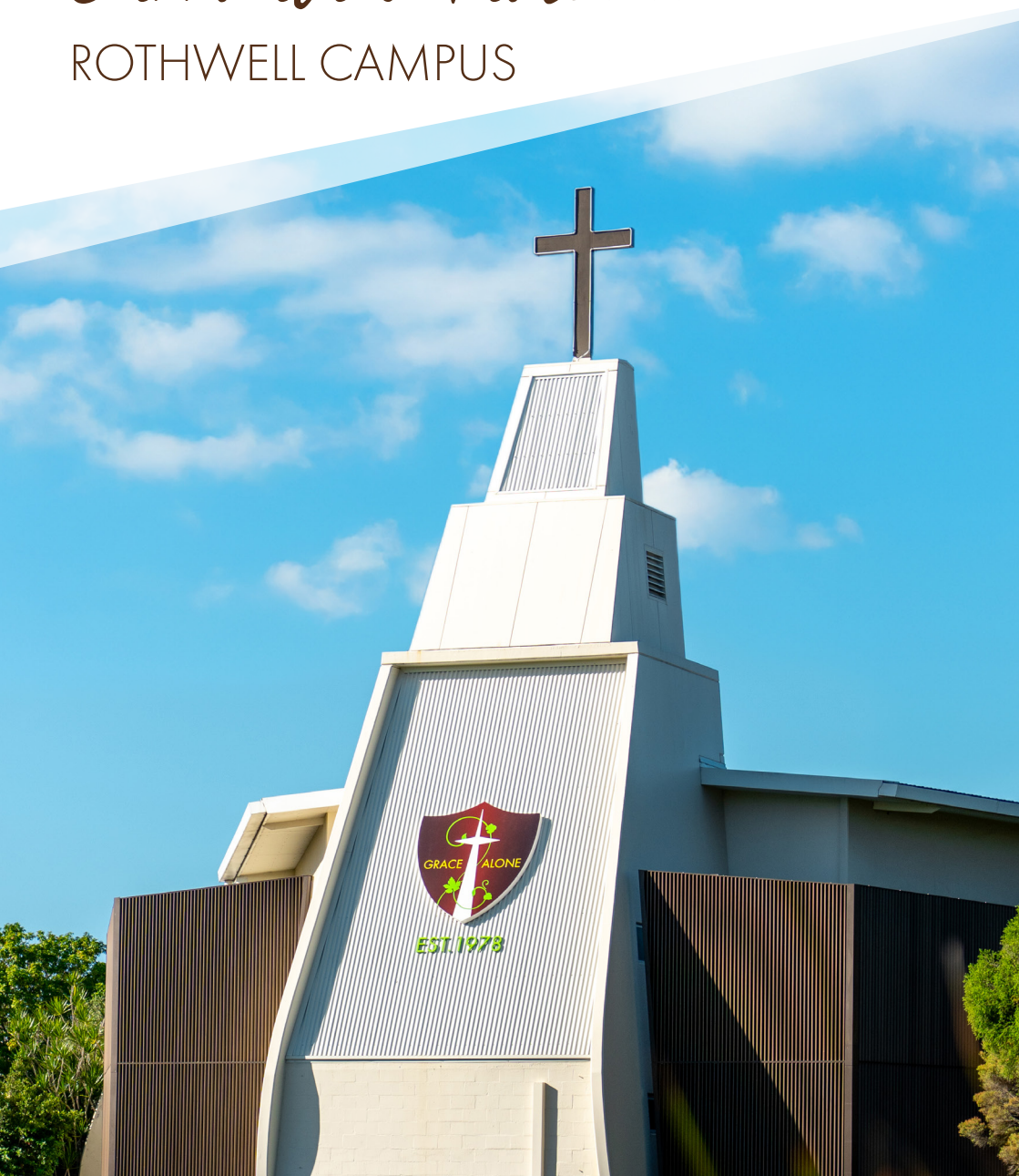
YEAR 7

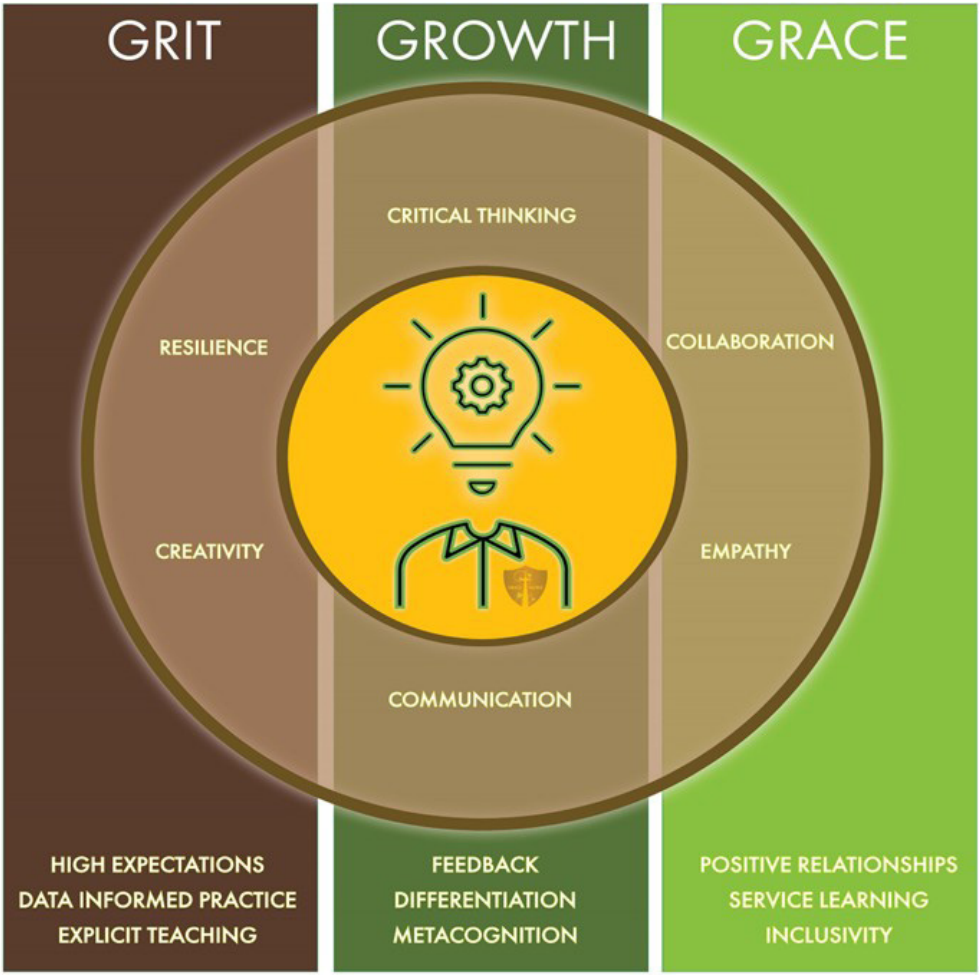
GRACE LUTHERAN COLLEGE
EST.1978

Curriculum Guide 2027

ROTHWELL CAMPUS



GRACE ALONE



Grace Lutheran College is, by the grace of God, a Christian community. It aims to continue the preparation of young people for a life of faith and service so that God will be glorified in the world.

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Information supplied in this Curriculum Guide may be subject to change dependent on staffing, resources, or student interests/needs.

GRACE LUTHERAN COLLEGE
EST.1978

CRITICAL THINKING

explorative - analytical
evaluative - reflective

COLLABORATION

relational - purposeful
courteous - constructive

EMPATHY

compassionate - understanding
relational - responsive

CREATIVITY

adventurous - experimental
imaginative - innovative

COMMUNICATION

respectful - active
purposeful - courageous

RESILIENCE

courageous - adaptive
agile - persistent

INTRODUCTION TO THE YEAR 7 CURRICULUM GUIDE

We are pleased to provide you with an overview of Learning Pathways intended to allow students to plan their own learning directions with the goal of achieving their individual potential.

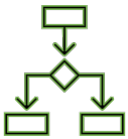
The principles we have used to construct our curriculum at Rothwell are as follows:

FOUNDATIONS

Grace implements the mandatory aspects of the three-dimensional Australian Curriculum from Year 7 and innovatively designs this curriculum to transition students into the QCAA Senior School model of the QCE.

HOLISTIC EDUCATION

Grace prioritises an education for the whole person – spiritual, academic, physical, social- emotional, technological and cultural. As a result, mandatory aspects of the curriculum include Christian Studies/Religion and Ethics, Chapel, GEL, Sport and Outdoor Education (including the Googa program).



PERSONALISED PATHWAYS

Grace recognises the importance of student agency and creating their own personalised pathways based on the College's offerings. The College aims to offer a wide range of learning opportunities for students and will enact innovative methods to facilitate these where practicable.

CONNECTIONS

Grace incorporates authentic learning experiences through connections within local, national or global communities. This includes but is not limited to intentional focuses on service- learning experiences and considering the 'real world' in problem-based learning experiences.

EMPOWERED LEARNERS

Grace encourages learning environments that nurture, mentor and facilitate learning allowing students to take control of their learning journey empowering them to unlock their potential and celebrate individual mastery.

We trust Grace students will enter the world having developed the skills and attitudes to live a life of faith and service so that God will be glorified in the world.

THE YEAR 7 CURRICULUM AT GRACE

At Grace Lutheran College we acknowledge that every student enters the classroom at a different 'starting point' with various innate natures, talents, experiences, perspectives and desires unique to their own intellectual, social, emotional and physical development. The College recognises that God made each one of us unique with our own gifts and that these should be valued and celebrated for every student.

CURRICULUM PRINCIPLES

GRIT	GROWTH	GRACE
CHALLENGE - Recognising that every student can learn and that everyone is held to high expectations	EMPOWER - Providing all students with the knowledge and skills they need 'to succeed in life'	EQUITY - Advocacy for every student's right to learn, providing challenging and relevant learning opportunities

Grace Lutheran College aims to deliver a rigorous curriculum in a Christ-like manner that is accessible to all learners. The Year 7 - 9 curriculum is designed to prepare students for senior school whilst being supported by the ACARA framework. At Grace Lutheran College, we are mindful of the person your child will become and the world that they will enter as young adults. The College values the importance of, and balance between, 'soft skills' and 'hard skills'. The person they are and what they know have never been as equally as important as what they are now. Therefore, the importance of students being exposed to a contemporary curriculum is increasingly important.

A contemporary curriculum is designed around the following:

CHALLENGE	COLLABORATION	CONNECTION	CONSCIENCE

THE YEAR 7 CURRICULUM DESIGN

Grace is proud of encouraging a culture of personalised learning at the College. As part of the subject selection process, we achieve this by offering an extensive range of subject choices. This allows for a timetable to be constructed that, in the main, addresses the needs of the individual student.

Grace is committed to encouraging students to develop their gifts and talents. This is achieved through the carefully constructed 'Grace Curriculum Journey'.

The Year 7 Curriculum design is using a 'Core' and 'Elective Sample' approach. Core subjects are compulsory and therefore studied by all students. The 'Elective Sample' approach allows students to taste each of the elective subjects on a semester rotation, allowing them to explore their skills, gifts and talents. This Curriculum Guide will provide you with further information about each of the subjects students will experience in Year 7.

HOME LEARNING

Home Learning is necessary for a student to perform satisfactorily at the secondary level. Home Learning can take various forms and these are listed below:

Direct instruction from teachers	Where students are given a specific task to complete
Assignments	Continuing to work on assignment tasks
Consolidation	Proactively review the work from the day's lessons and summarise notes or re-do exercises
Pre-reading	Read ahead regarding information which will arise in upcoming lessons
Education Perfect	Website students log into to complete activities to learn or consolidate understanding
Reading	Read something of interest

Year 7	Up to 1 Hour
Year 8	1 Hour
Year 9	1 ½ Hours
Year 10	1 – 2 Hours
Year 11 & 12	2 – 3 Hours

Correspondence will be sent home to parents/guardians if a student is repeatedly not meeting the expectations for homework and/or assessment.

FEEDBACK

At Grace Lutheran College there are various methods used for students to receive formal feedback on assessment tasks. These are: Drafts, Checkpoints and Teacher Conferences. The feedback method being used by the teacher will be outlined on the student's assessment task sheet.

Drafts	A draft is a submission of work (method of submission is indicated on the assessment task sheet e.g. eGrace or hard copy). Drafts are collected and reviewed by the teacher with written feedback provided in a timely manner using annotations or a task specific checklist.
Checkpoints	A checkpoint is an in-class observation by the teacher to ensure the student is 'on track' to completing the requirements of the task. Students will be required to show their work to the teacher during the lesson, however feedback may not be provided.
Teacher Consultation	Teacher consultations are scheduled over a period where students meet with their teacher during a lesson to receive verbal feedback on their progress.

Where a student has made insufficient progress at any of these stages, an email will be sent home to advise parents/guardians of this. Students will receive informal feedback from their teacher regularly, as teachers monitor assessment progress during lessons and respond to students' questions regarding the assessment.

ACADEMIC STUDENT SUPPORT AT GRACE

At Grace Lutheran College there are various ways in which students can seek additional support with their Academics.

Teacher Support
Teachers are always willing to provide support to students. It is important that students contact their teacher if they feel like they are needing additional support. This can be done by seeing the teacher in person or emailing them.

After School Library Access and Tutors
The library is open to all students Monday – Thursday until 5:30pm. This is a time where students can work independently or form small study groups with their peers. During this time, the College provides past students as Academic Tutors who have excelled in their subject areas to provide additional support to students if they request it. The Academic Tutors timetable is available to view in the library. Please note that students in Years 7 - 9 are required to be signed out of the library by a parent/guardian when collected.

LANGUAGES

The Year 7 Languages offered at Grace are German and Japanese. You will receive an email from the College requesting you to select which of these two languages your child would like to study in Year 7. The College will do their best to allocate students accordingly, but allocations cannot be guaranteed.

DIGITAL LEARNING PLATFORMS AT GRACE

As part of the orientation week, students will receive a laptop (including bag). This will also include their IT log in details and the creation of a password for the College network and in turn their online learning accounts. The College takes responsibility and will manage student use of the laptop during school hours, however outside of school hours it is the responsibility of the parents/guardians.

To ensure effective teaching and learning, the College uses a multiple platform approach to their learning. Students will access their curriculum and assessment from:

eGRACE	TEAMS	STUDENT EMAIL
• View your timetable (subject, teacher, classroom) • View the school calendar (including assessment dates) • Access the Daily Notices • Access Class Resources and Term Planner • Submit Summative Assessment • View Progressive Reporting Results and Comments • View Formal Semester Report Cards	• Access Class Resources • Submit Class Tasks and Activities • Read announcements from your subject teachers • Chat to your teachers • Chat to your peers • (strictly for school related purposes only)	• Receive email communication from teachers or your peers for school related purposes

eGrace and TEAMS are digital platforms where students can log in either on campus or off campus through the College website. We encourage parents/guardians to have access to your child's online learning platforms by asking your child to share their log in details (username and password).

PARENT LOUNGE / PARENT ORBIT

Parent Lounge is a digital platform enabling parents/guardians to access aspects of their child's learning at Grace.

Parent Orbit is an APP Based version of Parent Lounge, which is available to download from where you download your APPS.

Features of Parent Lounge include:

- View your child's Timetable
- Submit your child's Absences
- Accessing the School Calendar (excursion dates, assessment dates, etc.)
- Accessing Curricular Activities (this includes progressive reporting results and feedback comments)
- View Academic Report Cards (available at the end of each semester)
- Accepting or Declining Permission for your child to attend events outside school hours
- Booking Parent Teacher Interviews for scheduled evenings
- Update/Edit your child's personal and medical details

AUTHENTIC LEARNING EXPERIENCE AT GRACE
(INCURSIONS AND EXCURSIONS)

INCURSION	EXCURSION
An activity that occurs on campus during the school day.	*An activity that occurs off campus during the school day or after hours.*

As part of your child's enrolment process, permission was granted for your child to attend incursions/excursions travelling by Grace Buses during school hours which have a zero cost to the student.

Any incursions/excursions that occur outside of school hours (before or after) or have a cost incurred will require permission and the corresponding payment to be made through Parent Lounge / Orbit App (under the Events tab) prior to the incursion/excursion.

As an incursion/excursion nears for your child, you will receive information correspondence sent from the GLC Student Services email to the email address you supplied to the College. If you are concerned you are not receiving these please contact the College or check Parent Lounge / Orbit App to ensure that we have the correct email address for you.

Confirmed dates for incursions/excursions are placed on the College calendar, which is accessible via eGrace and Parent Lounge/Parent Orbit.

POINTS OF CONTACT

If you or your child have questions about subjects or would like further information, the table below will guide you to the best point of contact.

SUBJECT	TEACHER CONTACT	EMAIL	LOCATION
Christian Studies	Miriam Power	miriam_power@glc.qld.edu.au	B Block
English	Michael Fichtenmayer	michael_fichtenmayer@glc.qld.edu.au	B Block
History/Geography	Michael Still	michael_still@glc.qld.edu.au	B Block
German	Michael Still	michael_still@glc.qld.edu.au	B Block
Japanese	Michael Still	michael_still@glc.qld.edu.au	B Block
Mathematics	Joshua Ahern	joshua_ahern@glc.qld.edu.au	F Block
Health & Physical Education	Kristy Sanford Alyssa Beaufoy	kristy_sanford@glc.qld.edu.au alyssa_beaufoy@glc.qld.edu.au	G Block
Science	Dominique Ridley	dominique_ridley@glc.qld.edu.au	S Block
The Arts	Gail Crossley	gail_crossley@glc.qld.edu.au	V Block
Design Technology	Dwayne Blair	dwayne_blair@glc.qld.edu.au	DTC
Lifestyle Technology	Dwayne Blair	dwayne_blair@glc.qld.edu.au	DTC

Other points of contact which may be helpful include:

ROLE	TEACHER CONTACT	EMAIL	LOCATION
Teaching & Learning	Hayley Lalor Jonathan Brough	teachingandlearning@glc.qld.edu.au	The Hub
Diverse Learning Lead	Michelle Brown	diverselearning@glc.qld.edu.au	Learning Enhancement
Academic Enrichment Coordinator	Leigh-ann Forman	academicenrichment@glc.qld.edu.au	Pathways Centre
Pathways Coordinator	Robert Flynn	careers@glc.qld.edu.au	Pathways Centre
VET Manager	Leisa Jones	vet@glc.qld.edu.au	Pathways Centre

CURRICULUM – SUBJECT CODES

SUBJECT	TIMETABLE CODE
Christian Studies	7CS
English	7EN
English – Ignite Excellence	7IEE
History/Geography	7HG
German	7GE
Japanese	7JA
Mathematics	7MA
Mathematics – Ignite Excellence	7IEM
Health & Physical Education	7HP
Science	7SC
Science – Ignite Excellence	7IES
Technologies - Practical Technology Skills	7PT
Technologies - Design & Digital	7DE
Technologies - Creative Textiles	7CT
Technologies - Food Studies	7FO
The Arts - Visual Art	7VA
The Arts - Media Studies	7MD
The Arts - Dance	7DA
The Arts - Drama	7DR
The Arts - Music	7MU
The Arts – Music: Ignite Excellence	7MUI
Sport	7SPO
Supported Learning (By invitation/application)	7SL

CHRISTIAN STUDIES | CORE

ABOUT THE COURSE

The Christian Studies course is based on the Christian Studies Curriculum Framework (CSCF), used across Australia in all Lutheran schools. It is a core subject which aims to investigate ideas which are central to understanding identity, as well as living in and contributing to community. Students learn to work collaboratively and engage in open dialogue, exploring their own and others' positions in relation to ideas about God, people, self and the world. Aiming to be relevant and challenging, Christian Studies uses, as a central learning model, the inquiry approach as well as valuing other approaches, for example Service-Learning.

THE LEARNERS EXPERIENCE

Bible Foundations	• What is the Bible? • How do we read the Bible? • What role does the Bible play in a Christian's life? • What is God's purpose and plan for His people?
In the Beginning	• What do our stories tell us about who we are? • What is our history as a Grace community? • How does our faith inform our purpose? • What helps Christians remember who they are?
Heroes of the Bible	• Who are the heroes of the Bible? • What did they do that helped form the foundations of our beliefs? • Why were many of our Bible heroes unlikely heroes?
A Life of Faith and Service	• Who am I to love and serve? • What is the relationship between love and service? • Why do people serve others? • How can I serve others?

ASSESSMENT

There is one assessment piece for each Semester. Assessment pieces are varied – written, spoken and creative tasks and incorporate varied conditions such as individual and group situations; teacher supervision of class work; independent assignment work.

Students are assessed on:

- Content Knowledge and Understanding
- Processing Skills (research, analysis and application)
- Written and Spoken Communication Skills

ENGLISH | CORE

ABOUT THE COURSE

In Year 7, students are involved in an English program which aims to promote the Essential Learnings and General Capabilities embedded in the Australian Curriculum.

In English, the program aims to support students in developing an understanding and appreciation of how English is used appropriately and efficiently. Exploring a range of text types allows students to develop the ability to use language in a variety of contexts and an ability to use language selectively and precisely in a range of contexts and for a range of audiences. Students are supported to become proficient writers, readers and speakers and to develop a life-long love of reading and writing. Students will be taught traditional grammar both implicitly and explicitly throughout their course.

THE LEARNERS EXPERIENCE

Writing for different purposes	• NAPLAN preparation • Personal and Persuasive writing
Your World and Mine	• Creative Writing
Inspire Unit	• Creating an advertising pitch
The Power of the Novel	• Novel study • Analytical Writing

ASSESSMENT

There is one assessment piece for each unit of work.

IGNITE EXCELLENCE: ENGLISH	CORE IGNITE EXCELLENCE

ABOUT THE COURSE

The Ignite Excellence: English Literature course is designed to offer students a pathway to undertake further studies in literature in Years 11 and 12. The course parallels the regular English course with the option for Ignite teachers to choose texts that are more demanding and negotiate assessment.

Students who choose this subject would love reading but may not be the highest performers in English. Students in Ignite English need to demonstrate diligence and motivation.

Students interested in Ignite Excellence: English Literature are required to complete an application form available through the Academic Enrichment Coordinator via the College website. Applications are valid for 12 months.

THE LEARNERS EXPERIENCE

Reading, Writing and Rhetoric	Spoken task, independent book critique
Myths and Legends	Multi-Modal (written and visual) Narrative
Speculative Fiction	Analytical Essay
Imagining the Future	Spoken Persuasive Seminar

ASSESSMENT

There is one assessment piece for each unit of work.

HISTORY/GEOGRAPHY — CORE

ABOUT THE COURSE

The Social Science disciplines of History and Geography are essential to develop an understanding of our sense of past, present and future.

A study of History gives students inquiry research skills and allows them to interpret and comprehend important historical periods and documents to better understand their place in the world.

A study of Geography assists students in understanding the nature of human impact and culture on the world around us.

Students in Year 7 will:

- Interpret sources of information and understand the origins of ancient Civilisations
- Understand the daily lives and living conditions of Ancient people in the Mediterranean World
- Evaluate the role of various individuals and groups in Medieval European society
- Determine how Medieval European society was impacted by major events such as the Black Death
- Evaluate the role of the Christian Church in shaping values and law in Medieval European society
- Gather and interpret geographical data, including maps, statistics and charts
- Develop Mapping Skills including the interpretation and creation of maps using digital technologies
- Understand aspects of how weather hazards form and appropriate responses to them
- Consider the role of Tourism in our local area
- Consider how local places are used and managed to suit purpose
- Investigate and evaluate how tourism can impact our local economy, environment and society

THE LEARNERS EXPERIENCE

Geography	Mapping Skills and Weather Hazards
Geography	Place and Liveability – Tourism
History	Deep Time History of Australia and The Ancient World: Egypt
History	Medieval Europe

NOTE: Some History units are derived from the Year 8 ACARA Curriculum.

ASSESSMENT

Exam – Response to Stimulus, short response
Assignment – Digital Visual Report, Assignment – Geographical Report
Exam – Geographical Knowledge and Skills

LANGUAGES: GERMAN OR JAPANESE

CORE

ABOUT THE COURSE

Students come to understand that there are many people and societies within Australia and internationally who normally use other languages. They develop an awareness of a limited range of linguistic features, process skills and strategies. Students develop their cultural understanding and inter-cultural competence through communicating in an additional language.

The ways students in Year 7 will demonstrate their knowledge and understanding include the following:

- Interpreting the main topic of a simple text using visual elements
- Selecting and using non-verbal communication relevant to purpose
- Contributing to straightforward conversations by interpreting and responding to statements and questions
- Constructing simple texts that describe people and everyday events
- Comparing and contrasting aspects of the target languages with English
- Comparing and contrasting aspects of the target culture with their own culture

It is compulsory for students to select one language (German or Japanese) to study for the full duration of the year. Following Year 7, languages become an elective subject. Students may choose to continue their chosen language, try the other language or choose a different elective altogether.

THE LEARNERS EXPERIENCE - GERMAN

TERM 1	Greetings, Introducing Yourself, Feelings, Numbers to 12, Colours, Easter
TERM 2	General School Terms, Subjects, Days of the Week, Numbers to 100
TERM 3	Family, Animals
TERM 4	Oktoberfest, Sport and Hobbies, Christmas

THE LEARNERS EXPERIENCE - JAPANESE

TERM 1	Greetings, Classroom Instructions
TERM 2	Numbers, Ages, Phone Numbers
TERM 3	Where do you come from? Where do you live? Nationality
TERM 4	Family and Pets

ASSESSMENT

Students are assessed in two skill areas each term. By the end of each semester, students are assessed in the four macro skills of Listening, Speaking, Reading and Writing.

MATHEMATICS | CORE

ABOUT THE COURSE

Year 7 Mathematics follows the Australian Curriculum. A major emphasis will be on basic arithmetic skills in whole numbers, fractions and decimals, initially working without calculators and then learning how to use scientific calculators effectively. Problem Solving is an integral part of the course. Students will be exposed to strategies and skills needed to be successful.

Grace Lutheran College supports students who struggle with Mathematics and need additional support through differentiated instruction within the mathematics classroom.

THE LEARNERS EXPERIENCE

UNIT 1	• Number theory • Operations on directed numbers • Fractions, percentages and decimals • Square numbers and square roots
UNIT 2	• Statistical investigations involving discrete and continuous data • Range, median, mode and mean • Interpreting data • Probability
UNIT 3	• Algebra • Evaluating and simplifying expressions • Expanding and factorising expressions • Solving linear equations
UNIT 4	• Triangles – angle relationships and sum of angles • Measurement – area and volume • Circle – radius, diameter and circumference • Transformation of 2D shapes in a plane

ASSESSMENT

There is one assessment piece per term for Mathematics. Students are assessed against the criteria of:

- Understanding and Fluency
- Problem Solving and Reasoning

IGNITE EXCELLENCE: MATHEMATICS

CORE
IGNITE EXCELLENCE

ABOUT THE COURSE

Grace Lutheran College acknowledges the specific needs of gifted and highly talented students. The College's Ignite Excellence Programs are designed to challenge, engage and unite passionate learners in their areas of talent. Ignite Excellence: Mathematics caters for those gifted and talented students to excel and achieve in mathematics. For students in Year 7 who love mathematics and science, the College offers a combined Ignite Excellence Program to align with the College's core teacher structure for that year Level.

In each year level, a separate mathematics class is established to provide an accelerated curriculum for our highest achieving mathematics students. In this accelerated program, students complete Years 7, 8 and 9 mathematics in just two years, before commencing the Senior School subject Mathematical Methods, twelve months early. A distinct benefit of this program is that it allows students to remain with same-age peers whilst completing the mathematics content of the year level above. The program occurs during normal mathematics lessons on the timetable for that year level.

The Ignite Excellence: Accelerated Mathematics Application Form is available on the College website.

THE LEARNERS EXPERIENCE

UNIT 1	• Number theory • Index laws • Operations on directed numbers • Fractions, percentages and decimals • Rates and ratios
UNIT 2	• Evaluating and simplifying expressions • Expanding and factorising expressions • Solving linear equations • Cartesian planes • Graphing linear equations • Transformation of shapes
UNIT 3	• Volume and capacity of prisms • Angles on a transversal • Classifying triangles and quadrilaterals • Congruent and similar triangles
UNIT 4	• Probability of complimentary events • Probability of single-stage and two-step experiments • Statistics • Range, median, mean and mode • Stem-and-leaf plots, two-way tables, tree diagrams and Venn diagrams • Interpret distribution of data

ASSESSMENT

There is one assessment piece per term for Mathematics. Students are assessed against the criteria of:

- Understanding and Fluency
- Problem Solving and Reasoning

HEALTH & PHYSICAL EDUCATION

CORE

ABOUT THE COURSE

The Year 7 Health and Physical Education curriculum focuses on developing and strengthening students' knowledge and skills in movement through physical activity and sport as well as personal, social and community health concepts and issues. These include engaging in learning experiences that explore the factors that influence relationships and fitness, as well as understanding health messages about respectful relationships and strategies for managing their emotions and health and fitness. They engage in practical activities that integrate the theoretical concepts being studied, such as exploring how the body responds to different types of physical activities and what strategies can be used to encourage young people to stay active.

Students develop specialised movement skills and understanding in a range of physical activity settings. They practice using feedback to apply and adapt body and movement concepts, such as speed, force, accuracy, timing, space awareness and body awareness to improve personal and team performance. They develop practical skills in leadership and fair play, as well as develop solutions while working individually and in teams to solve problems in performance environments.

Focus areas to be addressed in Year 7 include:

- Health benefits of physical activity
- Swimming and Athletics
- Respectful Relationships and Team Cohesion

THE LEARNERS EXPERIENCE

TERM 1	• Respectful Relationships, Indigenous games and Endzone • Swimming
TERM 2	• Athletics
TERM 3 & 4	• Fitness • Swimming

ASSESSMENT

Assessment is one task per term and involves a variety in the form of class tasks/folio work, practical performance, personal reflection and projects. Students are assessed across two strands – Health (personal, social and community health), as well as the Movement and Physical Activity strand. All work is completed in lesson time and there is no expectation of students working at home for this subject.

SCIENCE | CORE

ABOUT THE COURSE

The study of Science enriches the lives of students by engaging them in the processes of organising old and new ideas, problem solving and decision making within a science context. Students will have opportunities to investigate the role of science in society and the role of science in their lives. The Science program will introduce students to a wide range of knowledge in the areas of Biology, Chemistry, Physics and Earth and Environmental Science. Through all units of work an underpinning process of developing science inquiry skills will occur as students are encouraged to investigate, interact, develop understanding and communicate. Students will also be encouraged to explore the development of science as a human endeavour for solving problems.

- Begin to unfold an appreciation of the intricacies of Creation and a balanced approach to humanity's acquisition and use of this knowledge.
- Introduce students to Science as a body of knowledge in an organised, logical sequence developing core concepts in the major disciplines: Biology, Chemistry, Earth and Space Science and Physics.
- Train students to work in a laboratory safely and in an organised and methodical way.
- Develop in students the capacity for scientific literacy, observation, hypothesis development, prediction, organisation, sound interpretation, logical argumentation, problem solving and information presentation.
- Develop in students an appreciation of both the contribution of science to society and the responsibility of citizens to play an informed role in society issues involving science.

THE LEARNERS EXPERIENCE

Chemistry	• Physical changes • Solutions and suspensions • Separating mixtures
Physics	• Forces • Inertia • Simple machines
Biology	• Food chains, food webs and habitats • Taxonomy • Animal adaptations
Earth Science	• Solar system • The moon • Seasons • Solar power

ASSESSMENT

Assessment is one task per term and involves a variety in the form of projects, experimental reports, building models or tests. Students are assessed primarily on their understanding of the course in combination with their ability to apply their knowledge to solve problems. Communication techniques and writing in different genres are also a key aspect of assessment.

IGNITE EXCELLENCE: SCIENCE

CORE
IGNITE EXCELLENCE

ABOUT THE COURSE

The Ignite Excellence: Science program is specifically designed for students who demonstrate high levels of talent and interest in science. In Year 7, the program is a separate science extension class, allowing high achieving students the opportunity to explore their strengths within this discipline at greater depth than ever before. This separate class allows the teacher to work through the Australian Curriculum at a pace suited to the high-achieving students and to provide additional enrichment opportunities. Applications to join the Ignite Excellence: Science classes are made through the Academic Enrichment Department.

The course combines theory and practical work and aims to:

- Open an understanding of the patterns and processes found in creation
- Develop analytical thinking in the context of the scientific method and associated problem-solving techniques
- Provide a wide range of practical experiences and develop laboratory and group skills
- Develop the ability to work independently and as a member of a team
- Demonstrate the significance of science to students' future intentions

The Ignite Excellence: Science Application Form is available on the College website.

THE LEARNERS EXPERIENCE

Chemistry	• Physical changes • Solutions and suspensions • Separating mixtures
Physics	• Forces • Inertia • Simple machines
Biology	• Food chains, food webs and habitats • Taxonomy • Animal adaptations
Earth Science	• Solar system • The moon • Seasons • Solar power

ASSESSMENT

Assessment is one task per term and involves a variety in the form of projects, experimental reports, building models or tests. Students are assessed primarily on their understanding of the course in combination with their ability to apply their knowledge to solve problems. Communication techniques and writing in different genres are also a key aspect of assessment.

DESIGN TECHNOLOGY ELECTIVE SAMPLE

ABOUT THE COURSE

This course provides the students with an excellent opportunity to explore technology in a fun, challenging way. It is made up of various problem-solving activities that provide the students with an insight into the world of technology and its industries.

A holistic approach is employed in technology education with each student involved in activities that develop knowledge, skills and attitudes regarding industry and technology.

Emphasis is given to communication and social interaction through a design, make and appraise curriculum structure.

THE LEARNERS EXPERIENCE

Practical Technology Skills	Students will engage with products, tools and materials to meet solutions for design challenges. Students will explore the use of hand and power tools to bring design ideas to realisation. Students will have at their disposal cutting edge technologies and equipment including a laser cutter, vacuum former, strip heater, sticker cutters, 3D printers and countless wood and metal hand and power tools to craft their final products.
Design & Digital	Students will propose solutions to design challenges. Students will develop, explore, enhance and inspire through development of digital folios. Students will engage in basic sketching skills and presentation techniques as well as experience 3D modelling software to assist in their designs. Students will produce presentation folios of work which will include a range of drawings from sketches to 3D rendered CAD printouts.

ASSESSMENT

Practical Technology Skills	Practical and theory-based assessment on a project covering different technologies.
Design & Digital	Assessment is based on a folio of design tasks. The tasks include design sketching, low fidelity prototyping, laser cutter and cricut machine projects.

LIFESTYLE TECHNOLOGY ELECTIVE SAMPLE

ABOUT THE COURSE

Lifestyle Technology has, as its central focus, the wellbeing of people, individuals and families within our local and global communities.

Lifestyle Technology encourages critical and creative thinking, the development of independence and gives students the tools to make sustainable decisions in contexts related to food and nutrition, human development and relationships, living environments and textiles. This helps to develop Life Skills.

Students will develop skills primarily within food and textile contexts. Students work collaboratively in groups as well as individually to produce items to use and consume, either for themselves, their families, or others in the wider community.

THE LEARNERS EXPERIENCE

Creative Textiles	• Safety in the Textiles room • Pattern and Fabric terminology • Practical skills development - use of sewing machine; creative textile techniques
Food Studies	• Safety and Hygiene in the kitchen • Practical skill development • Nutrition and the adolescent • Factors influencing food choice and lifestyle

ASSESSMENT

Creative Textiles	• Written assessment task – completed at school and home • Practical assessment task – completed at school
Food Studies	• Continuous practical assessment • Written and practical assessment task – completed at school and home

THE ARTS | ELECTIVE SAMPLE

ABOUT THE COURSE

In Year 7, Arts subjects nurture creativity, curiosity and confidence while strengthening essential foundations for learning. Students develop communication, collaboration, problem solving and critical thinking skills, cultural understanding and resilience, supporting personal growth and success across all areas of study during early secondary schooling years. In Year 7, students will develop their skills through the shared theme of 'Belonging' where they can explore what this means in the context of Grace and wider cultural and artistic contexts.

Across their study of the Arts in Year 7, students will demonstrate their knowledge and understanding through the completion of a portfolio response in each subject that consists of opportunities to:

- Explore and respond to the works of others and themselves
- Develop practice and subject specific skills
- Create and make their own works
- Work individually and in groups to present or perform their works in a variety of contexts, which could include the exhibiting of work in a gallery space, the screening of work on screens around the College, presenting to small audiences of peers or to larger audiences of visiting guests

THE LEARNERS EXPERIENCE

Visual Art	Students will explore belonging in the context of country and place by engaging in several art-making activities that will utilise a wide variety of media and materials, including: • Drawing • Painting • Ceramics
Media Studies	Students will be introduced to the world of the media, storytelling and the moving image through the study of practical film techniques and animation. Students will have the opportunity to engage in a range of activities which may include: • Planning a film production • Using technologies to record and edit film sequences • Developing an understanding of the languages of film and television • Analysing and evaluating how films create meaning
Dance	Students will explore belonging through social dance from the 1950's-2000's. Students will: • Engage with dance concepts and choreographic devices • Develop technical and expressive skills in performance • Create their own dance showcasing choreographic skills

THE ARTS CONTINUED

Drama	Students will work collaboratively to explore belonging through: • The elements of drama • Improvisation • Skills in rehearsal • Performance
Music	Students will explore the foundations of contemporary music and how music can promote belonging. Students will experience: • Instrumental skills (ukelele, xylophone, drums) • Group ensemble skills (stage presence, rehearsal strategies) • Development of sight reading and rhythm skills • Composition skills using computer software

ASSESSMENT

Assessment will be completed in class through the completion of a portfolio of works.

IGNITE EXCELLENCE: MUSIC

(GRACE AMPLIFIED MUSIC EXTENSION PROGRAM)

IGNITE EXCELLENCE

ABOUT THE COURSE

Ignite Excellence: Music is an amplified extension program in Music offering a unique partnership between the curriculum subject and the co-curricular program with the opportunity for acceleration. The subject is studied for one semester in lieu of TWO Arts subject electives. The three-year program commences in Year 7 and acceptance into the program is dependent on the following criteria.

- Successful audition
- Commitment to weekly lessons on their main instrument/voice in the school program (group or private tuition) or from an approved, qualified instrumental/voice teacher
- Commitment to at least one Grace Academy core ensemble
- Commitment to study Ignite Music as an elective in Year 8 and 9

The Ignite Excellence: Music Application Form is available on the Grace Arts Academy page of the College website.

THE LEARNERS EXPERIENCE

Composition	• Students learn the elements of music: rhythm, pitch, expressive devices, timbre and texture. • Students learn about various rhythmic forms and structures from around the world, responding to stimulus from a range of cultures and places. • Students will explore rhythm composition using a variety of compositional devices, notating, documenting and/or recording the music they compose.
Performance	• In a small group, students will learn the basics of group work and perform a rock song using skills in guitar, piano, drumkit and vocals. • Students will use aural skills and vocal/or instrumental skills/techniques and performance skills to create meaning.
2nd Study	• Students will transfer instrumental skills onto a 2nd study instrument: Wind, Brass, Piano or Percussion • Align with Level 1 of the Instrumental Music Curriculum • Lessons with Instrumental Teachers specific to their instrument • Perform in solo and group performances
AMEB Theory 1/ Musicology	• Integrated within lessons and curriculum content, students will learn the basis of music theory and align with the Australian Music Examination Board (AMEB) Book 1. (Students already at this level will work at a higher appropriate level).

ASSESSMENT

Students are assessed on their ability to create and perform. Assessment is through the strands of creating, refining and presenting. Individual instrumental/vocal practice on their instruments at home will be required.

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