



MISSION STATEMENT

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.

THE GRACE WAY

GRIT.

GRIT MEANS PERSEVERANCE WITH ALL TASKS FROM THE MUNDANE TO THE VERY DIFFICULT. WHEN WE PRACTISE GRIT WE ATTEMPT NEW CHALLENGES AND COMPLETE ALL TASKS TO THE HIGHEST POSSIBLE STANDARD.

Romans 5:3-5

We can rejoice, too, when we run into problems and trials, for we know that they help us develop endurance. And endurance develops strength of character, and character strengthens our confident hope of salvation. And this hope will not lead to disappointment. For we know how dearly God loves us, because he has given us the Holy Spirit to fill our hearts with his love.

GROWTH.

GROWTH MEANS HAVING A GROWTH MINDSET, A PASSION FOR LEARNING AND IMPROVING ONESELF. WHEN WE PRACTISE A GROWTH MINDSET WE CONFIDENTLY TRY TO IMPROVE, AND TACKLE NEW CHALLENGES.

Proverbs 9:9

Instruct the wise and they will be wiser still; teach the righteous and they will add to their learning.

GRACE.

GRACE MEANS UNDESERVED GENEROSITY, FIRST RECEIVED FROM GOD, THEN FREELY GIVEN TO OTHERS. WHEN WE PRACTISE GRACE WE HONOUR AND ACCEPT OTHERS.

Ephesians 2:8-9

God saved you by his grace when you believed. And you can't take credit for this; it is a gift from God. Salvation is not a reward for the good things we have done, so none of us can boast about it.

A GRACE STUDENT

- Takes on opportunities with an open mind and tries in all aspects, even if the work is challenging
- Is always prepared, on time and with the necessary equipment
- Moves forward to overcome disappointment or hardship
- Says words that help build others up and become stronger
- Takes responsibility for their learning
- Is attentive and focused on learning
- Is becoming a better version of themselves
- Is always striving to push themselves past their perceived limits in all aspects of life; academic, mental, physical, emotional and spiritual
- Embraces new challenges with a growth mindset
- Displays servant leadership by putting others first, helping without being asked and looking for ways to support others
- Is respectful of themselves and others
- Is courteous and respectful in response to directions
- Is compassionate and forgiving
- Appreciates the differences in each individual
- Is humble in victory and gracious in defeat

YEAR 8 CURRICULUM GUIDE

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A **Core** is a subject which is studied by all students in the cohort.

An **Elective** is a subject where a student can choose to select the subject.

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

INTRODUCTION TO CURRICULUM GUIDE

We are pleased to provide you with an outline of the Year 8 curriculum at Grace Lutheran College's Caboolture Campus in 2021, including the core and Electives offered. Grace has been implementing the Australian Curriculum (ACARA) whilst also ensuring alignment to the senior school QCE system to ensure students are adequately prepared to achieve to their potential.

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

- **The Basics:** Grace provides a strong foundation in the general capabilities outlined in ACARA: Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical Behaviour and Intercultural Understanding. These are developed through specific subjects (e.g. English and Mathematics) and across curriculum areas. In line with ACARA, Grace mandates the study of the Arts and Technology to Year 8 and History and Science to Year 10.
- **Balance:** A Grace education means an education for the whole person – spiritual, academic, physical, social-emotional, technological and cultural. Mandatory aspects of the curriculum therefore include Christian Studies, Chapel, Pastoral Care, Sport, Work Experience and Outdoor Education (including the four-week Googa program in Year 10). Students are also encouraged to participate in the wide range of co-curricular opportunities.
- **Choice and Differentiation:** Grace seeks to cater for all members of a family: boys and girls, students who learn at varying rates and those with diverse interests. Grace offers learning support and academic extension offerings and we allow three elective choices for students in Years 8, 9 and Year 10 and four in Years 11-12. This is very popular with students. In the Senior School, we offer all prerequisite subjects for University and Vocational Education and Training options.
- **Two-Campus, One School Policy:** Grace Heads of Department and Curriculum work across the College, ensuring work programs, standards and assessment are consistent at both campuses. The Rothwell Campus offers subjects on site in all Key Learning Areas from Years 7-12.

With this curriculum in place we hope that all Grace students will learn the Grace Way; understanding that God inspires us to honour and accept others (*Grace*), while passionately embracing new learning (*Growth*) and persevering when learning is challenging (*Grit*). We trust Grace students will leave us having developed the skills and attitudes to live a life of faith and service so that God will be glorified in the world.

Yours in Christ



David Radke
Principal

THE YEAR 8 CURRICULUM AT GRACE

At Grace, we are committed to encouraging students to develop their God given gifts and talents. Within the Year 8 curriculum, this approach is shaped by the Core and Elective curriculum design. This allows students to engage in fundamental learning experiences in their Cores and then broaden their learning experiences through 4 electives students have selected to study. Each of the electives are for the duration of one semester.

As students transition through the Middle School into Senior School, a student's subject preferences will become more evident. Subject selection in Year 8 encourages students to maintain a breadth of learning with students selecting their **4 electives (2 x electives per semester)**.

It is suggested that subjects be chosen based on the following:

Subjects which the student enjoys, is engaged in with an appropriate challenge.	Subjects in which the student has experienced some success in studying.	Subjects which help meet the student's career aspirations or will keep his/her options open.	Subjects which develop skills, knowledge and attitudes useful throughout life.
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Learning Support – Independent Learning (*By Invitation only*)

Independent Learning will be offered to students that meet the criteria as determined by the Learning Support department. This support program will be in lieu of an elective. Please contact Learning Support if you have any questions.

Academic Enrichment (*By Application only*)

Students who are identified as gifted and talented are offered the opportunity to apply for the Ignite Excellence programs. These programs present further rigour and challenge for students. Ignite Excellence programs are outlined in this curriculum guide. Please contact the Academic Enrichment Coordinator if you have any questions.

Vocational Education Pathways

Vocational education programs and school-based apprenticeships typically commence in Year 10 and students will need to consult with the Head of Vocational Education & Training prior to undertaking these courses.

Subject Changes

At times students may feel it is necessary to change their elective subjects for various reasons.

Students who want to change electives will need their parent/guardian to complete the Request to Alter a Subject form accessible on Parent Lounge (clicking School Links then General Links). Students cannot start attending the new elective subject until they have received an updated timetable (either paper or on eGrace). The deadline for subject changes is the end of the first week of each term, any requests received after this time will be held until the following term.

DATE CLAIMERS:

Subject Information via the Grace College website will go live on Tuesday 14 July 2020

Online Subject Survey opens – Wednesday 15 July 2020

Subject Selection Survey Closes Wednesday 22 July 2020

Points of Contact

Students will have experienced various subjects already however it is important to find out as much as possible about the subjects offered. After reading this Curriculum Guide, if you or your child has questions about subjects or would like some more information, the table below will guide you to the best point of contact.

Department & Subject	Contact Person	Location
Business & Languages – Business, Legal Studies & Japanese	Ms Atwell	CAVE
Creative and Performing Arts – Dance, Drama, Music, Film, TV & New Media, Visual Art	Miss Seymour	Main staffroom
English & Social Science – English & Social Science	Mrs Green	Main staffroom
Physical Education – Core and Physical Education	Mrs Brady	PE staffroom
Mathematics – Mathematics and Ignite Mathematics	Mr Juanais	Rothwell Campus
Religion and Ethics – Christian Studies	Miss Aloquin	Rothwell Campus
Science – Science	Mrs Heinze	Rothwell Campus
Technologies – Design, Food & Fashion and Industrial Technology Skills	Mrs Ledden	Main staffroom

Other points of contact which may be helpful include:

Teacher	Role	Location
Ms Atwell	Head of Teaching & Learning and Career Guidance	CAVE
Ms Weatherill	Learning Support Coordinator	Student Services
Ms Mehanna	Academic Enrichment	Y01 Staffroom
Mrs Barnes	Vocational Education & Training (VET)	Student Services and CAVE

Christian Studies is a core subject which aims to investigate ideas which are central to understanding identity as well as living in and contributing to community. The subject is based on the Christian Studies Curriculum Framework which is used in Lutheran schools across Australia.

The aims of the course include:

- Students learn to work collaboratively
- Engage in open dialogue
- Explore their own 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.

There is one assessment piece for each unit of work. 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 Knowledge and Understanding, Processing Skills (research, analysis and application), Written and Spoken Communication Skills.

SUBJECT OUTLINE

Unit 1	Abrahamic Faiths	What is Judaism? What is Islam? What is the significance of Abraham to Judaism, Islam and Christianity? What are the similarities and differences between the three Abrahamic similarities? How do I live in harmony with God and with others?
Unit 2	Journey to Jesus	Who is Jesus? What is the church? Who were Jesus' disciples? Why follow Jesus? What does it mean to serve and love others? How can I serve and love others?

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Christian Studies	Religion and Ethics	Religion and Ethics	Religion and Ethics

ENGLISH	Core
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The English course aims to address the requirements of the Australian Curriculum, which includes:

- Developing an understanding and appreciation of how English is used appropriately and efficiently
- Developing the ability to use language to talk about language by developing a metalanguage
- Developing an understanding of how language is used selectively
- Becoming proficient writers, readers and speakers
- Developing a life-long love of reading and writing
- Developing confidence in the use of a range of appropriate language systems
- Developing a growing appreciation of different cultures as represented in a range of texts.

SUBJECT OUTLINE

Term 1	The World of Film	An analytical essay based on the film studied
Term 2	The Music of Words: A Study of Australian Poetry	Self-published poetry, reflections and poetry recitals
Term 3	Unlocking the Traffic Jam in Your Head	An imaginative story and multi-modal presentation
Term 4	Novel Study	A persuasive response to the novel studied

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
English	Essential English (by invitation only)	Essential English (by invitation only)	Essential English (by invitation only)
	Literature (by invitation only)	Literature (by invitation only)	Literature (by invitation only)
	English	English	English
			English Extension

History and Geography ensures that students address the requirements of Australian Curriculum. Students may enjoy enhanced learning in either of those areas if they show a special interest in those subjects.

The aims of the course include:

- Developing a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- Developing an interest in, and enjoyment of the study of History and Geography, including a capacity and willingness to be informed and active citizens
- Gaining a knowledge, understanding and appreciation of the past and the global issues and forces that shape societies
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- Possessing the capacity to undertake a framed inquiry, including skills in the analysis and use of sources, and in explanation and communication.

SUBJECT OUTLINE

Term 1	Civics and Citizenship	Australian Government, Court Systems, Indigenous Political History
Term 2	The Western World	Medieval Europe/Renaissance
Term 3	Asia Pacific	Japan Under the Shoguns
Term 4	Geography	Landforms and Landscapes

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
History	Modern History	Modern History	Modern History

INNOVATION & ENTERPRISE	Core (All students study for one semester)
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Innovation and Enterprise is a skills-based subject, which students' study for one semester in Year 8. This subject provides students with the opportunity to build confidence and further develop the 21st century skills of:

CREATIVITY	CRITICAL THINKING	COLLABORATION	COMMUNICATION
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Students will work collaboratively in small groups to solve a problem that they are presented. Students will work with each other and members of the community the research the problem and a possible solution. Students will be provided with feedback throughout the project.

The **KEY PARAMETERS** of this subject are below:

Problem	A realistic problem or project that aligns with the student's skills and interests.
Community Links	Investigation/research is a key component where students identify and communicate with various stakeholder groups.
Essential Learnings	Design thinking parameters are provided to guide the project while students use entrepreneurial characteristics and 21st century soft skills to execute this.
Social Value	Concludes with students' findings at a 'showcase afternoon/evening' where parents/guardians are invited.
Feedback/Reflection	Feedback from stakeholders and self and peer reflection is an important aspect for students to learn the value and importance of continual improvement

Innovation and Enterprise focuses on the **QCAA CURRICULUM SKILLS AND CONSEQUENTIAL LEARNING OUTCOMES** of:

- Questioning
- Research
- Interpretation and Analysis
- Reasoning and Decision Making
- Application
- Communication and Reflection

Mathematics continues to be one of the most important disciplines of learning for students in Year 8. It helps develop higher order thinking skills, rational argument and logic, and it equips students with skills to apply in everyday real life situations.

The journey through Middle School Mathematics is steady but increasingly challenging. As specified by the Australian Curriculum, students study the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. The text book *Essential Mathematics for the Australian Curriculum* is used for Year 7 through to Year 10.

All students in Year 8 complete the same course and assessment.

It is important to recognise that for many students; Mathematics is the most difficult and challenging subject. Mathematics is a traditional learning discipline which requires regular practise and revision. Experience shows that students reach their expected achievements with no less than 20-30 minutes of homework and study every night! Practise is required every day to achieve mastery of the subject.

Equipment details will be provided at the end of the year including a calculator, which is an essential piece of equipment. The College recommends the Texas TI-30XB Multiview calculator.

SUBJECT OUTLINE

Term 1	Number Theory	<ul style="list-style-type: none"> • Operations on directed numbers • Percentage change • Index laws
Term 2	Algebra and Ratios	<ul style="list-style-type: none"> • Expanding and factorising expressions • Solving linear equations • Graphing linear relations • Ratios • Rates
Term 3	Statistics	<ul style="list-style-type: none"> • Measures of centre • Measures of spread • Outliers • Probability • Two-way tables
Term 4	Measurement	<ul style="list-style-type: none"> • Converting area and volume units • Area of quadrilaterals and circles • Volume of prisms

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Mathematics	Essential Mathematics (by invitation only)	Essential Mathematics (by invitation only)	Essential Mathematics (by invitation only)
Ignite Excellence: Mathematics	General Mathematics	General Mathematics	General Mathematics
	Mathematical Methods	Mathematical Methods	Mathematical Methods

Ignite Excellence: Mathematics caters for those gifted and talented students to further excel and achieve in mathematics.

Ignite Excellence: Mathematics, has two Pathways – Pathway 1 (advanced placement program) or Pathway 2 (compacted program) from Year 7. It is anticipated that these students will continue in the Ignite Excellence program until they complete Year 12 Mathematics.

The two pathways within the Ignite Excellence: Mathematics curriculum are:

Pathway 1	Pathway 2
A differentiated Mathematics curriculum within Core Mathematics	A compacted and accelerated Mathematics curriculum which allows the students to complete Years 7, 8 and 9 Mathematics in just two years. Students then move on to commence Year 10 Mathematical Methods whilst in Year 9 and continue to complete their Senior Mathematics Program a year early. Acceptance into Pathway 2 is by a written College invitation only.

SUBJECT OUTLINE – PATHWAY 2

Term 1	Number	<ul style="list-style-type: none"> • Operations on directed integers and fractions • Index Laws • Negative indices • Scientific notation
Term 2	Algebra and data	<ul style="list-style-type: none"> • Simplifying complex expressions • Binomial expansion • Factorisation • Solving linear equations • Linear functions • Midpoint and slope of a line • Probability and Statistics
Term 3	Measurement	<ul style="list-style-type: none"> • Compound area • Surface area • Volume • Pythagoras' theorem • Trigonometry • Congruent figures • Similar figures
Term 4	Rational numbers	<ul style="list-style-type: none"> • Rates and ratios • Scales • Financial mathematics • Non-linear functions and relations

PHYSICAL EDUCATION	Core
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Physical Education (core) focuses on a range of important health and physical concepts. Students will engage in a range of units that emphasise fundamental movement skills, and tactical and team skills as well as health literacy skills.

The content areas covered aim to:

- Investigate the impact of change on personal identity through mental health
- Identify strategies to manage personal, physical and social changes
- Identify and practice health seeking strategies to deal with stress
- Examine the benefits of relationships and their impact on health and wellbeing
- Develop health literacy through examining health information and communicating health concerns
- Develop a range of movement concepts and strategies
- Examine the elements of movement, space, time and objects to enhance movement sequences
- Develop a range of team and tactical strategies
- Examine and implement fair, safe and inclusive play

SUBJECT OUTLINE

Term 1	Basketball, Cricket and Athletics
Term 2	
Term 3	Futsal, Mental Health and Dance
Term 4	

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Physical Education	Physical Education	Physical Education	Physical Education
Health and Physical Education			

SCIENCE	Core
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Science is a compulsory subject until the completion of Year 10. The course provides the essential preparation for the senior subjects of Biology, Chemistry and Physics, as well as developing an extensive range of the Common Curriculum Elements (CCEs) which are considered the basic skills required to operate in modern society.

The course combines theory and practical work and aims to:

- develop an interest in and enjoyment of the world around us;
- open up 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 specific content areas cover four branches of Science: Biology, Chemistry, Earth Science and Physics according to the Australian Curriculum. Opportunities are taken to integrate knowledge and the skills developed, with other subject areas.

SUBJECT OUTLINE

Term 1	Earth Science	Investigating the geological processes that form igneous, sedimentary and metamorphic rock types. Evaluating the ethical issues of minerals and mining processes.
Term 2	Physics	Exploring energy transfer in a variety of contexts such as thermal transfers, the transmission of light through media, sound waves and electrical circuits.
Term 3	Biology	Investigating the different structures and systems within the human body from cellular level to organ systems. Exploring the different functions of organelles and interaction of different body systems.
Term 4	Chemistry	Investigating the particle theory of matter and how it applies to chemical changes and creation of compounds and mixtures. Exploring the application of chemical changes in the kitchen and cooking.

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Science	Natural Science	Biology	Biology
		Psychology	Psychology
	Physical Science	Chemistry	Chemistry
		Physics	Physics

Business & Legal teaches the lifelong knowledge and skills that all students need to assist them in making positive and informed choices into their future. This knowledge and skills can be applied to:

- Personal lives (eg. being an informed citizen and consumer, budgeting, financial literacy, aware of their legal rights etc)
- Working in a business (eg. an awareness of how businesses operate, skills to productively and effectively work in a business)
- Aspiring managers and small business owners (eg. an understanding of what is involved to establish and run a small business or be an owner within an established business)
- Understanding the Australia legal system (eg. who creates laws, why we have laws, consequences of breaking them?)

Business & Legal provides students with a foundational knowledge of the business and legal world which could be useful in any future career as an employee or a manager. This subject is based in both a computer room environment as well as a classroom environment. This subject has embedded technology skills in the way students present their assessments.

SUBJECT OUTLINE

The units of work studied throughout the year depend upon student interests and resources available. Topics may include:

Entrepreneurship & Franchising	This unit investigates what is involved in owning a franchise and starting a new business.
Business Venture	The unit focuses on students running small business ventures and applying the knowledge, practices and dispositions needed for a successful enterprise and venture. Students will use understandings of enterprise to propose solutions to business, economic, political or legal issues to produce positive outcomes. As a part of service learning, students will research a non-profit organisation to donate profits to.
Business Makes the World Go Round	The unit is an introduction to business concepts and theories. It examines key business functions and different forms of business organizations that a business may adopt to perform these functions and achieve its goals.
Show me the Money	The unit is aimed at providing students the ‘day to day’ knowledge required for effective Money Management. Students will become aware of common money mistakes people can make and how best to manage such situations. Students will learn skills required to complete and analyse a budget in order to track income and expenses.

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Business & Legal	Business/Legal Studies	Business	Business
		Legal Studies	Legal Studies

DANCE

Elective

Middle School Dance is a course that is designed for students to use movement and gesture to capture and convey ideas, images and feelings. They explore the notion of dance in its social, ritual and artistic forms through sampling a variety of dance contexts, styles and genres.

The focus is on using the human body as a means of expression and communication. It is a very practical course (about 70%), as students strive to develop as performers and choreographers. Students in this course must be prepared to participate in dance activities and be willing to stretch their minds and bodies, though there is no expectation that students will need to have had any prior dance training or experience.

Throughout the course students develop as creative, complex thinkers, effective communicators and reflective independent learners to participants. The skills learnt in Dance not only contribute to careers within the Performing Arts, but to many others, such as Costume Designer, Physiotherapist, Journalist and Teacher. These are a few of the many career areas that relate to a Study of Dance.

SUBJECT OUTLINE

The units of work studied throughout the course will be drawn from the following topics:

- **Art in Motion:** A Contemporary dance unit focusing on choreographing movement while using an artwork as stimulus
- **Pop and Lock it!:** A Hip Hop unit focusing on learning genre specific techniques and skills.

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Dance	Dance	Dance	Dance

Students selecting Design will develop the practical and theoretical skills required to work creatively in a wide range of product design and development areas. The program explores design fundamentals with a view to creating product designers for the future. Students will develop higher order thinking skills and learn a variety of design presentation and communication techniques.

Students choosing to study Design will learn how to design products and services that could one day be used by people to enhance and improve their daily life. Design is a critical part of solving some of the major issues facing our planet in the 21st century through innovative and visionary thinking:

- Learn how to create innovative, attractive, sustainable and user-friendly products and systems
- Learn the technical aspects of design, design development, CAD (Computer-Aided Design) technology, ergonomics and aesthetics.

Design includes:

- Designing products based on design challenges
- Modelling and prototyping
- Sketching and CAD Drawing
- Prototyping ideas
- Evaluation and refinements of design ideas
- Use of 3D printers, laser cutters, CNC machines and sticker cutters

SUBJECT OUTLINE

The units of work studied throughout the course depend upon student interests and resources available. Topics may include:
<ul style="list-style-type: none"> • Designing products based on design challenges • Modelling and prototyping • Sketching and CAD Drawing • Use of 3D printers, laser cutters, CNC machines and sticker cutters

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Design	Practical Technology/Design	Design	Design

Digital and Engineering Technologies provides students with the knowledge, skills, processes and understanding of emerging digital technology information across a range of programs.

Students will be exposed to a variety of intellectual challenges involving distinctive approaches to problem solving, communication and a range of associated practical skills. Students have the opportunity to create a range of digital solutions, such as interactive web applications, programmable multimedia assets, and simulations of relationships between objects in the real world. In addition, students have the opportunity to use critical thinking to design engineering systems as well as practical engineering solutions to problems.

SUBJECT OUTLINE

Content may include:
<ul style="list-style-type: none"> • Website Design • Video Production and Editing • Programming and Game Making • EV3 Lego Robotics • Animation Design • Coding Programs and Games • Advanced Microsoft applications • Augmented Reality (AR) • App Design • Adobe Package (Selected Programs) • Rube Goldberg machines • Engineering systems design • Prototyping.
Learning experiences may include:
<ul style="list-style-type: none"> • Practical (Technology) based learning activities • Technology involvement embedded throughout the course • Project based learning activities • Problem solving • Plan, design and implement solutions to a problem • Evaluate information systems and solutions • Higher order thinking to critically investigate, analyse and evaluate • Enrichment excursion to the LEGO Education Centre • First LEGO League (FLL) Robotics Competition • Groupwork skills

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Digital & Engineering Technologies	Specialist Mathematics	Specialist Mathematics	Specialist Mathematics
	Physical Science	Physics	Physics

This highly practical course focuses on understanding and making meaning in both the real and dramatic worlds by developing skills of communication, emotional intelligence, teamwork, initiative, quick thinking and confidence.

Drama can move, affirm and challenge participants and audiences to transform themselves and their world. Drama is a course, which provides opportunities to a large number of students with a wide variety of career ambitions. The ability to speak and act confidently is a universally useful skill. Collaboration, communication, creativity and critical reflection are all highly relevant 21st century workplace requirements gained in study of this subject.

SUBJECT OUTLINE

The units of work studied throughout the course will be drawn from the following topics:

- Child’s play: whilst learning slapstick, clowning and circus skills, students also experiment with character and structure in the process of play-building. By presenting and reacting to an audience of children and analysing invited professional artists ‘shake&stir’, students realise the transformative power of live performance.
- Change the Play: Epic Theatre gives students who want to save the world the dramatic tools to challenge, educate and surprise an audience into taking action. Students combine the technology of Cinematic Theatre with the performance basics of ‘boxes and blacks’, whilst always scriptwriting to the point. As they demonstrate their ideas, students learn to give and take direction.

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Drama	Drama	Drama	Drama

Food and Fashion provides students with the opportunity to be critical and creative thinkers, develop communication skills through a variety of means and collaborate on tasks. Students are able to use their skills and knowledge to not only design and create products for themselves and their family, but also the wider community through Service-Learning projects and experiences. Food and Fashion provides valuable preparation for students to develop 21st Century Skills that will help in all facets of their life, but will certainly support those interested in pursuing further study and careers in nutrition, food technology, food science, hospitality, design, textiles, fashion and clothing industries

SUBJECT OUTLINE

The units of work studied throughout the course depend upon student interests and resources available.

Topics may include:	'From Farm to Fork' – nutrition of animal foods; history of Australian food; exploring Indigenous food origins
	Skills for Me; Food for Others – food costings; food packaging and labelling; meeting the needs of the Grace community with meals as required
	Asian Infusion – exploring Asian cuisines; ingredients, specialised equipment and culture
	'Bag It' - Further development of textile construction and design skills understanding the need for fabric bags due to the impact plastic has on the environment

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Food & Fashion	Food & Fashion	Food & Nutrition	Food & Nutrition
	Hospitality Practices	Hospitality Practices	Hospitality Practices

Health and Physical Education involves students in:

- learning about and practicing ways of maintaining healthy lifestyles
- learning the prerequisite skills of and participating in skilful physical activities
- learning how to improve performances in physical activities, sport and exercise
- examining the health of Australian's and the choices that can influence health.

The course is 50% practical and 50% theoretical.

Please note that practical units may change depending on availability of space and student numbers.

SUBJECT OUTLINE

	Theoretical	Practical
Term 1	Anatomy and Sports Injuries	Gaelic Football
Term 2	Nutrition and Sports Performance	Netball

ASSESSMENT

Practical assessment involves ongoing observation of physical performance across the term.

Theoretical assessment takes the form of exams, essays, research reports and multi-modal presentations.

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Physical Education	Physical Education	Physical Education	Physical Education

Any Year 8 student new to the College is welcome to enrol in Japanese, but from Year 9, it is usually a prerequisite that the student has previously studied the language.

The fundamental aim of Language study is communication. This is achieved through equal practice of the four-macro skills of Listening, Speaking, Reading and Writing.

The Languages courses will develop in students an awareness and understanding of the way of life of not only Japanese speaking communities, but also of other ethnic communities within Australia and overseas. Students may commence their studies in Year 8 with no specific language background but must recognise the need for consistent, regular application to their studies. A student should expect to devote a minimum of 20 minutes per night to study for four nights per week.

Grace Lutheran College offers students of Japanese many cultural contact experiences both in country and in our own school or local area.

SUBJECT OUTLINE

The following general themes and topics will be studied in Year 8 Japanese.
Where a topic has been encountered previously, it will be dealt with in increasing depth and complexity in Year 9.

- The Hiragana Script
- Basic Instructions and Expressions
- Numbers and Counting
- Family; Pets

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Japanese	Japanese	Japanese	Japanese
Prerequisite Subject – Students must study Japanese in Middle School to study it in Senior School.			

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enable students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

SUBJECT OUTLINE

Year 8 Overview	<p>In Year 8 Media, students study Television and Advertising. Students look at Australian television industry and the radical shift in the medium's creation, distribution and engagement with audiences.</p> <p>When exploring the world of advertising, students will learn about persuasive techniques to devise and launch an advertising campaign for a new brand of their own creation.</p>
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SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Media	Film, TV and New Media	Film, TV and New Media	Film, TV and New Media

MUSIC IGNITE EXCELLENCE: MUSIC (GAME ON!)

(via application only)

Elective

The Year 8 Music course approaches the development of skills in performing, composing and musicology through the study of music of various styles. It is a rewarding and active course involving listening to, writing and playing music.

Students from a contemporary or classical music background are catered for. Likewise, the course is suitable for both vocalists and instrumentalists.

The integrated nature of the course allows the theoretical content to emerge from the activities. Computer software and iPad apps are used to develop composition and aural skills. Involvement in College music ensembles and/or vocal or instrumental lessons would enhance study of this subject but is not compulsory.

SUBJECT OUTLINE

The units of work studied throughout the year depend upon student interests and resources available. Topics may include:

- World Music
- Pioneers of Rock
- The Musical
- Song Writing
- Classic Hits
- Performance
- Video Game Music

The Year 8 and 9 Music course links with the Senior Music and Music Extension authority subjects.

Students enrolled in the GAME ON! Music programme are required to choose Music (Game On!) as one of their elective subjects in Year 8 and 9. Students who have not been enrolled in Game On! in Year 7 can apply to join Game On! for Years 8 and 9. Please contact the Caboolture Arts Assistant or Mr Nathan Poetschka in the Performing Arts department to express your interest.

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Music	Music	Music	Music
Music (Game On)			Music Extension
	Certificate Pathway - Music Industry	Certificate Pathway - Music Industry	Certificate Pathway - Music Industry

PRACTICAL TECHNOLOGY SKILLS	Elective
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If you are motivated, interested in working with your hands, love to build things, use tools and if you are excited to make interesting projects using varied technologies and machines then Practical Technology Skills is the subject for you.

This subject combines the basic traditional knowledge of hand tools and techniques with the current new technologies, tools and equipment from latest manufacturing industries. Our purpose design-built workshops have the latest modern technologies, tools and machines ready for students to use in developing individual projects using varying materials and hardware. Students will not only build exciting projects from the ground up but they will design elements to incorporate and customize their own projects.

Practical Technology Skills includes:

- On Guard Safety units
- Design, Make and Appraisal of Projects
- Completion of Folios of work
- Use of industry standard tools and machines

SUBJECT OUTLINE

<p>The units of work studied throughout the course depend upon student interests and resources available. Topics may include:</p>
<ul style="list-style-type: none"> • Experience Design – Foundation • Sketching for Design • Exploring Clients Needs • Collaborative Design Folio • Redesign Exam

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Practical Technology Skills	Practical Technology/Design	Industrial Technology Skills	Industrial Technology Skills
		Engineering Certificate Pathway	Engineering Certificate Pathway
		Construction & Furnishing Certificate Pathway	Construction & Furnishing Certificate Pathway

The Visual Art course is built around two strands, Making and Responding. Together the strands focus on a holistic approach to both creating art works and appreciating the history and culture of the Visual Arts. This subject also has a strong focus on the 21st Century skills of creative and critical thinking.

Students will develop knowledge, practical understanding and skills as artists and designers by making Visual Art works. They will also study a wide variety of cultural histories and contemporary perspectives in the Visual Arts. Students will engage in a number of art making activities that will utilise a wide variety of media, materials and technologies.

The Visual Diary Guide (book-listed item) is utilised to develop student’s creative thinking and technical skill.

SUBJECT OUTLINE

Students will explore, investigate, experiment and communicate their ideas by *making* and *responding* to a variety of art works from various perspectives in a selection of the following areas:

- **2D:** Drawing, Painting, Printmaking, Photography,
- **3D:** Ceramics, Sculpture

Students also regularly experience Visual Art in a gallery setting, through excursions to the Caboolture Regional Gallery, and the Gallery of Modern Art in Brisbane City. Media specific specialists and practising Visual Artists are recurrently engaged by the College to provide real world links and specialist materials teaching.

ASSESSMENT

Making tasks are undertaken in class time and will be assessed at the end of each term along with the supporting Visual Diary. *Responding* tasks are embedded into the *making* areas forming the research and inspiration for the practical tasks. *Responding* tasks are also scaffolded to learn the skills for analysis of Visual Language.

SUBJECT PATHWAYS

Year 9	Year 10	Year 11	Year 12
Visual Art	Visual Art	Visual Art (General)	Visual Art (General)
		Visual Arts in Practice (Applied)	Visual Arts in Practice (Applied)

