



GRACE
LUTHERAN
COLLEGE
EST. 1978

ROTHWELL CAMPUS

YEAR 7 CURRICULUM GUIDE 2020



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

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| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 |
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YEAR 7 CURRICULUM GUIDE

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



INTRODUCTION TO THE YEAR 7 CURRICULUM GUIDE

In this guide, we are pleased to provide you with an outline of the Year 7 curriculum at Grace Lutheran College's Rothwell Campus in 2020, including the core and elective sampling subjects offered.

Year 7 is the doorway to the exciting world of high school. Through the next six years your fellow members of the Grace community, that is your classmates, older students and the staff of Grace will help you to learn through academic subjects, co-curricular activities at Grace, as well as socially and spiritually. The aim is that all of this support from the Grace College community will help you grow to become a responsible young person ready for the world outside of Grace.

The Year 7 program specifically aims to:

- Support the needs of young adolescents
- Provide a stimulating and challenging school environment that enables students to achieve increasingly difficult learning outcomes and experience success across the year.

In order to reach these aims Grace College's learning goals for each Year 7 student are to:

- Grow spiritually
- Learn essential knowledge and skills
- Work well with others in caring and compassionate ways
- Contribute as much as possible to the school life of Grace College
- Accept that life has its challenges, but by working together any challenge is easier to deal with.

For every year of high school we hope and pray that Grace students strive to live the Grace Way, showing **Grit**, **Growth** and **Grace**.

- When we practice **Grit** we attempt new challenges and complete all tasks to the highest possible standard.
- When we practice a **Growth** mindset we confidently try to improve and tackle new challenges.
- When we practice **Grace** we honour and accept others.

With this curriculum in place we hope that all Grace students will learn the Grace Way of Excellence, Character and Purpose. We trust they 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

Mr D Radke
Principal

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 Middle School recognises that God made each one of us unique with our own gifts and that these should be valued and celebrated for every student.

MIDDLE SCHOOL 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

The Middle School at 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. With this in mind, the Middle School 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 in the 21st century. Therefore the importance of students being exposed to a contemporary curriculum is increasingly important.

A contemporary curriculum within the Middle School is designed around the following:

CHALLENGE	COLLABORATION	CONNECTION	CONSCIENCE
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THE YEAR 7 CURRICULUM DESIGN

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.

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.

HOMEWORK

Homework is necessary for a student to perform satisfactorily at the secondary level.

Homework can take various forms in middle and senior school and these are listed below:

Direct instruction from teachers	Where students are given a specific task to complete at home
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
Mathspace	Website students log into to complete maths exercises to consolidate their mathematic learning
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 of time 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 through GLC Students Services 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 student's questions regarding the assessment.

EGRACE AND PARENT LOUNGE AT GRACE

eGrace

When students start at Grace – part of their orientation will include receiving their IT log in details and creating a password for the College network and in turn their eGrace account.

eGrace is a digital platform where students can log in either on campus or off campus through the College website. eGrace allows students to be able to:

View My Classes	Timetable (subject, teacher and classroom)
View eDiary	School Calendar (excursion dates, assessment due dates etc) Daily Notices
View My Resources	Class resources (learning goals, term planners/student weekly structures etc) Assignment Task Sheets
Submit My Activities	Assessment (if required by the assessment task sheet) Non Submission activities which may include term planners/assignment task sheets
View Academic Report Cards	Print or download report cards

Parent Lounge

Parent Lounge is a digital platform enabling parents/guardians to access aspects of their child's learning at Grace. Log in details will be emailed to parents/guardians through the Student Services email. Features of Parent Lounge include:

- View Academic Report Cards
- Accessing Curricular Activities (assessment if required by the task sheet)
- Accessing the School Calendar (excursion dates, assessment due dates etc)
- 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
- View your child's Timetable

A 'Parent Communication Guide' will be emailed out to Year 7 families early in the year to provide further instructions about how to use Parent Lounge. Parent Lounge workshops will be available for parents/guardians to register to attend during Term 1.

INCURSIONS AND EXCURSIONS AT GRACE

INCURSION	EXCURSION
<i>An activity that occurs on campus during the school day.</i>	<i>An activity that occurs off campus during the school day or after hours.</i>

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. Any costs incurred for incursions/excursions that your child attends will be added to the school fees as indicated in the Information correspondence sent home through the GLC Student Services email.

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 to ensure that we have the correct email address for you.

At times, further permission (in addition to the enrolment process) may be necessary when an event occurs **outside of school hours**. For these incursions/excursions, you will receive information correspondence containing a link to [Parent Lounge](#) where you can accept/decline permission for your child to attend the event.

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

ACADEMIC STUDENT SUPPORT AT GRACE

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

After school Library Access and Tutors

The library is open to all students Monday – Thursday until 6:00pm. 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 Middle School students are required to be signed out of the library by a parent/guardian when collected.

After School Homework Club

Homework Club is available in one of the Think Tanks on the ground floor of the library Monday – Thursday until 4:45pm. Students are welcome to attend Homework Club for the whole time or part of the time.

Curriculum – Subject Codes

SUBJECT	TIMETABLE CODE
Christian Studies	7CS
English (including Ignite)	7EN
Mathematics (including Ignite)	7JM
Science	7SC
History/Geography	7HG
Digital Technologies	7DI
Physical Education	7PE
Sport	7SPO
Design Technology	7DT
Creative Industries	7CA
Lifestyle Technology	7LT
Performing Arts	7PA

German	7GE
Japanese	7JA
Supported Learning (By invitation)	7SL

CORE SUBJECTS

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, 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.

SUBJECT OUTLINE

Term 1	Our Stories	<ul style="list-style-type: none"> • What do our stories tell us about who we are? • What helps Christians remember who they are?
Term 2	Our Universe	<ul style="list-style-type: none"> • What do Christians mean by saying God created the universe? • What do Christians mean by saying humans are made in God's image? • What does the Bible tell us about the creation of the universe? • How are humans a part of the ongoing creation of the universe?
Term 3	A Life of Faith and Service	<ul style="list-style-type: none"> • 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?
Term 4	Here we see Jesus	<ul style="list-style-type: none"> • 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 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:

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

This subject is designed to give students an opportunity to be creative critical thinkers while also developing programming and ICT skills. Students will grasp an understanding of how to use technology effectively and responsibly in the 21st century. The subject will develop skills from a variety of programs that include multimedia, robotics, game and animation coding and website design.

SUBJECT OUTLINE

Students will rotate through a variety of units of study that may include:	
Kodu	Create and build games using the <i>Kodu Game Lab</i> . Student will use <i>Kodu</i> to enhance their creativity, problem solving, storytelling, as well as programming and coding.
Robotics	Use <i>LEGO MINDSTORMS Education Programming Software</i> to program robots to complete mission successfully using the Green City Challenge mat
Scratch	Use the <i>Scratch 3.0 platform</i> to code and program in order to develop animations and basic games
Website Design	Use the <i>WIX 2.0 platform</i> to design and build an informative website

ASSESSMENT

Students are not assessed for this subject, however participate in online challenges to test their Digital Technology skills and knowledge.

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.

SUBJECT OUTLINE

Term 1	New Beginnings and start unit Write On!	<ul style="list-style-type: none">• Personal writing• NAPLAN preparation
Term 2	Write On! & Your World and Mine	<ul style="list-style-type: none">• NAPLAN preparation• Creative writing• Visual texts
Term 3	The Power of the Novel	<ul style="list-style-type: none">• Novel study• Analytical Writing
Term 4	Consumer Culture	<ul style="list-style-type: none">• Persuasive Language• Responding critically to texts

ASSESSMENT

There is one assessment piece for each unit of work which are assessed against the two criteria of:

- Productive modes
- Receptive modes.

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. Applications are valid for 12 months.

SUBJECT OUTLINE

Term 1	<ul style="list-style-type: none">• A Taste of Shakespeare
Term 2	<ul style="list-style-type: none">• Historical Fiction – A moment in time• Short Story Task
Term 3	<ul style="list-style-type: none">• A Journalistic Journey• Feature Article
Term 4	<ul style="list-style-type: none">• Consumer Culture• Moral Advertising

ASSESSMENT

There is one assessment piece for each unit of work which are assessed against the two criteria of:

- Productive modes
- Receptive modes.

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 Mediterranean Civilisations
- Understand the daily lives and living conditions of Ancient people in the Mediterranean World
- 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.

SUBJECT OUTLINE

Term 1	History	Investigating Our Ancient Past - The Mediterranean World: Egypt, Greece and Rome
Term 2	Geography	Mapping Skills, Place and Liveability
Term 3	History	Medieval Europe – The Dark Ages to the Renaissance
Term 4	Geography	Natural Hazards and Hazard Responses

ASSESSMENT

Exam – Response to Stimulus, Assignment – Digital Visual Report, Assignment – Geographical Report and Field Study

The central focus of studying Languages at Grace Lutheran College Rothwell campus is to enable students to develop the skills to communicate in German and/or Japanese.

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. Another key point in the learning of German and/or Japanese in Year 7 is that 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.

Either German or Japanese is studied for the four terms in Year 7 at Grace Lutheran College Rothwell campus. It is compulsory for students to select one language 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.

SUBJECT OUTLINE - GERMAN

Term 1	Greetings, Classroom instructions; Feelings, Numbers to 12, Colours, Easter
Term 2	School: General terms; Subjects; Stationery; Days of the week; Numbers to 100
Term 3	Family; Animals
Term 4	Oktoberfest, Free-time activities; Christmas

SUBJECT OUTLINE - JAPANESE

Term 1	Greetings, Things
Term 2	Family, Numbers
Term 3	Animals, Colours, Features
Term 4	Places, Likes/Dislikes, Leisure Time

ASSESSMENT

Observation, quizzes/tests, integration of class and homework, culture projects.

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.

SUBJECT OUTLINE

Term 1	Number Theory	<ul style="list-style-type: none">• Highest common factor• Lowest common denominator• Powers and square roots• Prime decomposition• Directed numbers
Term 2	Rational Numbers	<ul style="list-style-type: none">• Fractions• Percentages• Profit and loss• Probability and Statistics
Term 3	Algebra	<ul style="list-style-type: none">• Evaluating and simplifying expressions• Solving simple linear equations• Cartesian plane• Transformation of shapes
Term 4	Measurement	<ul style="list-style-type: none">• Converting simple units• Perimeter• Area of triangles and simple quadrilaterals• Volume of rectangular prisms

ASSESSMENT

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

- Knowledge and Understanding
- Modelling and problem solving
- Communication and Justification.

Grace Lutheran College acknowledges the specific needs of gifted and highly talented students. Ignite Excellence: Mathematics caters for those gifted and talented students to excel and achieve in mathematics.

For Mathematics there are two pathways within the Ignite Excellence: Mathematics curriculum:

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 Mathematics 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 Theory	<ul style="list-style-type: none"> • Highest common factor • Lowest common denominator • Powers and square roots • Prime decomposition • Directed numbers
Term 2	Rational Numbers	<ul style="list-style-type: none"> • Fractions • Percentages • Profit and loss • Probability and Statistics • Percentage change • Ratios and scales
Term 3	Algebra	<ul style="list-style-type: none"> • Evaluating and simplifying expressions • Solving linear equations • Cartesian plane • Transformation of shapes • Expanding and factorising expressions • Graphing linear equations
Term 4	Measurement	<ul style="list-style-type: none"> • Perimeter • Converting area and volume units • Area of quadrilaterals and circles • Volume of prisms

A series of 5 units will introduce students to a number of important health, fitness and recreational opportunities. These activities will be based in the multi-purpose centre and various courts and ovals.

SUBJECT OUTLINE

Term 1	<p>Fitness First: This is an integrated unit that runs for a term in which students participate in fitness activities to explore the different types of fitness. They will evaluate their own strengths and weaknesses in relation to health and skill-related fitness. Students investigate the guidelines for maintaining personal fitness and propose strategies for maintaining or improving their fitness. Students participate in fitness tests and construct a personal fitness profile. They will engage in a variety of fitness games, circuits and sessions to explore how components of fitness can be improved.</p>
Term 2	<p>Athletics: Students participate in a range of throwing and jumping events to explore the way the body moves and how principles of force, speed and accuracy are achieved by applying specific movement principles. Students build on their exposure to athletic skills from early primary school and aim at developing technique as they move into and through middle school.</p>
Term 3 & 4 Students will rotate through 3 areas of study	<p>Indigenous Games: Students engage in a variety of games and examine cultural origins and stories behind games of different tribal areas. They refine movement patterns and strategies for each game and explore elements of fair play, communication and how teamwork can improve performance. Students build on catch / throw / dodging spacial awareness skills and developing these in readiness for upcoming units.</p>
	<p>European Handball: Students participate in a variety of practical activities to develop the skills and strategies required to play handball. They work in teams and explore the importance of adopting different roles within groups and the effect of this on performance outcomes. Students develop a range of skills including catching, jumping, dribbling as well as experiment with team and individual strategies to deny space and open space.</p>
	<p>Futsal: Students develop an understanding of the rules, procedures, skills and strategic awareness of the game of futsal. They will acquire a variety of skills and movement patterns relevant to the sport through their experiences in modified and complex game situations. With an emphasis placed on a game sense approach to teaching and learning, they will learn to integrate their own skills with those of their peers in order to develop teamwork and co-operation and establish an understanding of how basic strategies can enhance performance.</p>

ASSESSMENT

Students are assessed in practical units across three criteria which measure their skill acquisition and replication, the application of these skills to authentic game environments and their evaluation of game play. Theoretical tasks are completed during class time and are assessed via a range of relevant criteria set by the Australian Curriculum.

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.

SUBJECT OUTLINE

Term 1	Biology	<ul style="list-style-type: none"> • Food chains, food webs and habitats • Taxonomy • Animal adaptations
Term 2	Chemistry	<ul style="list-style-type: none"> • Physical changes • Solutions and suspensions • Separating mixtures
Term 3	Physics	<ul style="list-style-type: none"> • Forces • Inertia • Friction • Physics of bridges
Term 4	Earth Science	<ul style="list-style-type: none"> • 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.

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 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.

SUBJECT OUTLINE

Term 1	Biology <ul style="list-style-type: none">• Food chains, food webs and habitats• Taxonomy• Animal adaptations
Term 2	Chemistry <ul style="list-style-type: none">• Physical changes• Solutions and suspensions• Separating mixtures
Term 3	Physics <ul style="list-style-type: none">• Forces• Inertia• Friction• Physics of bridges
Term 4	Earth Science <ul style="list-style-type: none">• Solar system• The moon• Seasons• Solar power

SENIOR SCHOOL LINKS

The subject links to the Year 8 Ignite Excellence: Science program.

ELECTIVE SAMPLING

VISUAL ART - 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. Students will develop knowledge, practical understanding and skills as artists and designers by making Visual Art works. They will also study a variety of cultural histories and contemporary perspectives in the Visual Arts

MEDIA STUDIES - Media Studies aims to offer students an introduction to the subject that captures the student’s imagination and sparks their creativity. Students will be working in a range of areas that are central to the study of the media based around the two strands of Making and Responding. They will gain an appreciation of a range of Media, both historical and contemporary, and the techniques used to create them. Students will develop their own skills working in a range of different mediums.

SUBJECT OUTLINE

Visual Art	<p>Students will engage in a number of art making activities that will utilise a wide variety of media, materials and technologies such as;</p> <ul style="list-style-type: none"> • Mixed Media • Drawing • Painting • Ceramics • Electronic Imaging.
Media Studies	<p>Students will be introduced to the world of the media, storytelling and the moving image through the study of animation, specifically looking at stop motion animation. Students will have the opportunity to engage in a range of activities which may include:</p> <ul style="list-style-type: none"> • Learning about the history of filmmaking • Character design • Using technologies to record and edit film sequences • Learning about the languages of film and television • Watching a film and analysing the techniques used.

ASSESSMENT

Visual Art	<p>Responding and Making tasks will take place in the classroom and will be assessed at the end of each unit.</p>
Media Studies	<p>Assignment work and all practical work will take place in school and will be assessed at the end of each unit.</p>

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 to the technology world 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.

This course provides the fundamentals for two of our Year 8 subjects: Practical Technology Skills and Design.

SUBJECT OUTLINE

This subject is made up of two parts – Practical Technology Skills and Design.

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	Students will propose solutions to design challenges. Students will develop, explore, enhance and inspire through development of visual folios. Students will engage in basic sketching skills and presentation techniques as well as learn about 3D modelling softwares available. 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 approximately 2 projects covering different technologies.
Design	Assessment is based on a folio of drawings compiled during the term on design tasks.

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.

SUBJECT OUTLINE

Creative Textiles	<ul style="list-style-type: none">• Safety in the Textiles room• Pattern and Fabric terminology• Practical skills development- use of sewing machine; creative textile techniques.
Food Studies	<ul style="list-style-type: none">• Safety and Hygiene in the kitchen• Practical skill development• Nutrition and the adolescent• Factors influencing food choice and lifestyle.

ASSESSMENT

Creative Textiles	<ul style="list-style-type: none">• Written assessment task – completed at school and home• Practical assessment task – completed at school.
Food Studies	<ul style="list-style-type: none">• Continuous practical assessment• Written and practical assessment task – completed at school and home.

The Performing Arts subjects aim to help educate the whole individual intellectually, physically, socially, emotionally and creatively.

The study of Drama, Dance and Music contributes strongly to the personal intelligences by the development of emotional and social skills, self-esteem, creativity and expression as well as the enhancement and development of physical skills.

Students study the three Performing Arts subjects by completing a term each of Music, Dance and Drama. They work collaboratively in class to produce works pertaining to each of the disciplines.

SUBJECT OUTLINE

The possible focus areas of the subjects are outlined in the following table.

Dance	<p>The World of Dance!</p> <ul style="list-style-type: none"> • create your own dance showcasing choreographic skills • explore cultural dance including Maori dance • learn basic Hip Hop/Jazz skills • create a dance for a Social/Ritual/Artistic Setting • reflection on Social/Ritual/Artistic performance.
Drama	<p>Exploring the Elements of Drama</p> <ul style="list-style-type: none"> • improvisation • scriptwriting • rehearsal skills • character analysis • performance • reflection • set, prop and costume design.
Music	<p>Exploring the Craft of Music</p> <ul style="list-style-type: none"> • instrumental skills (guitar, piano, drumkit) • group performance • development of meter and rhythm skills • composing music using computer software.

ASSESSMENT

Students are assessed on their ability to create and perform in each Performing Arts discipline. Assessment is prepared and conducted during class time with a focus on the ability to work as part of a team resolving Performing Arts works through creating, refining and presenting.

Game On! is an amplified extension program in Music offering a unique partnership between the curriculum subject and the co-curricular program and with the opportunity for acceleration for some students.

Who is GAME ON! for?

Any student entering the Rothwell Campus who plays an instrument or sings and has an interest in developing their skills in a supportive environment while also developing their broader music skills through the enrichment activities offered through the program.

How do students become eligible for the GAME ON! program?

Students apply to be a part of the program commencing in Year 7. 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 college music ensemble
- commitment to study the subject Game On! Music in Years 8 and 9.

What are the benefits of being enrolled in the GAME ON! program?

- Students who are admitted into the GAME ON! program will receive a complimentary fortnightly group lesson on a second study instrument (or voice) in Years 7-9.
- GAME ON! students will have the opportunity to partake in 3 after school workshops/ excursions (one each term) designed specifically for them featuring guest speakers/practitioners, masterclasses, extension and service activities.
- Students in the GAME ON! program will have an opportunity to perform in their own showcase concert as soloists and/or in a small ensemble.
- Students in the GAME ON! program will receive complimentary instruction for *Australia Music Examination board theory* completing exams with a requirement of grade two theory being completed by the end of Year 9.



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