



YEAR 7

CURRICULUM GUIDE

Caboolture Campus



GRACE
LUTHERAN
COLLEGE
EST. 1978

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 7 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 THE YEAR 7 CURRICULUM GUIDE

In this booklet, we are pleased to provide you with an outline of the Year 7 curriculum at Grace Lutheran College's Caboolture Campus in 2021, including the core and elective 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 help 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, and
- 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; understanding that God inspires us to honour and accept others (*Grace*), while passionately embracing new learning (*Growth*) and persevering when learning is challenging (*Grit*).

- 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.

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

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 term 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.

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 math's 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.

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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 eg. 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.

PARENT LOUNGE

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

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 the log in details (username and password).

[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 your child's Timetable
- Accessing the School Calendar (excursion dates, assessment due dates etc)
- View Formal Academic Report Cards
- Submit your child's Absences
- Accessing Curricular Activities (this includes progressive reporting results and comments)
- 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

A [Parent Communication Guide](#) can be found on the College Website and will be emailed out to Year 7 families early in the year to provide further instructions about how to use Parent Lounge.

A [Parent Lounge](#) demonstration will also be available for parents/guardians to view after the Parent Information Night at the start of the year.

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.

Teacher Support

Teachers are always willing to provide support to students. It is important that students make contact with their teacher if they feel like there 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 5:15pm. 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.

CURRICULUM – SUBJECT CODES

SUBJECT	TIMETABLE CODE
Christian Studies	7CS
English	7EN
Mathematics	7MA
Mathematics – Ignite Excellence	7IEM
Science	7SC
Science – Ignite Excellence	7IES
Social Science	7SS
Japanese	7JA
Physical Education	7CPE
Sport	7SPO
Creative Textiles	7CT
Dance	7DA
Design Technology	7DT
Drama	7DR
Food Studies	7FO
Media	7MD
Music	7MU
Music Game On!	7MG
Visual Art	7VA
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	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?
Term 2	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?
Term 3	Heroes of the Bible	Who are the heroes of the bible? What did they do that helped form the foundations of our beliefs? Why are many of our bible heroes, unlikely heroes?
Term 4	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 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.

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 year 7 the English Enrichment class uses a differentiated English Curriculum, within Core English, specifically designed to give students who love reading an opportunity to engage in a wider range of texts. Students will engage with a range of relevant texts that stimulate and develop their appreciation and analysis of literature and the effective use of language to communicate cultural ideas, social messages and global themes. Students will also examine a range of writing styles and refine their own ability to use language with execution, meaning, imagination and beauty.

SUBJECT OUTLINE

Term 1	Looking Grim! <ul style="list-style-type: none">• Writing Folio• NAPLAN preparation
Term 2	The Power of the Novel <ul style="list-style-type: none">• NAPLAN preparation• Analytical Writing
Term 3	Weird Tales <ul style="list-style-type: none">• Creative writing• Short Stories
Term 4	The Silver Screen <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.

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 and Fractions <ul style="list-style-type: none">• Highest common factor• Lowest common denominator• Powers and square roots• Prime decomposition• Directed numbers• Order of operations• Fractions
Term 2	Rational Numbers and Algebra <ul style="list-style-type: none">• Best buys• Simple Ratios• Percentages• Evaluating and simplifying expressions• Solving simple linear equations• Cartesian plane
Term 3	Chance, Data and Geometry <ul style="list-style-type: none">• Statistical displays• Mean, median, mode and range• Probability• Angle relationships• 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• 3D views and nets

ASSESSMENT

Students are assessed on their understanding of the course content in combination with their ability to apply their knowledge to solve problems. Communication of responses and justification of procedures is also a key aspect of assessment. Year 7 assessment consists of one exam per term and an assignment.

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.

The Ignite Excellence: Mathematics program is a compacted and accelerated Mathematics curriculum which allows the students the opportunity 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.

Students interested in the Ignite Excellence: Mathematics program must follow the application process. Applications are to be submitted prior to commencing at the College (where possible). Successful applicants are placed in a selected Mathematics class from the start of Year 7. During Semester 1, these applicants have the opportunity to trial an accelerated/compacted Mathematics curriculum, including some Year 8 content. This Semester 1 work is used to determine the student's level of interest and capability to succeed in the program long term. Those students who are successful in the Year 7 Semester 1 trial, are then provided with a College invitation to continue in the program from Semester 2 onwards.

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• 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

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.

IGNITE EXCELLENCE: SCIENCE

Ignite Excellence Core Subject

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• Simple Machines
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.

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The key inquiry questions at the year level are:

1. How do we know about and document our understandings of the ancient past?
2. Why and where did the earliest societies develop?
3. What emerges as the defining characteristics of ancient societies?
4. What have been the legacies of ancient societies?

SUBJECT OUTLINE

History	Term 1	Investigating Our Ancient Past The Mediterranean World
	Term 2	The Mediterranean World (Continued) The Asian World
Geography	Term 3	Place and Liveability
	Term 4	Water and the World

EXCURSIONS

In Semester 1, students are given the opportunity to explore the Ancient Past, through an Egyptian Dig at the Abbey Museum, in Caboolture. In Semester 2, students explore Place and Livability through observation and data gathering on a field trip in and around Caboolture.

ASSESSMENT

Assessment will encompass a variety of genres including knowledge tests, paragraph writing, report writing, debating matters of historical, geographical and economic significance, presenting written and/or oral reports, mapping, creating artefacts and using technology.

The central focus of studying Languages at Grace Lutheran College Caboolture campus is to enable students to develop the skills to communicate in 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 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.

Japanese is studied for the four terms in Year 7 at Grace Lutheran College Caboolture campus. It is compulsory for students to study the language for the full duration of the year.

SUBJECT OUTLINE

Term 1	Greetings & Introductions, Classroom Directions, Objects
Term 2	Japanese Geography & Culture, Family
Term 3	Numbers & Months, Describing People & Objects
Term 4	Pets & Animals, Body Parts & Physical Appearances

ASSESSMENT

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

A series of 6 units will introduce students to a number of important health, fitness and recreational opportunities. These activities will be based on the courts and ovals.

SUBJECT OUTLINE

<p>Students will rotate through the 5 units of study</p>	<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 catching, throwing, dodging and spacial awareness skills.</p>
	<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>
	<p>Netball: Students participate in a variety of practical activities to develop the skills and strategies required to play Netball. 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 as well as experiment with team and individual strategies.</p>
	<p>Teeball: Students develop an understanding of the game of Teeball through a range of individual skills and team game play. The unit provides opportunities for students to explore the skills of fielding and batting as well as tactics and strategies in game play. As a result of their learning experiences, students will be able to demonstrate correct technique in fielding and batting as well as tactical game play.</p>
	<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 fitness strengths and weaknesses. Students investigate the guidelines for maintaining personal fitness and propose strategies for maintaining or improving their fitness. Students participate in fitness tests to construct a personal fitness profile and explore how components of fitness can be improved.</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.

ELECTIVE SAMPLING

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

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

Students will develop skills primarily within 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

- Safety in the Textiles room
- Pattern and Fabric terminology
- Practical skills development - use of sewing machine; creative textile techniques.

ASSESSMENT

Creative Textiles

- Written assessment task – completed at school and home
- Practical assessment task – completed at school.

Year 7 Dance is a course that is designed for students to use movement and gesture to capture and convey ideas, images and feelings. It aims to help educate the whole individual intellectually, physically, socially, emotionally and creatively. Students 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, 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 their physical skills while becoming creative, complex thinkers, effective communicators and reflective independent learners and participants.

SUBJECT OUTLINE

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

Dance	<p>Dance Through the Ages</p> <ul style="list-style-type: none">• The Functions of Dance• Explore social dance styles from the 50s, 60s, 70s, 80s, 90s, 2000s and now• Learn Jazz skills• Learn Hip Hop skills• Learn a social dance Performance routine• Create your own dance using a specific era as stimulus and showcasing choreographic skills• Analysis of a social/artistic performance
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ASSESSMENT

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

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.

This highly practical course focuses on understanding and making meaning in both the real and dramatic worlds by explicitly developing 21st Century skills of communication, creativity, collaboration, critical thinking, emotional intelligence, initiative, quick thinking and confidence. Connections are made between these skills and their relevance to a range of subject and career areas.

Students complete a term of Drama, working collaboratively and independently in class to become confident creators of entertaining, well-structured, and interestingly characterised stories. Students also engage with Digital Literacy through the lens of sound technologies.

SUBJECT OUTLINE

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

Drama	<p>Get creatively confident in Drama</p> <ul style="list-style-type: none">• unleash your creativity as you learn to improvise, develop your teamwork skills and play Theatresports©• discover how to write a short script• learn how to memorise script, create character, block action on stage, and give and apply analysis-based feedback in rehearsal• experiment with sound technologies to become digital literate in audio engineering basics• encourage and enhance the performance of others and yourself, as you give and receive analytical evaluative feedback• develop your confidence in front of others as you hone your performance skills: energy, focus, voice and polish• enjoy using set, props and costume while performing for your peers
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ASSESSMENT

Students are assessed on their ability to create, evaluate and perform Drama. Assessment is prepared and conducted during class time and involves five related and concise components of a complete project placed across the term of study; improvisation, scriptwriting, analytical and evaluative feedback, sound technology editing and performance.

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

Food Studies 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. This helps to develop Life Skills.

Students will develop skills primarily within food 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

Food Studies

- Safety and Hygiene in the kitchen
- Practical skill development
- Nutrition and the adolescent
- Factors influencing food choice and lifestyle.

ASSESSMENT

Food Studies

- Continuous practical assessment
- Written and practical assessment task – completed at school and home.

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**Media**

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:

- Learning about the history of animation
- 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.
- Using iPads to design characters and create short stop motion sequences
- Manipulate Adobe Animate to create short animations

ASSESSMENT**Media**

Assignment work and all practical work will take place in school and will be assessed at the end of each unit.

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.

Music	<p>Exploring the Craft of Music</p> <ul style="list-style-type: none">• guitar skills• drum kit skills• piano skills• vocal technique• group performance• development of meter and rhythm skills• composing music using computer software.
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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.

MUSIC GAME ON!

(Grace Amplified Music Extension Program)

Ignite Excellence

(By Application)

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 Caboolture 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/voiceteacher
- 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 4 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.

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.

SUBJECT OUTLINE**Visual Art**

Students will engage in a number of art making activities that will utilise a wide variety of media, materials and technologies such as;

- Mixed Media
- Drawing
- Painting
- Ceramics

ASSESSMENT**Visual Art**

Responding and Making tasks will take place in the classroom and will be assessed at the end of each unit.

