

CURRICULUM GUIDE

YEAR 7 & 8

2025

WELCOME

The early years of Secondary School are an inspiring time for your child, and it is with great pleasure that we present the Year 7 and 8 Curriculum Guide.

Curriculum, learning and teaching practice at The Lakes College is designed to foster an outstanding commitment to learning and deliver a broad and liberal education through access to a wide range of subjects and disciplines. Our teaching, learning and curriculum philosophy is guided by our pedagogical framework, The New Art and Science of Teaching and a focus on a Growth Mindset; it is underpinned by each students' needs, abilities and interests. Through each of these approaches, we can deliver a teaching and learning program that best facilitates a student's capacity to achieve while empowering them to focus on the process and passions that will enable them to fulfil their potential.

The Lakes College knows that a person's wellbeing is the foundation for them to become a mindful, engaged, connected learner and a leader in their own learning journey. Wellbeing for learning at TLC is explored through the *Find Your North* wellbeing program and pastoral care program. These programs support students in identifying and nurturing their individual character strengths. Furthermore, the programs foster mindfulness, connection, curiosity, purpose, emotional and social intelligence and gratitude through their exploration of the science of wellbeing. These understandings enable students to realise the importance of metacognition (learning how to learn), motivation and self-discipline in reaching their personal and academic goals. Learning how to develop a consistent approach to mindset, self-regulation, time management, organisation and goal setting will build an agile, perceptive and change-ready student with a highly developed sense of learner agency. The unique culture of the TLC community, combined with our dedicated, innovative educators and the diverse learning pathways, nourish the hearts of our students which leads to flourishing minds.

The introduction of the Australian Tertiary Admission Rank (ATAR) combined with the continued rollout of the Australian Curriculum has given our College the scope to redefine how our teachers teach, and how our students learn. Consequently, there has been greater attention given to how students study, the skills and abilities required to be successful in a constantly evolving 21st century landscape, and the mindset required to successfully negotiate life at school and beyond.

As a Uniting Church school, our curriculum, teaching and learning approach is underpinned by Christian values. We believe that the most effective instructional program appeals not only to the mind, but also to the heart; encouraging and inspiring students to inquire, to analyse and to act. The basis for sound teaching and learning is a respect for the exercise of those capacities of feeling and thought which enhance the dignity of all men and women and an application of the uniqueness and potential of each human being.

The Alice Springs (Mparntwe) Education Declaration (2019) sets out the national vision for education and highlights the importance of enhancing middle-years development as part of this vision. As well as promoting excellence and equity, the Declaration (2019) also focuses on developing young Australians to become confident and creative individuals, successful lifelong learners, and active and informed community members. At The Lakes College, students in Years 7 and 8 are taught the skills and given the foundations to transition into Secondary School successfully. Students will be supported in this phase of their schooling as they become independent and robust learners through the core subjects of English, Mathematics, Humanities, Science, Health and Physical Education, Chinese and Faith and Values Education. Students will also have the opportunity to experience an exciting range of elective courses, including Creative Coding, Food and Textile Technology, Visual Arts, Media Arts, Music, Industrial Arts, Dance, STEM (Science, Technology, Engineering and Mathematics), Drama, Digital Innovation and Business Studies.

We believe that the development of inquiring minds demands an environment of freedom, opportunity and support, established and sustained by a commitment to thoughtful participation in a rigorous and varied educational program. We encourage our students to nurture their skills and talents, develop respect for hard work and a love of learning that will endure for a lifetime.

Mr Mathew Stein
Deputy Principal | Curriculum, Professional Practice & Transformation

LAKES LEARNERS CAPABILITIES

A Lakes Learner is first and foremost a spiritual being, uniquely gifted and created by God; they are a person of unwavering faith. Through careful consultation with students, teachers and the community, we are proud to affirm that, from this spiritual foundation, a Lakes Learner embodies the capabilities of being Knowledgeable, Connected, Curious and having a depth of Character.

As our school motto reminds us, "To Your Faith add Knowledge" - and now, we also emphasise the significance of Connection, Curiosity, and Character.



A Lakes Learner is a critical and creative thinker who diligently connects new information with what they already know. Through the acquisition of knowledge and skills, they aspire to be responsible global citizens, equipped with an ethical frame of reference and intercultural awareness. Digital literacy and real-world learning experiences empower a Lakes Learner to be a well-rounded thinker who is poised to embrace lifelong learning with enthusiasm and passion.



Lakes Learners value inclusivity, acceptance and a sense of belonging. They embody these values by showing compassion and empathy towards others. Through these personal and social capabilities, a Lakes Learner builds authentic, just, and genuine connections within the school community and beyond. They aim to create meaningful connections with First Nations Peoples, seeking to learn more about 'truth telling' and extend their understanding on contemporary Aboriginal and Torres Strait Islander communities. In addition to their connections with people, they are also mindful of their relationship with the environment and the world around them. A Lakes Learner is a responsible steward of local, regional, and global environments and cultures.



A Lakes Learner holds a curious and innovative mind that sparks with wonder as they extend their learning. With a natural inclination towards divergent thinking, they use the power of inquiry to solve problems, test hypotheses and work collaboratively. As a future-focussed thinker with an internal drive to create, the Lakes Learner is constantly ideating and crafting innovative solutions.



A Lakes Learner embodies resilience, leadership, and strong character in times of change. They prioritise relationships and community to make a positive impact on the world through passion and respect. They understand that taking risks is a path towards growth, fulfilment and innovation, and they understand that failure can be an opportunity for lifelong learning. A Lakes Learner is a self-directed and self-aware individual who values emotional intelligence and knows that great courage can be shown through vulnerability. Through evidence-based wellbeing and outdoor education programs, Lakes Learners develop and maintain good emotional and mental health strategies and learn to cultivate the skills needed to support their own wellbeing, as well as the wellbeing of those around them.

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STUDENT WELLBEING

The Lakes College knows that a person's wellbeing is the foundation for a student to become a mindful, engaged, connected learner, and a leader in their own learning journey. The Lakes College focuses on enhancing contextual wellbeing within the community through providing opportunities:



Wellbeing is further amplified for students through the Find Your North Wellbeing program and Pastoral Care program. Each program is evidence based and has a specific role providing opportunities to build the resilience of adolescents. According to Dr Helen Street (2022), 'Resilience is:

- Related to our social identity, our ongoing creation and recreation as a person
- About fluidity, flexibility, and the ability to live according to the deepest sense of who we are
- A deep knowing that everything changes (connect really deeply but also being able to let go)'

Or simply put 'Resilience is our capacity to embrace strong, deep connections within the context of our lives, while knowing and accepting that they are temporary.' And to do this, an individual needs to recognise and understand their own emotions and others and take a metacognitive approach emotional self-regulation.

Find Your North Wellbeing Program

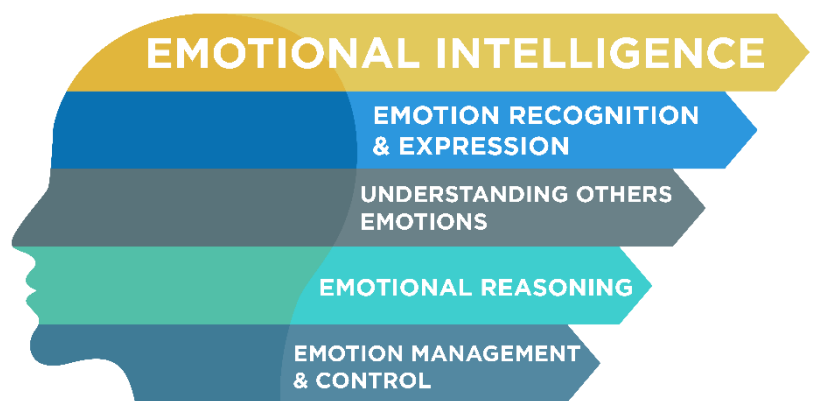
The Lakes College has partnered with [Swinburne University](#) to further enhance The Find Your North Program through integrating the Aristotle Emotional Intelligence Program into the existing program. Swinburne University research has shown that developing emotional intelligence in students improves their:

- academic outcomes
- personal resilience and wellbeing
- interpersonal relationships
- and sporting and leadership capabilities.

According to Swinburne University 'Emotional Intelligence (EI) is a series of abilities relating to the way in which we identify, understand, use and regulate emotions (Salovey & Mayer, 1990). These abilities are arranged in a four-branch model of EI whereby the foundations of basic EI competencies are typically built on and increase in complexity along each of the four branches.' These branches will form the basis of the wellbeing program for students in years 7-12.

Pastoral Care Program

Whilst there is a focus on laying the foundation of Emotional Intelligence (EI) in the FYN program; the Pastoral Care Program focuses on Positive Education. The lessons are designed to assist students in fostering their own character strengths, mindfulness, connection, mindset, curiosity, purpose, emotional and social intelligence and gratitude through their exploration of the science of wellbeing. These understandings become the building blocks for a path that unlocks an understanding of the importance of meta cognition (learning how to learn) in reaching their personal and academic goals. Learning how to develop a consistent approach to mindset, self-regulation, time management, organisation and goal setting will build an agile student who may pivot when required as they develop a strong sense of agency as a learner.



The unique culture of the TLC community, combined with our dedicated, innovative educators and diverse learning pathways, nourish the hearts of our students which leads to flourishing minds.



Student Wellbeing at The Lakes College is researched based and integrated into all aspects of College life: Pastoral Care, teaching and learning, and connection and belonging within the community, to support students to find their north so their minds are nourished and then hearts may flourish. Students are nurtured through their individual character strengths and encouraged to lead with their virtues, and to respect other students' and staff unique strengths. The Wellbeing framework at the College has been developed and divided into four Wellbeing domains: social, emotional, intellectual and physical. The Wellbeing program 'Find your North' is delivered to students as weekly 45-minute lessons and the Pastoral Care lessons are delivered across three 25-minute lessons per week, from Monday-Wednesday.

CURRICULUM OVERVIEW

Year 7 and 8

Students in Years 7 and 8 study in each of the curriculum areas of the Australian Curriculum, Assessment and Reporting Authority (ACARA) P-10 curriculum framework. Work programs are based on the Australian Curriculum in Maths, Science, English, History and Geography.

Students in Year 7 and 8 must study English, Mathematics, Science, Humanities, Wellbeing Health and Physical Education, Chinese and Religious and Values Education for the whole year. In Year 7, students will be rotated through six electives per semester (6-week rotations). In Year 8, students must choose to study three electives each semester; comprised of at least one Arts subject and one Technologies subject per semester.

Subject	Number of Lessons per Fortnight
English	9
Mathematics	9
Science	8
Humanities	6
Wellbeing, Health and Physical Education	7
Language – Chinese	4
Electives	3 x 6 Lessons
Faith and Values Education	2
Assembly/Chapel	2
Sport (NISSA)	6
Total	70

Subject Progression Sequence - Year 7-12

KEY LEARNING AREA	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11/12	
	English	English	English English Horizons^^	English English Horizons^^	English Literature^^	EALD English Literature English & Literature Extension^^ Essential English*
	Mathematics	Mathematics	Mathematics Mathematics Horizons	Mathematics Mathematics Horizons	General Mathematics Mathematics Horizons Introduction to Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
	Science	Science	Science	Science	Biology Step Up Chemistry Step Up Physics Step Up Psychology Step Up Science in Practice*	Biology Chemistry Physics Psychology Science in Practice*
	Humanities & Social Sciences	Humanities Business Studies	Humanities Business & Economics Legal Studies	Humanities Business & Economics Legal Studies	Geography History Business & Economics Legal Studies	Business Economics Geography Legal Studies Modern History
	The Arts	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Dance Drama Media Arts Music Music Horizons^ ^^ Visual Art	Drama Music Visual Art	Drama Music Music Extension^^ Visual Art Visual Art in Practice*
	Technology	Creative Coding Digital Innovation Food Technology Industrial Arts STEM Textile Technology	Creative Coding Digital Innovation Food Technology Industrial Arts STEM Textile Technology	Creative Coding Digital Innovation Food Technology Industrial Arts STEM	Construction Skills** Digital Solutions Engineering Food and Nutrition Information & Communication Technology (ICT)*	Digital Solutions Engineering Food and Nutrition Information & Communication Technology (ICT)*
	Health & Physical Education	Wellbeing Health & Physical Education	Wellbeing Health & Physical Education	Wellbeing Health & Physical Education	Physical Education	Health Physical Education
LOTE	Chinese	Chinese	Chinese	Chinese	Chinese	

*Applied

^some additional costs apply

^^some conditions apply

Elective subjects require minimum student numbers to ensure they are viable. The final decision regarding class feasibility remains with the Head of Secondary

CHINESE

Through the study of Chinese, students use their existing understandings about the language and culture to further develop their Chinese proficiency and intercultural competence to enable them to appropriately communicate in intercultural situations. They develop a deepening understanding of how culture is reflected in and constructed by language, and become more competent in using functions, conventions and structures in Chinese. They begin to appreciate the complexities of cultures, particularly in relation to the less visible dimensions, and also their dynamic and flexible nature. They further develop their understanding of the role of proficiency in other languages in the contemporary world of work, intercultural contact and globalisation. Students learning Chinese further expand their understanding and appreciation of cultural diversity expressed in Chinese and the influence of language on material and non- material elements of culture.

Students will use the essential processes of ways of working to develop and demonstrate their knowledge and understanding in Chinese. They will explore a wider range of text types in Chinese and develop proficiency and increasing confidence in using them. They will also develop capacities to meet communication needs and resolve linguistic and intercultural challenges with increasing knowledge of purpose and audience, in formal and informal situations. They will reflect on their learning and the appropriateness of language choices in Chinese.

How are students assessed?

In Chinese, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Communicating meaning in Chinese – socialising, informing, creating and reflecting
- Understanding language and culture – systems of language, the role of language and culture

What is studied?

The following is the core structure for Chinese in Year 7 – 8.

YEAR 7	YEAR 8
<ul style="list-style-type: none"> • Introductions • Pets • Colours, numbers, and dates • Family, friends, and classmates • Recreational activities 	<ul style="list-style-type: none"> • Chinese festivals and celebrations • Food: Traditional foods and their significance • Clothing • Recreational activities continued

CREATIVE CODING

The Creative Coding course provides students with the knowledge, skills, processes and understandings of the systems that support digital technology. These digital technology systems include those that support the development of information (documents or websites), and those that support technology (computers or networks).

Through the study of Creative Coding students will use their understandings of the relationships between technology and society to consider the roles people play in shaping products and processes. They use their imagination and creativity to investigate and identify needs, wants, design specifications and constraints. Creative Coding is a practical discipline that helps prepare students to meet the frequent and rapid change in the area of technology, and to be responsive to emerging technologies and trends. Digital Technology involves the use of technologies that allow people to manipulate and share information in its various forms (text, graphics, sound and video), and the range of technological devices that perform these functions.

They will explore ideas, develop solutions and generate products before evaluating their learning, the suitability of products and processes, and recommend improvements. Students will select and use tools and technologies, including information and communication technologies, in purposeful ways.

How are students assessed?

In Creative Coding, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Folio of work
- Project

This will be achieved by a combination of theory and practical work, with more emphasis on the latter.

What is studied?

The following is the core structure for Creative Coding in Year 7 - 8.

YEAR 7
6-week Rotation Subject
<p>The Year 7 <i>Coding Country</i> unit invites students to explore the intersection of game design, coding and Aboriginal and Torres Strait Islander perspectives. In this short course, students will use the Scratch platform to design and prototype simple games that reflect respectful understandings of Country, culture, and storytelling. Throughout the unit, students will engage with the design process to ideate, plan, and implement coding solutions using Scratch’s visual programming interface. They will design and test algorithms of increasing complexity using flowcharts, then validate their games through testing and peer feedback.</p> <p>As they create culturally informed digital games, students will build their understanding of programming logic, user interaction, and visual storytelling. Through coding challenges and game development tasks, they will also enhance their communication, creativity, and collaboration skills while deepening their appreciation of First Nations knowledge systems and ways of knowing.</p>
YEAR 8
One Semester
<p>The Year 8 Creative Coding subject is a semester program designed to give students more opportunities to develop their coding skills. Students will design and build a website on a topic of their choice, allowing them to personalise the design, layout, and functionality. They will explore programming languages such as Python, HTML, CSS, and JavaScript to create interactive and visually engaging digital solutions. This unit supports the development of creative thinking, problem-solving, and technical skills through hands-on coding and digital design.</p>

DANCE

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Dance. They extend their aesthetic understanding of dance elements and languages. They create their own performances and present and respond to their own and others' performance works, considering intended audiences and intended purposes.

Students will extend their understanding of dance practice through active engagement, both individually and collaboratively, with dance elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists.

Students will select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They will make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present arts works, and to communicate their own arts practice and that of others.

How are students assessed?

In Dance, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Creating and making
- Exploring and responding
- Presenting and performing

What is studied?

The following is the core structure for Dance in Year 7 – 8.

YEAR 7		
6-week Rotation Subject		
The Year 7 Dance taster program is designed to give students insight into the subject. In this short course, students identify the elements of dance, choreographic devices and production elements in dances in different styles. Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They perform with confidence and clarity, and with technical and expressive skills appropriate to the dance style. Students who choose this subject as an elective in Year 8 will use this foundational study to progress on to analysing and evaluating how they and others from different cultures, times and places communicate meaning and intent through dance.		
YEAR 8		
Semester course		
Popular Culture <ul style="list-style-type: none"> • Strengthen the students understanding of the Elements of dance • Exploring choreographic techniques and intent • Creating choreographic movement phrases inspired by Popular Culture trends • Presenting and performing dance works 	Storytelling <ul style="list-style-type: none"> • Analyse and evaluate the ways that dance works from Australian first nations cultures communicate ideas, perspectives and/or meaning 	Liturgical Dance <ul style="list-style-type: none"> • Explore faith-based movement styles and how to use the elements of dance to communicate meaning. • Employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences. • Presenting and performing dance works

DIGITAL INNOVATION

Through the study of Digital Innovation students will develop their ability to work technologically by generating, assessing and communicating design ideas and by selecting and using resources, tools and techniques, to design and make products to meet specifications. They will reflect on their learning, evaluate the suitability of products and processes, and recommend improvements.

Students will select and use tools and technologies, including information and communication technologies, in purposeful ways. Digital Innovation involves the use of technologies that allow people to manipulate and share information in its various forms (text, graphics, sound and video), and the range of technological devices that perform these functions.

Students will individually and collaboratively develop their ability to work technologically by generating, assessing and communicating design ideas and by selecting and using resources, tools and techniques, to design and make products to meet specifications. They will reflect on their learning and evaluate the suitability of products and processes and recommend improvements. Students will select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways.

How are students assessed?

In Digital Innovation, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and understanding (25%)
- Processes and production skills (75%)

This will be achieved by a combination of theory and practical work, with more emphasis on the latter.

What is studied?

The following is the core structure for Digital Innovation in Year 7 and 8.

YEAR 7
6-week Rotation Subject
The Year 7 Digital Innovation taster program is designed to give students insight into the subject. Students will explore the Food delivery service industry and app design in this space. They will need to design a sustainable delivery service app that meets the needs of a specific client.
YEAR 8
Semester 1: Robowars challenge
In this engaging robotics unit, students take on the role of designers and engineers as they prepare their robots for the ultimate classroom competition: <i>Robowars</i> . Students will: <ul style="list-style-type: none"> • Use block-based or text-based coding platforms (such as EV3 Classroom, Spike Prime, or Arduino-based software). • Explore key concepts such as loops, conditionals, inputs/outputs, sensors, and motor control. • Build physical robots using construction kits like LEGO EV3, Spike Prime, or similar platforms. • Work in teams to create a robot that can compete in challenges such as pushing, flipping, or defending in a custom-built arena. • Evaluate the performance of their robot and recommend design improvements. • Use digital graphic design using tools like <i>Adobe Illustrator</i>. • Office applications (e.g. Word, Excel, PowerPoint) for documentation and presentation.

DRAMA

Drama allows students to actively discover knowledge in a challenging and safe environment. They are encouraged to explore social, cultural, historical and spiritual contexts using creativity and imagination. This will include investigating the diversity of drama created and /or performed by First Nations Australians. In doing this they work individually and collaboratively to develop skills in higher order thinking, problem solving, focus and perseverance.

The drama classroom empowers students to discover themselves, their passions and beliefs, whilst extending their knowledge of dramatic practice. Drama is an inclusive program that utilises practical and cognitive activities. Through leadership, cooperation, creative expression and literacy development students are taught to experiment, ask questions, participate and explore.

In an enjoyable class, students are taken beyond what they know, and are empowered to advance their skills, knowledge and abilities. Students will select and use tools and technologies, including information and communication technologies (ICT), in purposeful ways. Students will take risks and solve artistic problems, whilst comprehending the dramatic elements, skills and processes. They will consider purpose and context to create and present art works, and to communicate their own arts practice and that of others.

How are students being assessed?

In Drama, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Creating and making
- Exploring and responding
- Presenting and performing

What is studied?

The following is the core structure for drama in Year 7-8.

YEAR 7		
6-week Rotation Subject		
<p>The Year 7 Drama taster program is designed to give students insight into the subject with Children's Theatre as the focus. In this short course, students identify how the elements of drama are used, combined and manipulated in different styles of conventions. Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They accept the fictional world and apply different skills of performance styles and conventions to convey status, relationships and intentions. They form elements to shape and focus theatrical effect for an audience. Students who choose this subject as an elective in Year 8, will use this foundational study to progress on to analysing and evaluating others' artwork from different cultures, times and places.</p>		
YEAR 8		
Semester Course		
Improvisation <ul style="list-style-type: none"> • Develop performance skills • Devising and resolving ideas • Build skills of performance through breakdown (elements of drama) 	Young Adult Theatre <ul style="list-style-type: none"> • Analyse and evaluate young adult theatre • Build understanding of conventions of drama 	Documentary Drama <ul style="list-style-type: none"> • Scripting writing and acting • Use of multimedia in performance

ECONOMICS & BUSINESS

Through the study of Economics and Business, students explore the nature of business and financial literacy. In Year 7 students will be working towards understanding the position of consumers and producers in the Australian economy and the importance of short, and long term planning for both businesses and individuals, highlighting how this planning contributes to success. Students also consider the concept of entrepreneurship, and why it is important to develop business ideas.

In Year 8 students explore the marketplace, including traditional marketplaces, examining a market economy and how well a market economy performs the activities of producing, distributing and consuming the goods and services we require to satisfy our needs and wants. Students will look at different types of business ownership and the factors that influence opportunities for business in Australia through an enterprise program.

How are students assessed?

In Business & Economics, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and understanding
- Skills – (Questioning and Researching, Analysing and Interpreting and Communication)
- Assessments include a combination of short answer exams, extended response, and assignment tasks.

What is studied?

The following is the core structure for Business & Economics in Year 7 – 8.

YEAR 7 (Economics & Business)
6-week Rotation Subject
The Year 7 Business Studies program is designed to give students insight into the subject. In this short course, students will develop an understanding of business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups.
YEAR 8 (Economics & Business)
Semester-based
<ul style="list-style-type: none"> • Topic 1: The market system and government <ul style="list-style-type: none"> ○ Students explore the 5-sector market system model and the impact of change. • Topic 2: Entrepreneurship <ul style="list-style-type: none"> ○ Students create a small market stall business, develop the business plan and trade at the \$20 Boss markets during lunch.

ENGLISH

Through the study of English, students use their imagination, creativity and personal views of the world to make sense of significant issues and events that are of interest to them. They identify how people, characters, places, events, things and issues are represented in texts to position audiences. They recognise how English relates to their own lives and to cultural issues within the wider community.

Students will individually and collaboratively interpret and construct texts by understanding the audience, subject matter and purpose, and by applying their knowledge of language elements and texts. They will develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on language choices and how they can apply their learning to future applications.

Students will select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They will use ICTs as an integral component of their learning when interpreting and constructing texts.

How are students assessed?

In English, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Listening, speaking, and creating
- Reading and viewing
- Writing and creating

What is studied?

The following is the core structure for English in Year 7 – 8.

YEAR 7	YEAR 8
<ul style="list-style-type: none"> • Your Story, Our Story – exploring autobiographies and writing personal stories • Beyond Fun! – engaging in hobbies and persuasive speaking • Potter Around like a Word Wizard – novel study • Lights, Camera, Take Action! – film study 	<ul style="list-style-type: none"> • Playing Around – representations in play texts • Fracturing the Façade: Constructions in <i>Coraline</i> – graphic novel study • Lost for Words – creative writing unit • Listening Closely to the 'Stereo-type' – representations in the music industry

ENGLISH HORIZONS

The English Horizons program is an extension and acceleration program that provides an alternative horizon for high-achieving English students which nurtures and stretches their talents. Underpinned by a model of philosophical inquiry, students deeply engage with the Australian Curriculum while also stretching their imagination, creativity and personal views of the world through critical and creative thinking. Students collaboratively develop and test deep philosophical questions relating to the texts they are studying to gain a broader understanding of how people, characters, places, events, concepts, and issues are represented in texts to position audiences and how this connects to both their lives and the wider community. In doing so, English Horizons empowers students to engage with reality and challenge it.

Students will individually and collaboratively interpret and construct texts by understanding the audience, subject matter and purpose, and by applying their knowledge of language elements and texts. They will develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on language choices and how they can apply their learning to future applications.

How are students assessed?

In English Horizons, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Listening, speaking, and creating
- Reading and viewing
- Writing and creating

What is studied?

The following is the core structure for English Horizons in Year 8. Please note, while there is a base text per unit, students collaboratively develop philosophical inquiry questions that guide the direction of the unit, and the texts studied; there are some example questions below.

YEAR 8
<ul style="list-style-type: none"> • Making Monsters: An exploration of speculative fiction texts <ul style="list-style-type: none"> ○ What does it mean to be human? ○ How does individual responsibility connect with social responsibility? • Finding Home: Displacement in literature <ul style="list-style-type: none"> ○ What makes a home? ○ What drives people to leave somewhere? • Revolutions and Revelations: Navigating the labyrinth of power <ul style="list-style-type: none"> ○ What is the nature of power? ○ How do people use and abuse their power?

Who can be involved?

Involvement in the Horizons program is via invitation from the Head of Faculty – English who considers a student's:

- Year 7 English results
- NAPLAN and PAT data
- TLC Writing Competition results
- passion for English
- qualities of being self-regulated, self-driven, and academically-minded.

FAITH AND VALUES EDUCATION (FAVE)

Religious Literacy: Faith and religion contribute to the fabric of Australian Culture. Individual communities and Australian culture as a whole are more likely to construct a tolerant society when their members are literate in their own faith traditions and understand the faith traditions of others. Religious literacy can be defined as the flexible mastery of a repertoire of practices related to the discourse of religion. To achieve this literacy, students will use spoken, written and multimedia texts of traditional and new communications technologies as part of the subject Faith and Values Education (FaVE). Students will be encouraged to think critically, creatively and constructively in developing their religious literacy. ¹

Making Meaning: The search for meaning to life is an important part of the human condition. The study of FaVE seeks to enable students from various cultural, social, linguistic and economic backgrounds to learn about and reflect upon the meaning of human life. It is intended that students will gain knowledge and understanding of the influence that values, belief systems or faith traditions have on their own and other people's meaning making. FaVE encourages students to develop ethical attitudes and behaviours required for their effective participation in the human community. ¹

What is studied?

¹(Adapted from The Lakes College Spiritual Development Policy Statement 2015)

YEAR 7			
Semester 1		Semester 2	
Religious Literacy	Making Meaning	Religious Literacy	Making Meaning
<ul style="list-style-type: none"> Mark's Gospel The <i>Real</i> Jesus Miracles Faith Easter & Christmas 	<ul style="list-style-type: none"> Rules Forgiveness What/who is a Christian? Fear Anger TLC Values 	<ul style="list-style-type: none"> What is the UCA (Uniting Church Australia) Who is the UCA What is the purpose of the UCA Values of the UCA Organisation of the UCA 	<ul style="list-style-type: none"> Uniting Church Beliefs and Values Catholic & Protestant Reformed & Evangelical Ecumenism Mission Ministry Journey
YEAR 8			
Semester 1		Semester 2	
Religious Literacy	Making Meaning	Religious Literacy	Making Meaning
<ul style="list-style-type: none"> Textbook – 'Another Dimension?' Mathew's Gospel The Sermon on the Mount Serving others Uniting Church perspective Easter & Christmas 	<ul style="list-style-type: none"> Relationships Personal identity Personal ethics War and peace Money and wealth TLC Values 	<ul style="list-style-type: none"> Beauty Science vs God Faith, life & death Suffering 	<ul style="list-style-type: none"> Rules and morals Forgiveness What/who is a Christian? Heaven & Hell Interpretation TLC Values

FOOD TECHNOLOGY

Food Technology encompasses the core concepts of the Design and Technologies curriculum in the contexts of Food Specialisations and Food and Fibre Production. Food Technology subjects engage students in creating quality designed solutions for identified needs and opportunities, by considering a range of factors that contribute to sustainable futures. The core concept of Food Technology is teaching students to become innovative change-makers as they apply design and systems thinking and problem-solving processes to real-world problems.

In Year 7, students design and create food and fibre production solutions to support current and future access to food and fibre products. This involves knowledge and understanding of the sustainable management of the environments in which they are produced. In Year 8, students design and create solutions to maintain and enhance individual and community health involving knowledge and understanding of what constitutes healthy and sustainable food systems to make informed food selection and preparation choices.

How are students assessed?

In Food Technology, students demonstrate evidence of their learning in relation to the following assessable elements:

- Knowledge and Understanding (Concepts)
- Processes and Production Skills (Practical)

What is studied?

The following is the core structure for Food Technology in Years 7 and 8.

YEAR 7	
6-Week Rotation – Food and Fibre	
Unit: ABCs of Cooking	Assessment: Practical Performance
<p>In the 6-week rotation, <i>The ABCs of Cooking</i>, Year 7 students are introduced to the essential foundations of working safely and confidently in the kitchen. The unit focuses on developing core practical skills such as correct knife handling, measuring techniques, safe use of kitchen equipment, and maintaining high standards of hygiene and food safety. Students learn to follow recipes accurately, understand basic cooking terminology, and apply time management strategies during food preparation. Through hands-on experience, they prepare a variety of simple, nutritious dishes that reinforce their understanding of kitchen processes and safe food practices. This unit lays the groundwork for future food studies by building students' confidence, independence, and responsibility in the kitchen environment.</p>	
YEAR 8	
Semester Rotation - Food Technology	
Unit 1: Food for Life	Unit 2: OzHarvest – FEAST
<p>Students are introduced to healthy eating frameworks and explore the essential nutrients to allow students to make informed nutrition decisions. Students apply their nutritional knowledge in practical learning experiences and get the opportunity to develop a variety of food preparation techniques. Students will design a snack product suited for the dietary needs of an adolescent.</p>	<p>OzHarvest is an Australian non-profit organisation tackling the issue of food waste in Australia. Through inquiry-based learning, students explore healthy eating, food waste prevention, and the vital role we can play in protecting our planet and creating a sustainable future. Students will design a service to reduce food waste in Australia.</p>
Assessment	
<ul style="list-style-type: none"> • Design Folio • Practical Performance 	<ul style="list-style-type: none"> • Design Folio • Practical Performance

GEOGRAPHY (AS PART OF THE HUMANITIES COURSE)

Through the study of Geography, students develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world by providing students with a sound geographical knowledge of their own place, of Australia, and of the world. Geography enables students to explore and gain a good understanding of geographical thinking including perspectives, concepts and ways of explaining. It encourages students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places. It can develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways. Geography encourages the development of creative use of geographical skills, and to enable students to use these skills to extend their knowledge, make sense of new situations, and to solve problems.

Students will understand the importance of inquiry and major environmental ideas for investigating issues in contexts that range from local to global settings. They will communicate using different types of texts for specific audiences and purposes. They actively participate, both individually and collaboratively, in their communities in enterprising and creative ways to respond to issues. They will reflect on their learning and investigations to make judgments about different values and perspectives.

How are students assessed?

In Geography, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and Understanding
- Skills

What is studied?

The following is the core structure for Geography in Year 7 – 8.

YEAR 7	
Topic 1: Water in the World <ul style="list-style-type: none"> • Water as a resource • Living in Australia / Australia's natural resources • Managing water 	Topic 2: Place and Liveability <ul style="list-style-type: none"> • Liveable cities – urban and rural (Australia and comparing this to global cities) • People and places • Local area case study
YEAR 8	
Topic 1: Landforms and Landscapes <ul style="list-style-type: none"> • Different types of landforms Australian landforms • Landscapes formed by water / Coastlines 	Topic 2: Changing Nations <ul style="list-style-type: none"> • Life in different cities • Megacities • Migration – international and interstate (push and pull factors) • Urban sprawl

HISTORY (AS PART OF THE HUMANITIES COURSE)

Through the study of History, students develop their knowledge and understanding of the past in order to appreciate themselves and others, to understand the present and to contribute to debate about planning for the future. Students will develop a critical perspective on received versions of the past and learn how to compare different accounts so that the conflicts and ambiguities are appreciated. Through comparative historical analysis and critical appraisal of evidence, history contributes to an active and informed democratic citizenship. Factual knowledge is essential to historical understanding. Without knowledge of chronology, geography, institutional arrangements, material circumstances and belief systems, no student inquiry on a past period — however well intended — will lead to understanding. While this knowledge will necessarily be broad, students should have the skills to extend it: if they are not familiar with a specific historical reference, they should be able to locate it in place and time, know how to find sources of information about it and to evaluate them, familiarise themselves with context and grasp the significance of the reference.

Students will understand the importance of inquiry and major social ideas for investigating issues in contexts that range from local to global settings. They communicate using different types of texts for specific audiences and purposes. They will actively participate, both individually and collaboratively, in their communities in enterprising and creative ways to respond to issues. They will reflect on their learning and investigations to make judgments about different values and perspectives.

How are students assessed?

In History, students demonstrate evidence of their learning over time in relation to the following Australian Curriculum standards:

- Knowledge and Understanding
- Skills

What is studied?

The following is the core structure for History in Year 7 – 8.

YEAR 7	
<p>Depth Study 1: Investigating the Ancient World / Ancient China</p> <ul style="list-style-type: none"> • Investigating the Ancient Past: The Beginning of Man • How historians and archaeologist investigate history • Physical features of China and how they influenced the civilisation there • Roles and key groups in Chinese society • Beliefs, values and practices in Ancient China • Significant events and significant individuals in Ancient China 	<p>Depth Study 2: The Dreamtime</p> <ul style="list-style-type: none"> • Out of Africa theory • Deep Time history • Ancient weapons of war • Trade practices • Lake Mungo
YEAR 8	
<p>Depth Study 1: The Vikings (c.790-c.1066)</p> <ul style="list-style-type: none"> • The way of life in Viking society • Significant developments that led to Viking expansion – including weapons and shipbuilding, and the extent of their trade • Viking conquests and the relationships with subject peoples • The role of a significant individual in the expansion of Viking settlement and influence (e.g. Erik the Red or Leif Ericson) 	<p>Depth Study 2: The Middle Ages (c.590 – c.1500)</p> <ul style="list-style-type: none"> • The way of life in Medieval Europe • Significant developments and or cultural achievements • Continuity and change in society – e.g. in crime and punishment; military and defences systems; towns, cities and commerce • Dominance of the Catholic Church and the role of significant individuals such as Charlemagne

INDIVIDUAL CURRICULUM SUPPORT (ICS)

In Individual Curriculum Support (ICS) is an invitation only elective. Students develop executive skills to organise their time effectively to complete set work in all subject areas. They recognise how time management and organisation relates to their own lives to work effectively in the outside world.

Students will individually and collaboratively work on assessment given through all KLA's. They are given support when needed and extra time to complete work.

Individual Curriculum Support is not a subject and is not assessable. It was developed to allow those students identified with a learning need to access 1:1 support and extra time to complete assessment.

INDUSTRIAL ARTS

Students will be exposed to a workshop environment where they will explore and develop practical processes and skills with hand tools, basic workshop machinery, and rapid prototyping. They will also develop critical problem-solving skills through implementing the design process. Students will learn to identify hazards and employ control measures to ensure safe workshop practices. Safety will be embedded in all aspects of practical work.

In Year 7 students undertake a 6-week rotation as an introduction to the knowledge, design skills and attitudes while the year 8 students will participate in project-based assessment across 1 semester. This will consist of a Design Folio and a practical project. The project will contain a mandatory component that will involve skill development and exposure to different machinery, hand tools and construction processes. Students will then incorporate that component into a larger project to address a specific design problem.

How are students assessed?

In Industrial Arts, students must demonstrate evidence of their learning over time in relation to the following assessable criteria:

- **Knowledge and Understanding** - Students will be assessed on this criteria through both the design folio and the practical project.
- **Process and Production Skills** - Students will be assessed on this criteria through both the design folio and the practical project.

What is studied?

The following is the core structure for Industrial Arts in Years 7 and 8.

YEAR 7			
6 -week Rotation Subject			
The Year 7 Industrial Arts taster program is designed to give students insight into the subject. In this short course, students will be introduced to workshop safety, the design process, to digital drawing tools such as Adobe Illustrator and the laser cutter machine to produce a quality product. Students will develop and produce a nametag and a custom product. They will create and adapt design ideas, make considered decisions, and communicate to different audiences using a range of technologies and graphical representations.			
YEAR 8			
Semester Project Based Assessment			
Safety Induction	Design Problem, Research, and Ideation Phase	Solution Making Phase to generate technical drawings	Practical Making & Evaluating Phase of a physical product
<ul style="list-style-type: none"> • Initial tour and safety Induction completed by Teacher. • Safety training to be completed within class time with teacher guidance 	<ul style="list-style-type: none"> • Students will be guided through the design process using basic design strategies. • Students will work through a scaffolded design work booklet to address a problem, research, and ideate a range of solutions. 	<ul style="list-style-type: none"> • Students will be guided through the creation of their design project parts and an assembly using CAD software. • Students will learn about Australian Standards AS1100 to produce technical drawings of their solution. 	<ul style="list-style-type: none"> • Students will be guided in the knowledge and use of hand-tools and machinery to produce and evaluate their designed solution.

LEGAL STUDIES (YEAR 8)

By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue.

Students develop and present reasoned arguments on Civics and Citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.

How are students assessed?

Students demonstrate evidence of their learning over time in relation to the following two broad assessable categories:

- Civics and Citizenship Knowledge and Understanding
- Civics and Citizenship Skills

What is studied?

The following is the core structure for Legal Studies in Year 8.

YEAR 8
Semester-based
Rights, Freedoms and Australian Democracy: <ul style="list-style-type: none"> • Your rights and freedoms • The Constitution • Democratic freedoms • Participating in Australian democracy

MATHEMATICS

By the end of this year of study, students will have deepened their understanding of mathematical concepts and processes, equipping them to tackle real-life problems. They will have built a strong set of problem-solving strategies and skills by engaging in challenging tasks and projects. With guidance from their teachers, students will also develop the resilience to persist through challenges and learn from their mistakes.

How are students assessed?

In Mathematics, students demonstrate evidence of their learning over time:

- Examinations (end of term/semester)
- Problem solving and modelling project

Student formative assessment will support students to learn the skills needed for successful completion of the summative Project and/or Examination in each semester.

What is studied?

The following is a list of topics based on ACARA Mathematics Version 9.0. Please note the teaching sequence may not follow the sequence given in the list provided.

YEAR 7	
<ul style="list-style-type: none"> • Positive integers • Indices and Prime numbers • Rational number • Geometry • Measurement • Coordinates and Cartesian plane • Transformations 	<ul style="list-style-type: none"> • Fractions, decimals and percentages • Ratios, rates and best buys • Algebra • Linear Equations • Representing and interpreting data • Probability • Algorithmic thinking
YEAR 8	
<ul style="list-style-type: none"> • Positive and negative integers • Index laws • Real numbers • Algebra • Linear equations • Coordinate and linear graphs • Applications of percentage 	<ul style="list-style-type: none"> • Measurement • Pythagoras' theorem • Representing and interpreting data • Probability • Geometry and congruence • Algorithmic thinking • Financial mathematics

MATHEMATICS HORIZONS (YEAR 8 ONLY)

Mathematics Horizons is an invitation only subject designed at accelerating and challenging students who have demonstrated exceptional mathematical understanding and problem solving. Students will work at an accelerated pace and focus not only on content acquisition but the skills to unpack problems, develop mathematical models and refine these models to produce innovative and creative solutions.

How are students assessed?

In Mathematics Horizons, students demonstrate evidence of their learning over time:

- Examinations (end of term/semester)
- Problem solving and modelling project

Student formative assessment will support students to learn the skills needed for successful completion of the summative Project and/or Examination in each semester.

What is studied?

Mathematics Topics in Year 8 Horizons. This is an indicative list of the topics across Year 8 and 9 ACARA Mathematics Version 9.0

Year 8 Horizons Mathematics	
<ul style="list-style-type: none"> • Number skills and index laws • Algebra • Congruence and similarity • Pythagoras' and Trigonometry • Linear and non-linear equations • Proportion and rates • Statistics • Quadratic equations and graphs 	<ul style="list-style-type: none"> • Measurement • Pythagoras' theorem • Representing and interpreting data • Probability • Geometry and congruence • Algorithmic thinking • Financial mathematics

MEDIA ARTS

Through the study of Media Arts students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through media. Students will analyse media samples that they watch, read and hear to become informed and critical consumers of media formats. They evaluate use of media arts concepts in media arts works from across cultures, times, places and/or other contexts. By developing multimedia presentation and publication skills in the creation of their projects, students will learn how to manipulate various media to influence a given audience.

Students will extend their understanding of media techniques through active engagement, both individually and collaboratively, with elements of the media techniques, skills and processes. They will develop their ability to analyse meaning as they reflect on the creative process in the creation of their project. Students will select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They will make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present media works, and to communicate their own arts practice and that of others.

How are students assessed?

In Media Arts, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Creating and making
- Exploring and responding
- Presenting and performing

What is studied?

The following is the core structure for Media Arts in Year 7 and 8.

YEAR 7
6-week Rotation Subject
The Year 7 Media Arts taster program is designed to give students insight into the subject. In this short course, students identify how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions. Students who choose this subject as an elective in Year 8 will use this foundational study to progress analysing and evaluating the social and ethical responsibility of the makers and users of media artworks.
YEAR 8
Semester course
<p>Music Videos</p> <p>Through the study of Media Arts concepts, codes and conventions, students will:</p> <ul style="list-style-type: none"> • explore and respond to all facets of Music Videos following the 3 stages of production using relevant media elements and conventions • consider composition, time, space, sound, movement and lighting to create meaningful media art works • analyse preexisting works that use filming techniques and processes • write an artist statement to support Music Video production

MUSIC

Through the study of Music, students will use their creativity, imaginations and senses to express ideas about cultural, social, historical and spiritual contexts through music. They will explore different genres and styles of music, as well as music from other cultures and eras, including Aboriginal, Torres Strait Islander, and Asian cultures.

Throughout each semester, students will engage in:

- Creating and making – compose music with reference to the styles and genres studied, using conventional pen and paper, as well as music software on the computer,
- Exploring and responding - analyse and evaluate the use of the elements of music and defining characteristics from different musical styles that relate to their unit of study. Discuss how their interpretations of music from other cultures, times and places influenced their composition.
- Presenting and performing – perform music, on their own instrument and/or keyboard and guitar and sing, as soloists and/or in small groups.

Students will use the essential processes of ways of working to develop and demonstrate their knowledge and understanding in music. They will extend their understanding of musical practices through active engagement with musical elements, techniques, skills and processes. Students will select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They will make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present arts works, and to communicate their own arts practice and that of others.

How are students assessed?

In Music, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Creating and making
- Exploring and responding
- Presenting and performing

What is studied?

The following is the core structure for Music in Years 7 and 8.

YEAR 7
6-week Rotation Subject
<p>Makin' Music</p> <p>The Year 7 Music taster program is designed to give students insight into the subject. In this short course, students identify how the elements of music are used in different styles. Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and guitar pieces, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose. Students who choose this subject as an elective in Year 8 will use this foundational study to progress analysing and evaluating musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.</p>
YEAR 8
Semester Course
<p>World Music</p> <ul style="list-style-type: none"> • Students will study Music from different cultures, including Aboriginal and Torres Strait Islander, identifying and applying the unique features of each to perform and compose music. • Through their learned knowledge, students will compose in the Japanese Music style and perform as part of an African Djembe Drum Circle.

SCIENCE

Through science, students use their curiosity and knowledge to explore the world, learning that science is a constantly evolving body of knowledge shaped by human observations. They understand that science is a way of thinking, helping them make informed decisions about real-world issues. Students also recognise the rich history of science and its diverse career opportunities. By engaging in hands-on projects, both individually and collaboratively, they develop scientific skills, identify problems, and conduct investigations. Along the way, they use a variety of tools and technologies, including ICTs, to enhance their learning.

How are students assessed?

In Year 7 and 8, students demonstrate evidence of their learning in Science Understanding, Science as a Human Endeavour and Science Inquiry through investigation, experimental investigation and examination.

What is studied?

The following is the Science Understanding structure for Science in Year 7 - 8. Science as a Human Endeavour and Science Inquiry descriptors are embedded in every unit of student. The order presented may not reflect the teaching order.

YEAR 7			
<p>Biology:</p> <ul style="list-style-type: none"> investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys (AC9S7U01) use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations (AC9S7U02) 	<p>Chemistry:</p> <ul style="list-style-type: none"> use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance (AC9S7U05) use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures (AC9S7U06) 	<p>Earth and Space:</p> <ul style="list-style-type: none"> model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides (AC9S7U03) 	<p>Physics:</p> <ul style="list-style-type: none"> investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it (AC9S7U04)
YEAR 8			
<p>Biology:</p> <ul style="list-style-type: none"> recognise cells as the basic units of living things, compare plant and animal cells, and describe the functions of specialised cell structures and organelles (AC9S8U01) analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual (AC9S8U02) 	<p>Chemistry:</p> <ul style="list-style-type: none"> classify matter as elements, compounds or mixtures and compare different representations of these, including 2-dimensional and 3-dimensional models, symbols for elements and formulas for molecules and compounds (AC9S8U06) compare physical and chemical changes and identify indicators of energy change in chemical reactions (AC9S8U07) 	<p>Physics:</p> <ul style="list-style-type: none"> classify different types of energy as kinetic or potential and investigate energy transfer and transformations in simple systems (AC9S8U05) 	<p>Earth and Space:</p> <ul style="list-style-type: none"> investigate tectonic activity including the formation of geological features at divergent, convergent and transform plate boundaries and describe the scientific evidence for the theory of plate tectonics (AC9S8U03) describe the key processes of the rock cycle, including the timescales over which they occur, and examine how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their use (AC9S8U04)

STEM

STEM is an approach to learning that uses Science, Technology, Engineering and Mathematics as access points for guiding student inquiry, dialog and critical thinking. STEM is a cross curricular subject that will nurture students interests and love of learning through a project-based approach that emphasises thinking skills as well as inspires innovation and creativity. Students develop life-long skills in preparation for the rapidly changing world in which we live.

How are students assessed?

In STEM students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and understanding
- Interpretation and appraising
- Critical thinking

Units in STEM are project based, which involves understanding and skills in computational thinking such as decomposing problems and prototyping, and engaging students with a wider range of systems. Due to the nature of this course, the units are flexible.

What is studied?

The following is the core structure for STEM in Year 7 - 8.

YEAR 7
6-week Rotation Subject
The Year 7 STEM taster program is designed to give students an insight into the subject. In this short course, students will explore an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply Science, Technology, Engineering and Mathematics in contexts. Student will undertake challenges to further develop their problem-solving skills and complete challenges to construct and build a solution to a given task in groups; this allows students to develop communication and collaboration skills. Students engage in the use of materials to meet a given design brief. Students will broaden their knowledge of materials and acceptable prototyping techniques in the production of their designs.
YEAR 8
Semester Course
Project: CO2 Plane In this unit, students will explore the principles of aerodynamics and engineering by designing an airplane using 3D modeling software. They will learn about the forces acting on an aircraft, such as lift, drag, thrust, and gravity, and how these forces influence flight. Students will then bring their designs to life by 3D printing their planes, assembling them, and testing their prototypes on a zip line powered by a CO2 canister. This hands-on challenge will develop their problem-solving and STEM skills as they refine their designs to achieve optimal performance.

TEXTILE TECHNOLOGY

Textile Technology encompasses the core concepts of the Design and Technologies curriculum in the contexts of Materials and Technologies Specialisations. Textile Technology engages students in creating quality designed solutions for identified needs and opportunities, by utilising design elements and considering sustainability factors. The core concept of Textile Technology is teaching students to become innovative designers and ethical consumers as they interpret design briefs and apply systems thinking and problem-solving processes to create solutions.

In Year 7, students design and create solutions that involves knowledge and understanding of characteristics and properties of a range of materials, components, and production technologies. Students develop the foundational knowledge and skills involved with the selection, production and presentation of textile materials and equipment to work safely and independently. In Year 8, students develop their skills of fabric manipulation to real-world problems through iterating, designing, and evaluating various textile solutions.

How are students assessed?

In Textile Technology, students demonstrate evidence of their learning in relation to the following assessable elements:

- Knowledge and Understanding (Concepts)
- Processes and Production Skills (Practical)

What is studied?

The following is the core structure for Textile Technology in Years 7 and 8.

YEAR 7	
6-week Rotation	
Unit: Textiles Taster (Reusable Bag)	Assessment: Design Folio, Practical Performance
<p>In this short course, students will be introduced to material manipulation and fundamental sewing skills as they explore the diverse purposes and use of textile materials. Students select a theme and draw on the elements and principles of design to generate cohesive ideas and produce a creative and practical reusable bag, safely and independently. In the process, students practice decoration techniques including tie-dying, applique, and fabric painting, before critically evaluating their final product and production skills. This unit allows students to engage in critical and creative thinking and develop the fundamental skills to design, produce, and evaluate materials in future technology subjects.</p>	
YEAR 8	
Semester Rotation	
Pyjama Party or Sun Savvy	
<p>Students build on their foundational sewing skills from Year 7 to explore the elements of design and develop an understanding of a range of materials to safely produce a textile garment (pyjama boxer shorts or bucket hat). Students explore the properties of these materials and engage with textile equipment to design and produce their product safely and independently.</p> <p>Students advance their sewing skills and decoration techniques through their participation in tie-dying, marbling, beading and embroidery, before critically evaluating their designs and production skills.</p>	
Assessment	
<ul style="list-style-type: none"> • Design Folio • Practical Performance 	

VISUAL ARTS

Through the study of Visual Arts, students acquire the necessary knowledge, understanding, and skills through both responsive and creative tasks. Each semester, students enhance their awareness of how and why artists, craftspeople, and designers realise their ideas. They refine their personal aesthetic by engaging perceptively and conceptually as both artists and audiences.

Throughout each semester, students will engage in:

- Creating and making - utilising a visual journal to support the development of ideas, as well as the selection and manipulation of visual processes, conventions, and materials. This may include the development and finalisation of completed artwork. Both individual and collaborative projects may encompass a range of media, including:
 - 2D media such as drawings, paintings, printmaking, and photographic art.
 - 3D objects including ceramics, fibre art, installations, sculpture design, costume and stage design, curatorial design, graphic design, and illustration.
 - Time-based media such as electronic imaging, film, animation, television, and sound art.
- Exploring and responding - independent research and written analysis focused on historical, cultural, and contextual influences, including the art and practices of First Nations Australians. This may include:
 - Investigating, analysing, and interpreting visual artworks: Engaging with and responding to various artworks through critical examination.
 - Arts writing formats: Producing artist statements to articulate insights and interpretations.
- Presenting and performing - guiding students in the effective curation, presentation, and exhibition of their work. This process enables students to articulate and convey their ideas, perspectives, and interpretations to various audiences.

Students will develop an understanding of the roles of both artists and audiences, using historical and conceptual frameworks to critically reflect on visual arts. They will adapt and apply ideas and practices from established artists to inform their personal aesthetic, ensuring adherence to safe practices and the use of sustainable materials, techniques, and technologies.

How are students assessed?

In Visual Art, students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Creating and making
- Exploring and responding
- Presenting and performing

VISUAL ARTS (cont.)

What is studied?

The following is the core structure for Visual Arts in Year 7 and 8.

YEAR 7
6-week Rotation Subject
<p>The Year 7 Visual Arts Program, is designed to provide students with an introductory exploration of the subject. Students will examine how various artists employ visual conventions and perspectives to convey ideas, and they will analyse how the presentation of artwork can enhance its meaning. Participants will develop their own artistic creations by exploring 2-dimensional techniques and processes, drawing from both their own work and that of others. They will demonstrate their ability to use visual conventions, techniques, and processes to effectively communicate meaning in their art. Students who select this subject as an elective in Year 8 will build upon this foundational knowledge to further analyse and evaluate artworks from diverse cultures, periods, and contexts.</p>
YEAR 8
Semester Subject
<p>Australian Flora and Fauna</p> <p>Students build on their foundational skills from Year 7 to explore the elements and principles of design and develop an understanding of a range of art processes and techniques to create a folio of work. Students explore the benefits of Australian flora and fauna in art and use their understanding to create meaningful and purposeful artworks. They analyse and interpret their own artworks and artworks of others to inform their own work and write an artist statement to support their artwork series. Students explore display options for their artworks, discovering expressive approaches for audience engagement. Students advance their making skills through their participation in sketching, acrylic painting, lino printing and sculpting.</p>

WELLBEING, HEALTH AND PHYSICAL EDUCATION

Through the study of Wellbeing, Health and Physical Education, students use their interests in health and physical activity to explore how the dimensions of health are interrelated and are influenced by the interaction of personal, social, cultural and environmental wellbeing factors. They understand how to promote health and wellbeing through active engagement in physical activity to enhance their personal development. They recognise people who work in occupations related to wellbeing, health, physical activity and personal development.

Students individually and collaboratively make decisions, take action and apply skills to promote health and wellbeing, movement capacities and personal development of individuals, groups and communities. They will evaluate their learning and ways to capitalise on the benefits of positive influences on their health and wellbeing.

Students will select and use tools and technologies, including information and communication technologies (ICTS), in purposeful ways. They will make use of the potential that ICTs provide to inquire, create and communicate within Health and Physical Education contexts.

How are students assessed?

Students studying Health and Physical Education in Year 7 & 8, demonstrate evidence of their practical learning over time in relation to the following assessable elements:

Movement and physical activity	Skills	Reproduction and demonstration of practical skills, rules and strategies.
	Strategy	Ability to reflect and make decisions that enhance physical performance.
	Teamwork	Ability to work collaboratively with others to improve performance.

Demonstration of learning in the theoretical studies in Year 7 & 8 in Health and Physical Education is assessed using the following criteria:

Personal, social and community health	Evaluation of personal strategies to manage their identities, emotions and responses to change.
	Evaluation of how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.
	Justification of strategies to manage their own or others' health, safety, relationships or wellbeing.
	Justification of strategies to enhance their own or others health through synthesis of health information.

What is studied?

The following is the core structure for Wellbeing, Health and Physical Education in Year 7 – 8.

YEAR 7	YEAR 8
<ul style="list-style-type: none"> • Food and Nutrition • Self-esteem and self-concept • Risk taking and harm minimisation • Growth and change • Communicating and interacting for health and wellbeing 	<ul style="list-style-type: none"> • Active lifestyle - benefits of physical activity • Contributing to healthy and active communities • Types of training • Applied anatomy /sports injury / first aid • Tactical Awareness

