

# HILLCREST CHRISTIAN COLLEGE



## YEAR 7 HANDBOOK 2017

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## THE MIDDLE SCHOOL PHILOSOPHY

The term 'middle years of schooling' applies to students from Year 5 to 8. It coincides with early adolescence, when students are developing rapidly, experiencing the most critical stage in their transition from childhood into early adolescence. The relationships they develop with their peers and adults around them influence their attitudes, language and behaviors. They want to be independent, while exhibiting sensitivity to criticism. The young adolescents want to be accepted by their peers, and therefore they place high emphasis on body image, their looks and how others perceive them.

As this is a stage in students' lives when they undergo significant physical, emotional, spiritual and even mental changes, it is well recognised that these changes are directly linked to the decline in the adolescent's motivation, academic performance and school attendance. The middle years' learners present with specific needs that should be addressed by all educators. *'The middle years are an important period of learning, in which knowledge of fundamental disciplines is developed, yet this is also a time when students are at the greatest risk of disengagement from learning. Student motivation and engagement in these years is critical, and can be influenced by tailoring approaches to teaching, with learning activities and learning.'* (Ministerial Council on Education, Employment, Training And Youth Affairs, December 2008, *Melbourne Declaration on Educational Goals for Young Australians*, p.12.)

In the last two decades, there has been a greater interest in educational debate about the middle years of schooling. The Middle Years research has been successful in unpacking the impact of such changes on students' interest in school and ability to concentrate on tasks, identifying and addressing the elements that are essential for promoting improved learning in the middle years. Engagement in learning has been identified as a key factor influencing their academic achievement. Coupled with some other external changes experienced in their lives, such as relationships with teachers, in their family and/or friendships, these may have a lasting impact on students' skill acquisition and academic performance. (Gibbs & Poskitt, 2010; Martin & Dowson, 2009; Elsworth, Kleinhenz & Beavis, 2008).

As it is well recognised that student engagement is fundamentally important in promoting achievement, the Middle School of Hillcrest Christian College recognises the importance of responding to those needs in an ever-changing 21<sup>st</sup> century environment. Our holistic approach, which caters for the development of the whole person, promotes student engagement through fostering relationships with teachers and with other students, and influencing student motivation and interest in learning through effective pedagogy and classroom practice. The Middle School provides a safe and nurturing environment that is based on Christian values and principles. Supported by caring, expert professionals who have a genuine interest in this age group and are keen on meeting the individual needs of young adolescents, students are encouraged to explore their gifts, talents and dreams and work towards achieving their potential.

## PHILOSOPHY OF EDUCATION IN YEAR 7

The philosophy of education at Hillcrest Christian College for Year 7 students is to develop a well- rounded Christian individual who will be of service in the world. The curriculum continues to be based on a high quality education that moulds meaningful Christian lives of leadership and service. There are a range of co-curricular activities available such as: the school production, music and sporting teams. These activities aid in the development of well-rounded Christian individuals that are Christlike, confident, creative, courageous, compassionate and connected.

The curriculum at Hillcrest Christian College has been developed in accordance with the Australian Curriculum. The curriculum aims to prepare students for success in education, work and in living a Christian life. Strategies are implemented to ensure educational, emotional, spiritual and physical growth.

General capabilities are a key dimension of the Australian Curriculum and are expressed explicitly in the content of each of the learning areas. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Australian Curriculum identifies seven general capabilities which encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. These general capabilities are:

- Literacy
- Numeracy
- Digital Technologies
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

To aid with transition, Year 7 students are taught by a team of dedicated staff members who are responsible for the delivery of the curriculum, discipline and welfare of the students. The teachers are committed to promoting the academic, emotional, social, mental and spiritual development and character of each student. Students are taught by a small number of core teachers, to aid in the building of positive relationships between students and teachers.

Year 7 is an important transitional year for students and a great opportunity for them to continue cultivating respect, resilience, maturity, integrity, empathy, perseverance and confidence that provide students with opportunities to enable them to manage themselves and others. The Year 7 program extends learning opportunities beyond academic disciplines of the standard subjects.

# YEAR 7 TRANSITION PROGRAM

## **Meet & Greet**

Students enrolled to commence Year 7 the following year have an opportunity to meet with the Year 7 Coordinator. The Coordinator has a chance to spend some time with the new students to get to know them a bit better. This visit is designed to answer the students' questions and dispel any fears about the impending move to their new school, as well as to discuss the students' particular needs with the Coordinator.

## **Testing Day**

A Testing Day is held each year in November for students enrolled to commence Year 7 the following year. Testing dates are communicated via a letter to the parents and published on the college website. Testing is undertaken to gauge the overall literacy and numeracy standard of students as they enter Year 7. This assists the College in providing the relevant and necessary educational and pastoral support for the students as they commence their schooling at Hillcrest.

## **Orientation Day**

Students enrolled in Year 7 the following year have a full day Orientation, before Testing Day. The students are advised of their houses, subjects and teachers for the following year. Orientation Day is an opportunity for students to spend time in these different groups and get to know their peers and teachers, as well as familiarise themselves with their new environment.

## **Year 7 Camp**

The Year 7 students are all expected to participate in the Year 7 camp, which takes place in Term 1. This camp is normally held in February and will be at Campaspe Downs -Kyneton in 2017. The purpose of the Year 7 camp is to develop relationships between staff and students, to learn and extend skills, explore values and build friendships. Students rotate through activities in groups over a three night period. This is an extremely important and beneficial experience for students as it is a vital element of their transition from primary to secondary schooling.

# YEAR 7 CURRICULUM OVERVIEW

The broad curriculum continues to be responsive to change in the global environment so that it offers the middle years' learner a wide range of academic and practical subjects, clubs and competitions that are structured around areas of interest to engage students in learning, thus improving their attendance and participation while at school. Approaches such as the alignment of subjects, Inquiry Learning and Differentiation that are supported by thinking skills and Habits of Mind, aim to equip students with competencies for developing a conceptual framework of understanding that are needed for future learning. Through our holistic program that offers a diverse range of learning opportunities, students explore the world in which they live and learn to make wise life decisions, as they journey in our care through the last years of Primary Education and the first years of Secondary Education.

Expert Core Teachers who teach across a number of Middle School levels and subjects support students with a high level of pastoral care and restorative practices to maintain a safe environment for all students. Coupled with the right school structures, reduced student movement and co-curricular programs all foster relationships and engagement. Middle School teachers are innovative and use a variety of methods that have proven successful in maximising learning. Our Middle School approach enhances student connectedness with their school, family and the community and prepares them to become the active citizens God wants them to be.

The curriculum at Hillcrest Christian College has been developed in accordance with the Australian Curriculum. The curriculum aims to prepare students for success in education, work and in living a Christian life. Strategies are implemented to ensure educational, emotional, spiritual and physical growth.

## The Core Subjects

- Christian Studies
- English
- Health and Wellbeing
- Humanities (History & Geography)
- Languages – German or Japanese
- Mathematics
- Physical Education
- Science

## The Specialist Subjects

- Agriculture/Horticulture
- Digital Technologies
- Drama
- Equestrian
- Food Technology
- Music
- Product Design & Technology: Systems & Materials
- Product Design & Technology: Wood
- Visual Arts
- Visual Communication Design

## YEAR 7/8 SPECIALIST SUBJECTS PROGRAM

The Specialist Subjects consist of subjects chosen from three blocks in accordance with the notes outlined below.

Block A (4 sessions)	Block B (4 sessions)	Block C (4 sessions)
Music - General	Music - General	Music- General
Music – Year 7 Band	Agriculture/Horticulture	Agriculture/Horticulture
Equestrian (Beginner & Advanced)	Visual Communication Design	Visual Arts
Food Studies	Food Studies	Product Design & Technology – Wood
Digital Technology – Programming & Robotics	Product Design & Technology – Systems & Materials	Digital Technologies – Rotational
Digital Technologies – Animation	Digital Technologies – IT in Business	Digital Technologies – Multimedia
		Drama

- Digital Technologies is a compulsory Subject. Students will be allocated to 2 Digital Technologies subjects to do each year (1 semester each). The rotational option in block C will cycle through all 4 options in 4 semesters.
- Music is also a compulsory subject. Students are expected to undertake at least one Music subject each year. Students have the option of completing an additional Music subject each year (i.e. Semester 1 and 2). The Year 7 Band subject is a full year course.
- Equestrian studies may be chosen every semester throughout Years 7 and 8.
- All other subjects run for a semester duration and can be chosen by students in Year 7 or 8.
- All blocks (subjects) are timetabled for 2 sessions (1 double) per week.
- Students provide their preferences and will be allocated subjects accordingly, however over the two-year period, in Year 7&8.
- Same subjects are offered in both Year 7 and 8.

## YEAR 7 TIMETABLE

The Year 7 timetable at Hillcrest Christian College is organised around six 50 minute periods per day in a 10-day cycle. The table below indicates the period allocations per subject per 10-day cycle.

Subject	Periods per 10 – day cycle
English	10
Mathematics	10
Science	7
Humanities – History & Geography	6
Languages- German or Japanese	4
Christian Studies	2
Physical Education	4
Health and Wellbeing	2
Chapel	1
CSSN/Clubs	2
Specialist Subjects	12
<b>TOTAL</b>	<b>60 PERIODS</b>

## **HOMEWORK**

The College homework policy is that all Year 7 students should be engaged in a minimum of 1 hour of homework each week night. This involves reading, completing, revising and practicing course work completed in class. In addition, students need to complete subject related Assessment Tasks and submit by the due date. Therefore, students need to be disciplined in their approach to homework and study in order to maximise the learning process and take their learning forward.



# YEAR 7 – CORE SUBJECTS

**Christian Studies**

**English**

**Health and Wellbeing**

**Humanities – Geography**

**Humanities – History**

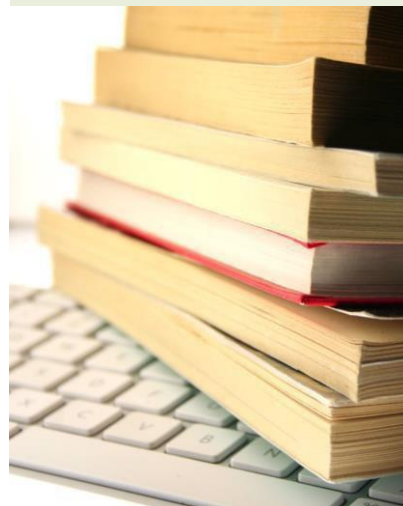
**Languages – German**

**Languages – Japanese**

**Mathematics**

**Physical Education**

**Science**



How can a young man keep his way pure? By living according to your word. I will seek you with all of my heart; do not let me stray from your commands.  
Psalm 119: 9-10

For the Lord gives wisdom, and from his mouth come knowledge and understanding.  
Proverbs 2: 6

In his hand are the depths of the earth, and the mountain peaks belong to him. The sea is his for he made it, and his hands formed the dry land. Come, let us bow down in worship; let us kneel before the Lord our Maker.  
Psalm 95: 4 – 6

**Course Content**

This course looks at key events in the Biblical narrative, such as Creation, the Ten Commandments and the ministry of Jesus. Students will learn about the uniqueness of humanity and of Christianity amongst the many religions of the world, examine the key messages of the Bible and discover how Godly principles can help them navigate the complexities of life, relationships and choices.

**Areas of Study**

The following units will be covered in the course of the year:

- Wonderfully made in God's image
- The world outside our square
  - What is a worldview?
  - What shapes your worldview?
- Communicating a message
  - What message is the Bible trying to communicate?
- Getting the message
  - What are the different genres in the Bible?
  - How is the Bible structured?
- What is God like?
- Breaking up, breaking apart
  - How do you overcome difficulties and handle conflict?
- Towards healing
  - How should you respond to unfairness?
- Why are relationships important?
- In the face of trouble
  - How do you know right from wrong?
  - How do you react in the face of trouble?

**Course Content**

The Year 7 English course involves students in reading, viewing, listening, writing, creating, presenting, comparing, researching and discussing a range of text types. Students are encouraged to explore the meaning of texts, form connections with characters, settings and themes and consider these in relation to their journey of faith. They are supported to develop an understanding of the way purpose, audience and situation influence the structures and features of language.

**Australian Curriculum**

**Strands** Language;

Literature; Literacy

**Areas of Study**

Reading - Novel Study – Soul Surfer; Wonder; Independent novel choice

Writing – Narrative, Persuasive, Procedure, Poetry, Report, Personal/ reflection Journal

Speaking and Listening – Literature Circle Discussions, Book Report & Review, Oral Instructions & Presentations

**ACARA Learning Outcomes / Achievement Standards**

At the end of the course students should be able to:

- Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and content
- Select specific details from texts to develop their own response recognizing that texts reflect different viewpoints
- Listen for and explain different perspectives in texts
- Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view
- Create structured and coherent texts for a range of purposes and audiences
- Make presentations and contribute actively to class and group discussions, using language features to engage the audience
- Create and edit texts, demonstrating understanding of grammar, and use a variety of more specialized vocabulary, accurate spelling and punctuation

## **Assessment Tasks:**

### **Semester 1**

- Literature: Literature Circles & Novel Study  
Students are required to contribute to weekly discussions and maintain a portfolio of reading responses
- Language: Students will present a book report and review as an oral presentation
- Literacy: Students will write in a range of genre related to novel studies, genre studies and cross-curricular learning
- Literacy - Students will engage in language enrichment tasks to demonstrate use of vocabulary, spelling and grammar

### **Semester 2**

- Literature: Novel Study: Students are required to plan for, write and present a movie trailer.
- Language: Independent Novel Study: Students are required to complete a series of negotiated tasks to demonstrate comprehension and analysis
- Literacy: Students will write in a range of genre related to novel studies, genre studies and cross-curricular learning, including presentation of an e-book.
- Literacy - Students will engage in language enrichment tasks to demonstrate use of vocabulary, spelling and grammar

### Course Content

Students studying Health and Wellbeing will investigate strategies to manage important transitions that occur during puberty and will analyse factors that influence their emotions. Students will be encouraged to demonstrate skills to make informed choices about bullying, smoking, nutrition and sun smart behaviours to promote health, safety and resilience in themselves and others. They will also investigate how to maintain healthy relationships and the importance of respecting diversity on wellbeing.

### Australian Curriculum Strands Movement

and Physical Activity

### Areas of Study

Areas of study include: Bullying, Changing and Growing, Relating skills, Smoking, Nutrition, Sun Smart behaviour, Body image, Resilience

### Learning Outcomes

At the end of the year students should be able to:

- Investigate strategies and resources to manage changes and transitions
- Recognise the impact healthy relationships and respecting diversity have on wellbeing
- Summarise factors that influence emotional responses
- Investigate strategies that enhance their own health and wellbeing
- Identify skills to make informed choice and propose actions that promote their own and others' health, safety and wellbeing.

### Assessment Tasks

#### Semester 1 and 2

##### Class participation & Book work

Students will be assessed on their ability to demonstrate the above learning outcomes. They will be assessed against the expected year 7 standards. Teachers will observe student participation in class and book work.

**Course Content**

In Year 7 Geography students study two topics: *Water in the World* and *Place and Liveability*.

*Water in the World* focuses on water as a renewable resource. Students examine the many uses of water, its different forms as a resource, its varying availability/scarcity, and the ways in which it connects to places.

In *Place and Liveability* students investigate the factors that influence liveability, such as: the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

**Australian Curriculum Strands**

Geographical Knowledge and Understanding

Geographical Inquiry and Skills

**Areas of Study**

Water in the World

Place and Liveability

**Learning Outcomes**

At the end of the course students should be able to:

- describe geographical processes that influence the characteristics of places
- how places are perceived and valued differently
- explain interconnections between people, places and environments
- describe how they change places and environments
- propose simple explanations for spatial distributions and patterns among phenomena
- describe alternative strategies to a geographical challenge propose a response, taking into account environmental, economic and social factors
- identify geographically significant questions to frame an inquiry
- locate relevant information from primary and secondary sources to answer inquiry questions
- represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions
- analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships then draw conclusions
- present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms
- propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal

**Assessment Tasks***Water in the World*

- Students use their data collection and mapping presentation skills to describe the uneven distribution of rainfall in Australia.
- Students will explain the damage caused by the floods, the work of volunteers in the clean-up, the relief package and Australian flood levy, and the controversy over the Wivenhoe Dam.

*Place and Livability*

## Creating a Town for 1000 People

Students work in small groups to plan/design/create a livable town for 1000 people based on the criteria established through research.

**Course Content**

The Year 7 History curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period. This includes the discoveries and the mysteries about this period of history, in a range of societies including Australia, Rome and China.

The aim is to develop historical understanding through key concepts, to facilitate an understanding of the past and to provide a focus for historical inquiries.

**Australian Curriculum Strands**

Historical Knowledge and Understanding

Historical Inquiry and Skills

**Areas of Study**

What is History

Ancient Rome

Ancient China

**Learning Outcomes**

At the end of the course students should be able to:

- suggest reasons for change and continuity over time
- describe the effects of change on societies, individuals and groups
- describe events and developments from the perspective of different people who lived at the time
- explain the role of groups and the significance of particular individuals in society
- identify past events and developments that have been interpreted in different ways
- sequence events and developments within a chronological framework, using dating conventions to represent and measure time
- develop questions to frame an historical inquiry
- identify and select a range of sources and locate, compare and use information to answer inquiry questions
- examine sources to explain points of view
- when interpreting sources, they identify their origin and purpose
- develop texts, particularly descriptions and explanations
- organise and present their findings, using historical terms and concepts
- incorporate relevant sources
- acknowledge their sources of information

**Assessment Tasks***What is History*

Inquiry Task: Archeology World Lecture Tour

Students work in small groups to create a display of 'artefacts' and conduct a mini 'lecture' for other class members, informing them discovery, excavation and significance of their allocated site.

*Ancient Rome*

Inquiry Task - Archaeological Dig

Students will work as a team to plan and conduct an archaeological dig. They will excavate, analyse and interpret their finds, then present their conclusions to the class.

*Ancient China*

Tying it All Together: Making Connections

Class discussion with students to answer the Key Inquiry Questions. Finish by making the connection between Imperial China, modern day China and Australia's connection with the Chinese people.

# LANGUAGES - GERMAN

## Course Content

This course introduces new students to the basics of the German language and extends those continuing with their German studies. Students learn how to conduct an introductory conversation, describe themselves, their families and pets, how to purchase goods and tell the time.

## Areas of Study

The topics covered are greetings, numbers 1-100, describing the personality and appearance of oneself and one's family, pets and zoos, telling the time and celebrations.

## Learning Outcomes

At the end of the year students should be able to:

- Understand simple spoken German on all of the above topics
- Speak in point form or simple sentences on all of the above topics
- Read short texts on these topics
- Write a simple description of themselves and their families

## Assessment Tasks

### Semester 1

- Letter to sister school describing oneself
- PowerPoint presentation on one's family
- Class tests
- Role plays

### Semester 2

- Zoo PowerPoint presentation
- Class tests
- Role plays



# LANGUAGES - JAPANESE

## Course Content

The topic that students will learn this year will help to increase the students' ability to communicate using Japanese in the practical aspects of everyday life. The students will participate in role-play, conversations and presentations to further develop their skills in reading, writing, speaking and understanding the Japanese language and culture.

## Areas of Study

Areas of Study include:

Meeting people, Introducing Yourself, Counting, Ages, Telephone numbers, Japanese in the word, Nationality and Family

## Learning Outcomes

At the end of the year students should be able to:

- Communicate effectively basic conversations in speech and writing
- Demonstrate intercultural knowledge
- Comprehend spoken and written texts

## Assessment Tasks

### Semester 1

- Students are required to demonstrate knowledge of Hiragana, Kanji and vocabulary learnt as well as grammar structures.
- Students will be assessed in the form of chapter tests on topics studied.
- Students are required to produce a piece of writing and/ or presentation which contains cultural & geographical understanding

### Semester 2

- Students are required to demonstrate comprehension of personal and /or factual information.
- Students will maintain a short conversation, role play or presentation.
- Students will be assessed in the form of chapter tests on topics studied.

## Course Content

The Year 7 course is designed to assist student in achieving the Australian Curriculum Achievement Standards and develop their numerical problem solving skills.

## Australian Curriculum Strands

### Proficiency:

**Understanding:** Includes describing patterns in uses of indices with whole numbers, recognizing equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

**Fluency:** Includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.

**Problem Solving:** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.

**Reasoning:** Includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

**Content:** Number and Algebra, Measurement and Geometry, Statistics and Probability

## Areas of Study

Whole numbers; Geometry; Number Properties & Patterns; Fractions & Percentages; Algebra; Decimals; Negative Numbers; Statistics & Probability; Polygons, Solids & Transformations; Equations; Measurement.

## Learning Outcomes

At the end of the course students should be able to:

- solve problems involving the comparison, addition and subtraction of integers.
- make the connections between whole numbers and index notation and the relationship between perfect squares and square roots.
- solve problems involving percentages and all four operations with fractions and decimals.
- compare the cost of items to make financial decisions.
- represent numbers using variables.
- connect the laws and properties for numbers to algebra.
- interpret simple linear representations and model authentic information.
- describe different views of three-dimensional objects.
- represent transformations in the Cartesian plane
- solve simple numerical problems involving angles formed by a transversal crossing two parallel lines
- identify issues involving the collection of continuous data
- describe the relationship between the median and mean in data displays.

## Assessment Tasks

### Semester 1 and 2

- **Pre-tests for topic**  
Students are required to demonstrate the proficiency they commence each area of study with to assist the teacher in providing lessons at the appropriate skill level.
- **Formative Assessments**  
Students are required to complete assessment tasks that allow the teacher to assess their progression in learning and make appropriate recommendations for continued learning.
- **Classwork tasks**  
Students are required to complete assigned classwork including written solutions and online activities to practice to the skill they are developing.
- **Assignments**  
Students are required to complete assignments demonstrating their skills as mathematicians exploring novel problems. Assessment criteria may target some or all of the following mathematical problem solving skills: collecting data, recognising patterns, developing hypotheses, choosing and applying relevant problem solving strategies to prove or disprove the hypotheses, identifying extensions or rules from the patterns observed and communicating observations.
- **Topic tests**  
Students are required to complete tests demonstrating their proficiency at specific skills within the topic. These may be online or written tests depending on the topic.
- **Examination**  
Students are required to revise for and complete examinations demonstrating their retention of skills covered in the topics each semester.

### Course Content

During physical education students will participate in a variety of Invasion, Striking and Net-wall sports. When playing different sports, and in game sense activities students will concentrate on refining their skills, demonstrating control and accuracy and composing skill sequences. Students will complete a series of fitness tests to help them identify their personal strengths and weaknesses; so that they can devise a plan to improve their overall fitness levels. Students will examine the cultural and historical significance of physical activities and how connecting to the environment can enhance health and wellbeing. Students are required to work collaboratively during practical lessons and to maintain respectful relationships that promote fair play and inclusivity. PE uniform must be worn for this subject, hats are compulsory in term one and four.

### Australian Curriculum Standards

Movement and Physical Activity

### Areas of Study

- Invasion
- Striking Sports
- Net/Wall Sport
- Fitness Testing

### Learning Outcomes

At the end of the year students should be able to:

- Investigate strategies and apply practices that enhance their own and others' health and wellbeing.
- Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.
- Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity.
- Demonstrate control and accuracy when performing specialized movement skills.
- Apply and refine movement concepts and strategies to suit different movement situations.
- Apply the elements of movement to compose and perform movement sequences.

## **Assessment Tasks**

### Semester 1 & 2

#### **Fitness Testing**

Students will undertake a variety of fitness tests. They will record and assess their performance against state norms.

#### **Learning through Movement**

Students will be assessed on their ability to transfer prior knowledge of rules and ethical behavior, as well as their understanding of rule modification and scoring systems that promote fair play, safety and inclusiveness. Teamwork and leadership skills will also be examined.

#### **Moving Our Bodies**

Students will be assessed on their ability to apply and transfer key movement skills and strategies as well as their use of feedback to improve performance.

#### **Understanding movement**

Students will be assessed on their ability to apply critical and creative thinking processes to solve movement challenges and will be required to demonstrate and explain how effort, space, time, objects and people enhance performance.

#### **My Favorite Sports Assignment**

Students are to complete a research task about their favorite sport

**Course Content**

The Year 7 Science course introduces students to the various sub-topics found in Science. They learn the scientific approach to testing phenomena to acquire evidence to support various theories. Students look at the differences within and between groups of living things and how classification helps organise this diversity. Students explore the way in which objects move based on what forces are acting on them. They study the relationships between the Earth, Sun and Moon systems in which models are used to predict and explain events. Students develop their understanding of forces, unbalanced forces and simple machines. They deepen their understanding of interactions between organisms within an ecosystem. Students look at chemistry and the different techniques used to separate various mixtures. They describe situations where scientific knowledge from different science disciplines was used to solve real-world problems. They explain how the solution was viewed by, and impacted on different groups in society.

**Australian Curriculum Strands**

Science Inquiry Skills; Science as a Human Endeavour; Science Understanding

**Areas of Study**

Science Is...; Classification; Forces; Space; Separating Mixtures; Simple Machines; Ecosystems; Precious Resources.

**Learning Outcomes**

At the end of the course students should be able to:

- Understand concepts of energy and force as a way of explaining physical phenomena.
- Describe techniques to separate pure substances from mixtures.
- Analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.
- Predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences.
- Classify and organise diverse organisms based on observable differences.
- Represent and predict the effects of unbalanced forces, including Earth's gravity, on motion.
- Understand the place of the earth in time and space, and the interactions between the Earth and its atmosphere.
- Understand the importance of safe work practices in the science laboratory.
- Know what equipment can be used to conduct a fair test.
- Practice safe, responsible and ethical behavior when conducting investigations and using equipment and chemicals.
- Plan fair experimental methods, identifying variables to be changed and measured
- Make systematic observations, interpret and record data appropriately, and draw conclusions against the prediction.
- Design, conduct and report on investigations that include the use of a range of equipment.
- Communicate their ideas, methods and findings using scientific language and appropriate presentations.
- Describe situations where scientific knowledge from different science disciplines has been used to solve a real world problem.

## Assessment Tasks

- *Unit Tests*  
Students are required to summarise, and use scientific reasoning skills to demonstrate an understanding of the key aspects of each topic. Short formative tests/quizzes will be completed during each topic.
- *Practical Investigations*  
Students are required to submit selected reports on laboratory experimentation undertaken in class.
- *Inquiry Investigations*  
Students are required to explain advances and concepts in science through extended investigative work. Purposeful communication will be completed with students making use of both modern technologies and traditional methods.

# YEAR 7/8 – SPECIALIST SUBJECTS

## Semester Courses

**Agriculture and Horticulture**

**Digital Technologies**

**Drama**

**Equestrian**

**Food Technology**

**Music**

**Product Design and Technology (Systems and Materials)**

**Product Design and Technology (Wood)**

**Visual Arts**

**Visual Communication Design**



Yet, O Lord, you are our Father. We are the clay, you are the potter; we are all the work of your hand.

Isaiah 64:2

Your love, O Lord, reaches to the heavens, your faithfulness to the skies. Your righteousness is like the mighty mountains, your justice like the great deep. O Lord, you preserve both man and beast. How priceless is your unfailing love!

Psalms 36: 5-7



# AGRICULTURE AND HORTICULTURE

## Course Content

In this course students study the similarities and differences between Agriculture and Horticulture. Students explore different planting techniques, learn how to interpret seed packets and demonstrate an understanding of the role of soil and water in plant production. Students also learn propagation techniques with small plants. In the Agriculture unit, students incubate, hatch and grow chickens. Students study and discuss the role of humane practices in the poultry and meat industry. Students conduct an investigation which allows them to better understand behavioural aspects of chickens.

## Areas of Study

- Agriculture and Horticulture Understanding
- Agriculture and Horticulture as a Human Endeavor
- Agriculture and Horticulture Inquiry Skills

## Learning Outcomes

At the end of the year students should be able to:

- Identify questions that can be investigated scientifically.
- Plan fair experimental methods that investigate the time-line of agricultural products.
- Select equipment that improves the yield of agricultural offspring.
- Draw on evidence to support their conclusions.
- Collect and summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods.
- Communicating their ideas, methods and findings using specific language and appropriate representations.
- Compare the different life-cycles of agricultural animals and the agricultural practices.
- Identify the impact of sustainable and not sustainable practices.
- Describe current farming practices and disciplines used in agriculture.
- Evaluate current agricultural standards (for the production of eggs).
- Identify the social factors that influence the standards of animal treatment practices.

## Assessment Tasks

- *Horticulture- Seed Germination Investigation-* Throughout the term students will have learned about the various physical and chemical requirements for plant growth and seed germination. The students will design their experiment which will require them to apply the Scientific Method, select and identify variables, and represent their results in a report.
- *Agriculture Inquiry Investigation-* Student will conduct research to construct a question which they could use to design a research task. The content will be centered on the topic of Agriculture and animal husbandry for a food source. The students will use the farm area to carry out and complete their investigations. Students are given the choice in mediums from which to present their projects. This is to be negotiated with the teacher.

# DIGITAL TECHNOLOGIES –

## ANIMATION Pixel Mania - Fun with Animation

### Course Content

This unit of study helps students to build their confidence with computers while also learning about the engaging and emerging Digital Technologies' discipline of Animation. Students learn about the different types and styles of animation. They then learn how to create a variety of animations. Students who study this unit will gain the confidence to experiment with new computer applications and hardware, a vital skill for any student looking to work with computers in the future.

### Areas of Study

- Basic Animation and Pivot Style Animation
- Tween Animation using Adobe Flash Professional
- Frame by frame animation using Adobe Flash Professional
- Adding post production effects using Adobe After Effects

### Learning Outcomes

At the end of the course students should be able to:

- Explain how text, image and audio data can be represented, secured and presented in digital systems.
- Plan and manage digital projects to create interactive information.
- Define and decompose problems in terms of functional requirements and constraints.
- Design the user experience of a digital system, generating, evaluating and communicating alternative designs.
- Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors.
- Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account.

### Assessment Tasks

This is a single semester subject, during which students are expected to build a portfolio of animations. This will involve creating Adobe Flash Tween animation, a pre-movie animation of text, and using CGI style effects on a video.

# DIGITAL TECHNOLOGIES – MULTIMEDIA

## Course Content

This unit of study helps students to build confidence with computers by developing their multimedia skills. Students will plan and manage multimedia projects where they will collaboratively create and communicate ideas and information, taking social contexts and safety into account. Students will learn to use cameras along with video editing software whilst becoming critically aware of the multimedia world. They will use programs such as Adobe Premiere and Adobe After Effects to create high level video productions. Students will learn how to plan, video, edit and finalise videos and other visual media, and increase their understanding of video techniques.

## Areas of Study

The areas of study include:

- Multimedia Project Management
- Videography techniques
- Audio/Visual Communication
- Multimedia in the social context

## Learning Outcomes

On completion of this course students should be able to:

- Plan and execute a short media task from start to finish.
- Collaborate with others to meet a multimedia brief.
- Understand videography techniques and purposes.
- Use a range of multimedia equipment.

## Assessment Tasks:

- 1 Minute Video: A day in the life of...
- Green Screen News Report
- Project Portfolio

# DIGITAL TECHNOLOGIES – OFFICE APPLICATIONS

## **Course Content:**

This unit of study focuses on Microsoft Office Applications literacy and other industry standard Office Style document systems such as Google Docs. Students are introduced to a range of skills and techniques used in the workplace. Students are challenged to create solutions to problems using the Microsoft Office Applications and Google Docs. They will gain familiarisation with a variety of software and create information products using typical Office Applications. Integrated into this program, students learn about cyber safety, investigate how data is transmitted and secured on networks, and learn about password protection.

## **Areas of Study:**

The areas of study include: Computer Awareness and Safety; Basic and Advance Features of Microsoft Word; Computer Graphics; Spreadsheet and Database; and How to effectively use OneNote.

## **Learning Outcomes:**

On completion of this course students should be able to:

- Understand many of the issues of computer safety, including issues of cyber-bullying, password protection, the use of antiviral software and how to protect their online image.
- Understanding the use of MS Word, and advanced features.
- Set up a Microsoft Account for MS OneNote and understand many of the features of this program.
- Explain how text, image and audio data can be represented, secured and presented in digital systems.
- Be able to manipulate text and image features using Adobe Photoshop.
- Analyse and visualize data using a range of software to create information, and use structured data to model objects or events.
- Understand the use of Excel Spreadsheet and Access Databases in an Office environment.

## **Assessment Tasks:**

**Folio** - Students will complete a folio of work that demonstrates the features described above.

# DIGITAL TECHNOLOGIES – PROGRAMMING AND ROBOTICS

## Course Content:

Programming is a creative process that instructs a computer on how to do a task. Computers can be programmed to do interesting things. In this unit, students will learn how to design, develop, and test computer programs.

## Areas of Study:

The areas of study include:

- Introduction to HTML code with CSS webpage development
- Understanding Excel and Spreadsheets
- VBA programming in the VBE for Microsoft Excel, and
- Robotics Programming

## Learning Outcomes:

On completion of this course students should be able to:

- Write HTML code to create a basic webpage
- Change the style of a webpage using a Cascading Style [CSS]
- Use Microsoft Excel to calculate simple and complex mathematical formulas.
- Conditionally format cells and use tables within Microsoft Excel.
- Use macros and create macros within Microsoft Excel.
- Create forms and programs using the VBE to manipulate cells in Microsoft Excel.
- Use and program Command Buttons, Text boxes, List boxes, Option Buttons and Multipages within VBA forms.
- Create simple Robot programs that demonstrate specific actions and responses

## Assessment Tasks:

**Folio** - Students will complete a Folio of work that demonstrates the features described above. Advanced Students will be given the opportunity to produce a major project of their choice which demonstrates the above learning outcomes.

# DRAMA

## Course Content

This course develops knowledge, understanding and skills about drama through a variety of playmaking techniques. Students will improvise, devise, rehearse and perform both scripted and non-scripted drama. Students will develop skills in verbal communication; building their confidence. They will develop their voice and movement skills. Students will learn to work collaboratively and independently as they plan, structure and rehearse drama based on an array of different cultures, times and places.

## Areas of Study

In Drama students will:

- build on their understanding of role, character and relationships
- use voice and movement to sustain character and situation
- use focus, tension, space and time to enhance drama
- incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance
- shape drama for audiences using narrative and non-narrative dramatic forms and production elements
- draw on drama from a range of cultures, times and locations as they experience drama
- explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists, as they explore drama forms
- explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama
- consider social, cultural and historical influences of drama
- evaluate the directors' intentions and expressive skills used by actors in drama they view and perform
- maintain safety in dramatic play and in interaction with other actors

## Learning Outcomes

- At the end of the unit students should be able to identify and analyse how the elements of drama are used, combined and manipulated in different styles.
- They apply this knowledge to make and perform in drama.
- They evaluate others from different cultures, times and places, which communicate meaning and intent through drama.
- Students collaborate to devise, interpret and perform drama.
- They manipulate the elements of drama and narrative to control and communicate meaning.
- They apply different performance styles and convention to convey status, relationship and intentions.
- They use performance skills and design elements to shape and focus theatrical effect for an audience.

## Assessment Tasks

Students will create, produce and direct a class production that is improvised. It will have a focus on developing their acting skills and build their confidence. The major production will be student driven, so that there is an ownership and realism in their presentation to an audience.

# EQUESTRIAN

## Course Content

This course provides students with a unique opportunity to gain experience in dealing with horses for the beginner rider and those that may already have their own horse. The importance of safety and risk is covered when relating to this humble four legged servant. Students experience all aspects of beginning to handle a horse, different breeds, personalities, and riding disciplines. For the more experienced, and talented riders the opportunity exists to expand and fast track their learning. Students cover riding, ground work, stable duties, and horse care.

## Areas of Study

The areas of study include: Horses natural instincts, safe horse handling practices, riding skills in a variety of environments, trail rides to the wetlands, and involvement in equestrian competitions at the Ayr Hill Equestrian Centre.

## Learning Outcomes

At the end of the year students should be able to:

- Effectively catch and lead a broad range of horses,
- Analyse and respond to the needs of horses
- Understand the skills to ride and manage a horse
- Perform stable management tasks
- Participate in Interschool equestrian competitions

## Assessment Tasks

### Semester 1

- Task – PRACTICAL. Efficiently and safely ride a horse through a variety of different activities, including stable environment, ground work, arena and trail rider, mounted games and other activities.
- Task – THEORY. Complete an assignment framed around the individual interests of the student.

### Semester 2

- Task – PRACTICAL. Introduce or build on skills obtain in semester one.
- Task – THEORY. Complete an assignment framed around the individual interest of the student.

# FOOD STUDIES

## Course Content

This course provides students with an understanding of how a range of food promotes good health. The importance of safety and hygiene when preparing food is incorporated into the practical and theoretical components of the course. Students learn appropriate selection of ingredients and correct use of tools and equipment in order to competently design, prepare and evaluate food productions. Students also investigate the environmental and ethical factors that affect our food choices.

## Areas of Study:

The areas of study include: Safety in the Kitchen, Food for good health, Design and Make It!, Deciding what to eat

## Learning Outcomes:

On completion of this unit students should be able to:

- Effectively and safely use a broad range of foods, tools and equipment to make food products that students design both independently and as a group.
- Analyse how the nutritional, physical, sensory and chemical properties of food determine the preparation techniques and presentation of healthy food products that they design.
- Investigate The Australian Guide to Healthy Eating and how this can be used to promote health, safety and wellbeing.
- Identify a need or opportunity for a food product and follow the design process to investigate, generate, produce and evaluate a food product for good health and a sustainable future.
- Examine and understand various factors, including social, ethical and sustainable considerations that affect our food choices.

## Assessment Tasks:

- *Design Task* - Students follow the design process to make a food product. They safely and hygienically make the food product. They then evaluate the food product and the effectiveness of their performance when making it.
- *Production Performance* - Students are required to demonstrate their knowledge and skills by safely and hygienically producing a range of well-presented food products using various cooking techniques.



# MUSIC - GENERAL

## Course Content

Students will learn and develop their musicianship skills through the Kodaly Method, and focus on rhythmic and melodic elements. Repertoire used to explore these concepts include “Hot Cross Buns”, “Catch a Flea”, “Who’s that Yonder”, “Clap Click”, “One Plays a Solo” and “Laugh Ha Ha”. Students consider these elements on a larger scale through listening and analysing various art music examples. Students learn about the characteristics and structure of these pieces, and how to compare and describe each piece using appropriate musical language. Students compose in various styles and research and present information on a piece of art music of their choice. Students participate in regular singing practice and will have the opportunity to perform as a class group.

## Areas of Study

Musicianship  
Composition  
Music Listening  
Performance

## Learning Outcomes

At the end of the semester students should be able to:

- Sing repertoire from memory in words, rhythm names and solfa
- Identify and notate rhythms and pentatonic melodies
- Describe art music using appropriate music terminology
- Rehearse, prepare and perform
- Compose and arrange within set parameters

## Assessment Tasks

- Musicianship Test
- Composition – Theme and Variations
- Music Listening Assignment

## Course Content

Students participate in class band workshops each week, and rehearse a range of ensemble pieces from a variety of styles. Students will be given the opportunity to then perform these pieces at school events. During the second semester, students will also pursue solo performance, and will perform to their peers for feedback and evaluation. Through this course, students will improve their technique on their chosen instrument, music literacy and performing with musicality. It is expected that students will set aside regular time at home to rehearse group and solo pieces.

This course is highly practical and performance based, and designed for students who have had previous experience learning their chosen instrument. As a guide only, it is recommended that students have had at least 2 years of instrumental tuition prior to commencing this course, unless they are a beginning brass or woodwind student.

Please note: It is highly desirable that students who participate in this course, also undertake private instrumental lessons in addition to this class. Places may be limited for some instruments including guitar, drums and piano, and will be offered at the discretion of the Performing Arts Department. All brass, strings and woodwind students have automatic entrance into this class.

## Areas of Study

Musicianship  
Music Literacy  
Performance

## Learning Outcomes

At the end of the semester students should be able to:

- Improve technique and skill level on their instrument
- Improve music literacy
- Perform a range of repertoire in solo and ensemble situations
- Learn to cooperate and work well as a team

## Assessment Tasks

- Musicianship
- Music Literacy
- Performance

# PRODUCT DESIGN AND TECHNOLOGY – SYSTEMS AND MATERIALS

## Course Content

There are two areas of study for this course. In the first area of study, Design Task One, students undertake the construction of a small electrical project. This introduces students to basic electrical circuits. Students learn the different concepts and construction of small electrical circuits. Students are encouraged to critically assess, modify and problem solve in this task.

In the second area of study, Design Task Two, students undertake the construction of a more complex electrical project and are introduced to different materials such as PVC plastics, acrylic plastics and wood. Students learn how to manipulate these materials to creatively design specific products.

Students are encouraged to develop their personal management, communication, problem solving, reflection and thinking skills throughout the course. Students develop their production skills by safely using a range of power tools.

## Areas of Study

- Safety in the Workshop
- Design, Make and Evaluate Task One
- Design, Make and Evaluate Task Two

## Learning Outcomes

On completion of this unit students should be able to:

- Effectively and safely use a broad range of, tools and equipment to make electrical products.
- Identify a range of criteria for evaluating their products and/or technological systems.
- Competently connect electrical components.
- Safely produce a project using various tools and construction methods.

## Assessment Tasks

- *Safety*  
Students will display safe working techniques when producing their product.
- *Design Task One*  
Students will safely construct a product.
- *Design Task Two*  
Students will safely construct a product.

# PRODUCT DESIGN AND TECHNOLOGY - WOOD

## Course Content

Product Design and Technology develops students' knowledge and confidence in designing and analysing wooden products that meet specific needs. Through hands-on practical activities students develop manual dexterity and coordination. The subject engages and motivates young people and provides them with learning experiences to develop skills that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

## Areas of Study

The areas of study include: Safety in the Workshop, The Design Process, Practical Skills such as measuring, sawing, sanding, drilling and varnishing

## Learning Outcomes

At the end of the year students should be able to:

- Identify a need or opportunity for a product and follow the design process to investigate, generate, produce and evaluate this product.
- Generate a range of alternative possibilities, use appropriate technical language, and justify their preferred options, explaining how it provides a solution to the problem, need or opportunity.
- Effectively and safely use a broad range of materials, tools and equipment to make a product that students design independently whilst working collaboratively with others in the workshop environment.

## Assessment Tasks

- *Practical Safety Skills*  
Students will display safe working techniques when producing their product and demonstrate an understanding of why safety in the workshop is important.
- *Design Folio*  
This comprises of tasks that students complete when following the design process to investigate, generate, produce and evaluate a product.
- *Product/s*  
The end-product that the student produces is assessed on the aesthetic appeal and quality of the workmanship.

# VISUAL ARTS

## Course Content

Visual Arts is a creative subject, which helps students to develop an understanding of visual literacy, while developing their own abilities and skills to produce finished artworks. Throughout this course, students will study the work of artists and explore how they use materials, techniques, technology and other creative processes in the production of artworks. They will have the opportunity to explore and learn new skills, using a variety of two and three dimensional art forms in the production of a folio of artworks.

Students will:

- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes.
- Develop planning skills for art-making by exploring techniques and processes used by different artists.
- Practise techniques and processes to enhance representation of ideas in their art-making.
- Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience.
- Analyse how artists use visual conventions in artworks.

## Areas of Study

The topics covered in this course are: Drawing, Ceramics, Printmaking and extension topic Digital Imagery Development

## Learning Outcomes

During this unit, students will learn:

- to investigate how artists use materials, techniques, technologies and creative processes in the creation of artworks
- To explore and document ideas, techniques and creative processes used by different artists as inspirational starting points for the planning of their own artworks.
- To practice techniques and creative processes to enhance representation of ideas and skills development in their art making.
- To consider how their artwork might be presented to an audience and how this may enhance the exchange of ideas and interpretation of their artwork.
- To analyse how artists use visual conventions including composition, art elements and principles to enhance artworks.

## Assessment Tasks

- *Folio of Artworks* – students will learn about a variety of techniques including: drawing, ceramics and printmaking. Through these techniques, students will produce a range of artworks using a variety of methods, media and materials covered during class.
- *Visual Diary* – this is the documentation of all the processes applied by the students in the production of their finished pieces.
- *Art Appreciation* – students will undertake a task where they examine and discuss the works of artists.

# VISUAL COMMUNICATION DESIGN

## Course Content

Visual Communication Design is the study of how design influences our lives. This subject encourages students to explore and analyse existing visual communications and how designers work in industry. They will learn about the design process, elements and principles of design as well as techniques and the use of media, materials and methods in the production of their own visual communications.

### Students will:

- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes.
- Develop planning skills for making visual communications by exploring techniques and processes used by different designers.
- Practice techniques and processes to enhance representation of ideas and concepts in their visual communications.
- Present finished designs demonstrating consideration of how the visual communications are displayed to enhance the designer's intention to an audience.
- Analyse how designers use visual conventions in visual communications.

## Areas of Study

The topics covered in this course are: Communication Design, Industrial Design, Computer Assisted Design

## Learning Outcomes

### During this unit students will learn:

- how to use the design process in the production of their own visual communications. They will learn how to: conduct
- research; make observational and visualisation drawings, develop, and refine ideas and produce a mock-up of the finished product.
- how to use media, materials and methods in the production of their visual communications.
- how to use computer based programs in the production of their visual communications and provide documented evidence of the steps undertaken.
- about the elements and principles of design and appropriate terminology and how to use them within Visual Communication Design.

## Assessment Tasks

- *Design Folio* – students will learn about different drawing methods used in Visual Communication Design. Tasks may include free hand drawing, technical drawing and computer assisted drawing. These tasks will demonstrate the students' learning and their application of new techniques and the application of media, materials and methods in the production of their finished visual communication products. Examples may include logo, poster, packaging and textile design
- *Developmental Folio* – this is the documentation of all the processes applied by the students in the production of their finished pieces.
- *Analysis* – students will demonstrate their understanding of how to analyse existing visual communication designs using the elements and principles of design.

# **YEAR 7/8 CO-CURRICULAR CLUBS**

**Debating/Public Speaking**

**Inquiring Minds (Forensic & Environmental Science)**

**Happy Feet (Dance)**

**HPV (Human Powered Vehicle)**

**Inklings (Creative Writing)**

**Textiles/Craft**

**CSEN and In-house Sports Club**

**Survivor (Boys & Girls)**

## CO-CURRICULAR CLUBS

Students in Year 7 and 8 are offered a wide range of Clubs that are structured around areas of interest to engage all students in learning, thus improving their attendance and participation while at school. Through these Clubs, students are offered opportunities to explore and develop their God given gifts and talents. Clubs are run on fortnightly basis and consist of both academic as well as practical courses. At Year 7 level, students enroll in their preferred club and may choose to continue in the same club in Year 8.

### **Debating/Public Speaking**

The aim of the 'Debating/Public Speaking' club is to develop the students' eloquence in public speaking and their confidence in debating and presenting in front of an audience. Debating facilitates analytical thinking, where students will be trained to think on their feet, build confidence and further develop in their reasoning and communication.

This club provides the students with a hands-on introduction to debating. They learn the technical side to debating, as well as how to formulate an argument and defend it against opponents. It is an outlet for students to express their opinions assertively and in a respectful manner. Students learn strategies to develop their critical thinking, analyse persuasive arguments and use their speaking/writing skills to persuade others.

### **Inquiring Minds**

Have you ever wondered:

What creatures are hidden in the Environmental Reserve?

How accurate are the forensic techniques on TV crime shows like CSI?

How hard is it to set up a crime scene for TV?

Through this club, students explore the mini-beasts (invertebrates) in the Environmental Reserve, learn some forensic techniques and create a crime scene for other students to process and solve the crime. Inquiring Minds provides students who have a passion for science with hands on opportunities to conduct their own inquiries that are related to environmental and forensic science fields.

### **Happy Feet (Dance)**

Happy Feet is a dance club that offers students the opportunity to learn and perform dance styles such as Jazz, Hip Hop and Lyrical. The Happy Feet Dance club forms an integral part of our Performing Arts program, as it aims to prepare students for further courses in the future. All Happy Feet sessions are conducted by our dance coach.

### **HPV (Human Powered Vehicle)**

HPV stands for Human Powered Vehicle. HPV is a cross curricular program involving the development of high level skills in the building, maintaining, and racing of a Human Powered Vehicle. It requires a team approach to scrutineering of the vehicle as well as participating in some HPV races during the year.

At Hillcrest Christian College the focus of the program is about building character and teamwork within the individual students, as well as racing in several events. The HPV Program develops in a student a sense of teamwork, leadership, physical fitness, and skills for creating, building and project management. During the year, students help modify and build a Human Powered Vehicle, and then race this at a series of events.

### **Inklings (Creative Writing)**

'Inklings' is an opportunity for Students to follow their passion for creative writing. Over the course of the year, participants are challenged to explore and try the methods of famous authors, learn the structure of various genres, write in the style they prefer and create a portfolio of their own work.

Students follow their personal interest, be it narrative (story), poetry or script (play/movie etc). They have the opportunity to enter competitions (when available) and have their writing published, in school publications.



**Textiles/Craft**

In today's society, many people seek to take up hobbies. Those most sought after often include the use of fine motor skills such as sewing, cutting and knitting. These basic skills are a dying art in our society and so many people wish to learn them in order to have a meaningful hobby.

Throughout the year, students learn various skills and gain knowledge about the production and use of textiles. Areas explored include:

- Designing a silhouette print for a T-Shirt or cushion
- Creating a button design picture. Understanding colour used as decoration
- Creating a felt – toy or rag dolls. Understanding how to blanket stitch and other hand stitching
- Making a pair of boxer shorts. Understanding how to use a sewing machine. Also how to use a pattern
- Knitting or plaiting techniques with wool

**CSEN and In-house Sports Club**

The in-house Sports Club caters for students who enjoy sports but are not part of a CSEN team (Christian Schools Events Network) due to the limit on the number of teams/students that we can enter into CSEN competitions. This club will offer sporty students an opportunity to develop their skills and enjoy an in-house sporting program conducted in Middle School.

**Survivor (Boys & Girls)**

Survivor is a team building program with outdoor and spiritual components. The curriculum aims to build leadership and interpersonal skills and to foster personal development. Participants learn to work in teams, to solve problems and to develop initiatives.

Students engage in hands-on learning experiences, linked to the theme of being a 'survivor'. The five basic (outdoor) survival skills, i.e. shelter building, fire building, collecting food and water and finding directions, form the core of the curriculum and are enhanced by units relating to personal development themes. Teachers support students – providing resources, skills and ideas – so that every student experiences enjoyment and success.