

HILLCREST CHRISTIAN COLLEGE



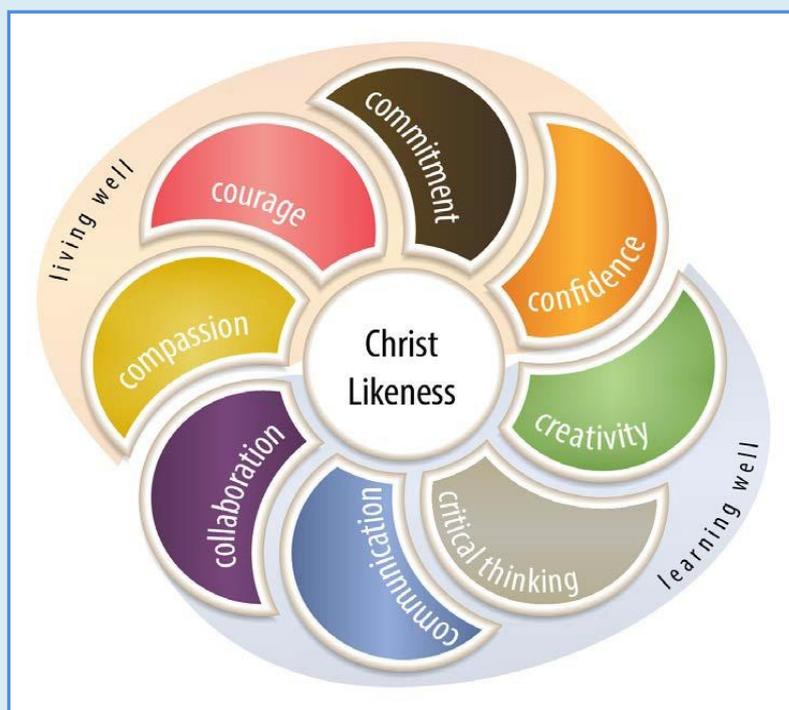
YEAR 7 HANDBOOK 2018

TABLE OF CONTENTS

FLOURISHING AT HILLCREST	1
PHILOSOPHY OF EDUCATION IN YEAR 7	2
YEAR 7 TRANSITION PROGRAM	3
YEAR 7 CURRICULUM OVERVIEW	4
YEAR 7 SPECIALIST SUBJECTS PROGRAM.....	5
YEAR 7 TIMETABLE	5
HOMEWORK	6
YEAR 7 – CORE SUBJECTS.....	7
CHRISTIAN STUDIES.....	8
DIGITAL TECHNOLOGIES – DIGITAL SYSTEMS AND DATA	9
DIGITAL TECHNOLOGIES – STEM	10
ENGLISH	11
HEALTH AND WELLBEING	12
HUMANITIES – GEOGRAPHY	11
HUMANITIES – HISTORY	12
MATHEMATICS.....	13
PHYSICAL EDUCATION	15
SCIENCE	16
YEAR 7 – SPECIALIST SUBJECTS	17
AGRICULTURE AND HORTICULTURE	18
DESIGN AND TECHNOLOGIES: MATERIALS	19
EQUESTRIAN	20
LANGUAGES – GERMAN	21
LANGUAGES – JAPANESE.....	22
MUSIC.....	23
VISUAL COMMUNICATION DESIGN	24
YEAR 7AND 8 CO-CURRICULAR CLUBS	25
CSEN and Sports Club.....	26
Community Service – Hospitality.....	26
Debating and Public Speaking	26
Happy Feet – Dance	26
HPV – Human Powered Vehicle.....	26
Musical Theatre.....	27
Textiles and Craft	27
VEXIQ Robotics.....	27

FLOURISHING AT HILLCREST

At Hillcrest, we are committed to our vision of providing quality Christian education, where the gospel message is integral to all we do. To see all of our students wanting and living a life of loving, knowing, and growing to be like Christ is central to our educational purpose. The following attributes are central to each student growing to be like Christ and to them Living Well and Learning Well.



Christ Likeness: The willingness to live a life of loving, knowing, and growing to be like Christ

Living Well

Compassion: The ability to appreciate the innate worth of others, empathise with them and willingly show mercy

Courage The ability and willingness to act rightly and selflessly in the face of uncertainty and fear

Commitment: The ability to be personally responsible, faithful to others and engage constructively in activities and causes

Confidence: The ability and willingness to live confidently, authentically, and wisely

Learning Well

Collaboration: The ability to work with others in respectful and constructive ways

Communication: The ability to express thoughts and feelings clearly and confidently in a range of media and forms

Critical Thinking: The ability to analyse information and ideas and to form reasoned arguments and judgments

Creativity: The ability to imaginatively generate new ideas and to apply them in practice

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
- Information and Communication Technology Capability
- 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 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 manage themselves and others. The Year 7 program extends learning opportunities beyond academic disciplines of the standard subjects.

YEAR 7 TRANSITION PROGRAM

Meet and 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 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 in November. 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. 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 the duration of the camp. This is an extremely important and beneficial experience for students and 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 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 teachers 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. Teachers are innovative and use a variety of methods that have proven successful in maximising learning. Our 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
- Digital Technologies – Digital Systems and Data
- Digital Technologies – STEM
- English
- Health and Wellbeing
- Humanities (History and Geography)
- Mathematics
- Physical Education
- Science

The Specialist Subjects

- Agriculture and Horticulture
- Design and Technologies: Materials
- Equestrian
- Languages – German
- Languages – Japanese
- Music
- Visual Communication Design

YEAR 7 SPECIALIST SUBJECTS PROGRAM

Each student will complete the four Specialist subjects: Agriculture and Horticulture, Design and Technologies: Materials, Music and Visual Communication Design over the course of the year.

YEAR 7: BLOCK A	YEAR 7: BLOCK B	YEAR 7: BLOCK C
Agriculture and Horticulture	Agriculture and Horticulture	Agriculture and Horticulture
Design and Technologies: Materials	Design and Technologies: Materials	Design and Technologies: Materials
Music	Music	Music
Visual Communication Design	Visual Communication Design	Visual Communication Design
Languages – German	Languages – German	Languages – German
Languages – Japanese	Languages – Japanese	Equestrian

Two subjects are completed in Semester One and the remaining two subjects in Semester Two. Each subject is timetabled for one double period each week.

In addition to this, each student will study one Language subject – either German or Japanese, throughout the entire year.

Students may also choose to undertake Equestrian Studies for either one semester or the entire year. Students who take this option will complete Equestrian Studies in place of one or more of the Specialist subjects. Please note: an extra cost is incurred for Equestrian Studies.

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 ten day cycle
English	10
Mathematics	10
Science	7
Humanities – History and Geography	7
Digital Technologies	4
Physical Education	4
Christian Studies	2
Health and Wellbeing	2
CSEN/Clubs	2
Specialist Subjects	12
TOTAL	60 PERIODS

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

Digital Technologies

⇒ **Digital Systems and Data**

⇒ **STEM**

English

Health and Well-being

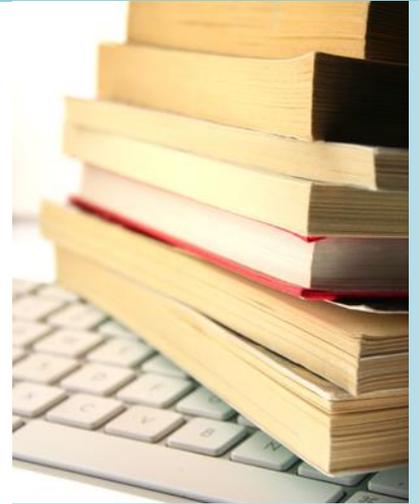
Humanities – Geography

Humanities – History

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:

This unit of study focuses on how digital systems transmit, collect, manage and analyse data. Students will analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems.

Students will use structured data to model objects and events that shape the communities they actively engage with. They will further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

Students will design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation, such as using pivot tables, graphs and clearly defined mark-up or rules.

Students will develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations when communicating and collaborating online.

Students will be challenged to create solutions to problems using a range of software applications.

Areas of Study

Computer Etiquette; Computer Safety – including Cyber safety and Copyright; Digital Systems; Network topology; Representation of Data; Data transfer, manipulation and analysis

Learning Outcomes/Achievement Standards

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

- Students will investigate how data is transmitted and secured in wired, wireless and mobile networks, and how the specifications of hardware components impact network activities.
- Students will investigate how digital systems represent text, image and audio data in binary and acquire data from a range of sources and evaluate authenticity, accuracy and timeliness.
- Students will analyse and visualise data using a range of software to create information, and use structured data to model objects or events.
- Students will plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account.

Assessment Tasks

- Computer Safety Assignment
- Data Representation Assignment
- Networks Assignment
- Data Analysis assignment

Course Content

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and engaging students with a wider range of information systems as they broaden their experiences and involvement programming activities.

Students will have opportunities to create a range of digital solutions, such as programmable multimedia assets or simulations of relationships between objects in the real world.

Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

They further develop abstractions by identifying common elements while decomposing apparently different problems and systems to define requirements. When defining problems, students identify the key elements of the problems and the factors and constraints at play.

They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation. They progress to considering user experience factors such as user expertise, accessibility and usability requirements.

They broaden their programming experiences to include Robot C and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback.

Areas of Study

Basic Robot Control; Programming Language – Robot C

Learning Outcomes/Achievement Standards

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

- Investigate how data is transmitted and secured in wired, wireless and mobile networks, and how the specifications affect performance.
- Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints.
- Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors.
- Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language.

Assessment Tasks

- Completion of Modules 1-5
- Movement Module – Orchard Challenge
- Sensor Challenge – Palm Island Challenge
- Cube Disposal Challenge
- Program in Robot C Challenge

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 and Review, Oral Instructions and Presentations

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 and 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

Bullying; Changing and Growing; Relating skills; Smoking; Nutrition; Sun Smart behavior; Body image; Resilience

Learning Outcomes / Achievement Standards

At the end of the course 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

- Class participation and Bookwork: 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

The Year 7 Geography study consists of 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 / Achievement Standards

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 and 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 / Achievement Standards

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 of the 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 findings, 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.

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 and Patterns; Fractions and Percentages; Algebra; Decimals; Negative Numbers; Statistics and Probability; Polygons; Solids and Transformations; Equations; Measurement

Learning Outcomes / Achievement Standards

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

- *Pre-tests for topic*
Students are required to demonstrate the proficiency with which they commence each area of study 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 / Achievement Standards

At the end of the course 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

- *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 and 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 / Achievement Standards

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.
- 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 complete a scientific investigation on a topic of choice. Hypotheses, variables, procedures, result and a conclusion will be summarized in written form and communicated via the production of a one-minute video for presentation during the Science fair week.

YEAR 7 – SPECIALIST SUBJECTS

Semester Courses

Agriculture and Horticulture

Design and Technologies: Materials

Equestrian

Languages – German and Japanese

Music

Visual Communication Design



Yet, O Lord, you are our Father.
We are the clay and 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 as well as propagation techniques with small plants. The Agriculture unit consists of all aspects of raising, handling and caring for chickens. Students study and discuss the role of humane practices in the poultry and meat industry. Students conduct a negotiated investigation within their chosen field of agriculture.

Areas of Study

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

Learning Outcomes / Achievement Standards

At the end of the course 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.
- Communicate 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 practice.
- 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

- *Participation* – Students will be assessed on their willingness to fulfill their responsibilities related to all agriculture activities, as well as their ability to work collaboratively, respectfully and ethically.
- *Scientific Process* – Students will be assessed on their ability to plan and manage an agriculture investigation which follows the scientific method of reporting.
- *Investigation Presentation* – Students will be assessed on their ability to communicate the results of their investigation clearly, concisely and effectively.

DESIGN AND TECHNOLOGIES: MATERIALS

Course Content

In this subject students consider the ways materials can be used to design and produce sustainable solutions to design briefs. Students communicate and generate creative design ideas through sketching, modelling, perspective and orthogonal drawings. Students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project when making designed solutions. Students respond to feedback from others and evaluate the design process.

Areas of Study

Safety, tools, equipment and processes in the Workshop; Sustainable Materials; Design Process

Learning Outcomes / Achievement Standards

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

- Examine sustainability considerations when designing products for a specific purpose.
- Develop design briefs and criteria for success to assess design ideas, processes and solutions and their sustainability.
- Analyse ways to produce products by selecting and combining materials, tools and equipment.
- Generate, develop and communicate design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques.
- Effectively and safely, use a broad range of materials, components, tools, equipment and techniques to make designed solutions.
- Use project management processes when working individually to coordinate production of designed solutions.

Assessment Tasks

- *Investigation Task*
- *Design Task*
- *Production Skills and Product*
- *Evaluation Task*

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

Horses natural instincts; Safe horse handling practices; Riding skills in a variety of environments; Involvement in Equestrian competitions at the Ayr Hill Equestrian Centre.

Learning Outcomes / Achievement Standards

At the end of the course 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

- 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.
- Theory: Complete an assignment framed around the individual interests of the student.

Semester 2

- Practical: Introduce or build on skills obtain in semester one.
- Theory: Complete an assignment framed around the individual interest of the student.

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.

Australian Curriculum Strands

Communicating (socialising, informing, creating, translating, reflecting).

Understanding (systems of language, language variation and change, the role of language and culture).

Areas of Study

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 / Achievement Standards

At the end of the course 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

This course introduces students to the Japanese language and culture. Throughout the year, students will explore topics that will assist in developing an ability to communicate using Japanese in the practical aspects of everyday life. 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.

Australian Curriculum Strands

Communicating (socialising, informing, creating, translating, reflecting).

Understanding (systems of language, language variation and change, the role of language and culture).

Areas of Study

Meeting people and introducing yourself; Counting; Ages; Telephone numbers; Japanese in the world; Nationality and family.

Learning Outcomes / Achievement Standards

At the end of the course 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.

MUSIC

Course Content

Students will develop their aural and theory skills through the Kodaly Method and will learn music terminology and symbols to recognise and notate rhythmic and melodic features. Students consider these elements on a larger scale through listening and analysing various art music examples and subsequently completing an assignment on “Peter and the Wolf”. Students complete composition tasks and participate in vocal and instrumental (xylophone, percussion, ukulele) ensembles.

Areas of Study

Musicianship; Composition; Music Listening; Vocal; Instrumental performance

Learning Outcomes / Achievement Standards

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

- Identify and analyse how the elements of music are used in different styles.
- Manipulate the elements of music and stylistic conventions to compose music.
- Interpret, rehearse and perform songs and instrumental pieces in unison and in parts.
- Use aural skills, music terminology and symbols to recognise, memorise and notate features.

Assessment Tasks

- Musicianship Test
- Composition and Performance
- Music Listening Assignment

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 designers through exploration of how professional designers use materials, techniques, technologies and processes.
- Develop planning skills for making visual communications by exploring techniques and processes used by different designers.
- Practise 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

Communication Design; Industrial Design; and Environmental Design.

Learning Outcomes / Achievement Standards

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

- 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, appropriate terminology and how to use them within Visual Communication Design.

Assessment Tasks

- *Folio*
Students will produce a range of finished visual communications and apply the design process in their folio. 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, media, materials and methods in the production of their finished visual communication products. Students will also analyse the design elements and principles.

YEAR 7 AND 8 CO-CURRICULAR CLUBS

CSEN and Sports Club

Community Service – Hospitality

Debating and Public Speaking

Happy Feet – Dance

HPV – Human Powered Vehicle

Musical Theatre

Textiles and Craft

VEXIQ Robotics

YEAR 7 AND 8 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. Each Club runs for a Semester and students may either continue with their club or change to a different club for the new semester.

CSEN and Sports Club

The 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 students an opportunity to develop their skills and enjoy an in-house sporting program.

Community Service – Hospitality

The Community Service – Hospitality club gives students the opportunity to develop and use hospitality skills to serve the local community. Each week students will learn a new recipe and prepare food which is then distributed through local church groups to assist people in need.

Debating and Public Speaking

The aim of the Debating and 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.

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 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 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.

YEAR 7 AND 8 CO-CURRICULAR CLUBS

Musical Theatre

Students will develop their skills in singing, acting and dancing in musical theatre repertoire which will culminate in the opportunity to perform at various school and community functions. Through participation in the workshops students will increase their confidence, self-esteem and collaboration skills with others as well as their technical work to fine tune their vocal and theatrical abilities. It is highly recommended that students who would like to audition for a role in future school productions, participate in this course.

Textiles and 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 semester, 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.
- Using a sewing machine to make boxer shorts, pencil cases and/or cushions.

VEXIQ Robotics

VEXIQ is a robotics platform where students design, build and program a robot that can complete game challenges as part of an international competition involving over 30 countries. Students learn key skills in robotics, as well as team participation, leadership and communication. In addition to the allocated class time students will also be required to attend activities outside of school time such as build sessions and Saturday competitions (approximately once a month).