



COOLOOLA CHRISTIAN COLLEGE

2019

YEAR 7 – 10

SUBJECT GUIDE

*"Growing God's Kingdom through Excellence in Education"*



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# COOLOOLA CHRISTIAN COLLEGE

WELCOME

TO

Years 7 - 10

## **INTRODUCTION**

The middle years of schooling encompass the management and education of a very distinctive group of young people, those in the developmental stages of adolescence, which often means students between the ages of 11 - 15 years (Years 7 – 10).

The quality of this phase of schooling is of crucial importance to the future lives and prospects of our students.

## **AIMS**

The middle years are vitally important to a student's development. They encompass the change from Primary methods and thinking to Secondary processes and structures, and prepare the student for the Senior School, further studies and post school life.

Effective middle schooling is characterised by:

- 1** having a broad and general range of intellectual outcomes;
- 2** providing practical and meaningful ways of addressing the learning needs, interests and concerns of students through a variety of learning approaches and strategies;
- 3** motivating and supporting students in their efforts to become responsible for their own learning and development.

## OVERVIEW

Year 7 is a transition year in which students will be partially integrated into Secondary studies and processes in a manner that will ease them into the new systems and prepare them for Years 8 and 9.

During the year they will, as far as possible, have two principal teachers for the core subjects, Maths/Science/English/Humanities/AXIS. Specific subject teachers will cover the additional offerings of Art, Drama, Music, Technology, and Health & Physical Education.

Years 8 – 10 will see students exposed to the more traditional secondary schooling format, with a range of teachers taking responsibility for their particular subjects.

As students proceed from Year 7 to Year 10 they will progress from largely teacher directed study to increasingly self-motivated and self-directed study, utilising the teacher as one of many resources contributing to the outcomes. This is in preparation for the senior years, where self motivated and self directed study are essential to success of students, equipping them both for tertiary studies and the work place.

During this phase of a student's education growing maturity is expected to be manifest in self-discipline and a willingness to participate in the education process as fully as possible.

Extra-Curricular Activities Students are encouraged to participate as fully as possible in these areas in order to broaden their experience and to better equip them for their senior years.

Some opportunities are:

- English, Science and Maths Competitions
- School and Inter School Sports
- Musical/drama involvement in Chapel Services
- Voluntary help at school functions

## SUBJECT SELECTION

The college uses a web application that enables students to enter their subject selections online.

Your child will receive an email from [noreply@selectmysubjects.com.au](mailto:noreply@selectmysubjects.com.au)

On that email there will be instructions as to how to proceed with selecting 3 electives.

You will need a computer with an internet connection and a printer.

Once your child has made their selection, you will be able to print a copy, sign and return to the Administration Office at your earliest convenience.

Parents and students will find out when the online subject selection website will be accessible at the year 8 into 9 Information Evening.

## SUBJECTS

### Core Subjects

Years 7 - 10

All students will be involved in the compulsory activities of: AXIS which encompasses Biblical Studies, Life Skills & Chapel.

Year 7

In Year 7 all students will study the following subjects:

- English
- Health and Physical Education
- Humanities
- Mathematics
- Science

Elective Rotation may include:

- Art
- Drama
- Home Economics
- Music
- Outdoor Education
- Technology (Industrial and/or Digital)

Year 8

In Year 8 all students will study the following subjects:

- English
- Health and Physical Education
- Humanities
- Mathematics
- Outdoor Education
- Science

Elective Rotation may include:

- Art
- Drama
- Home Economics
- Technology (Industrial and/or Digital)
- Music
- Outdoor Education

Years 9/10

In Years 9 and 10 all students will study the following subjects:

- English
- Health and Physical Education
- History
- Mathematics
- Science

Electives for 2019 may include:

- Digital Technologies
- Drama
- Food Technology
- Global Citizenship (Geography & Civics)
- Graphic Design
- Home Economics
- Industrial Design & Technology
- Media Arts
- Music
- Outdoor Education
- Textile Technology
- Visual Art

## AXIS

### ATTITUDE, the CROSS, INSTRUCTION AND SERVICE

#### OBJECTIVES

AXIS is divided into three components – Biblical Studies, Service and Chapel. The aim of Biblical Studies is to provide an understanding of the Bible and how it relates to life here and now. We aim to help students explore the Bible for themselves, to understand the gospel and to consider seriously a Christian worldview. In Service, our aim is for students to live out the Christian values of the school in practical ways. Chapel involves students from each class preparing for and running the weekly chapel service at CCC once per term.

#### CONTENT:

##### Year 7

- Christianity explained
- Camp – Risking it for God
- The Bible – Introduction to God’s story (Creation – Christ)
- Investigation of the people God used in the Old and New Testament to fulfil His promises.

##### Year 8

- Teaching of Jesus (Parables)
- God’s Promises being fulfilled
- Discussion and Watching God’s Not Dead 1 & 2
- Chapel Preparation

##### Year 9

- Ordinary People who God equipped to do Extraordinary Things.
- No Apologies – The truth about life, love and sex, a character-based sexual health curriculum.
- Hebrews – “from shadow to reality”.
- James – “Practical Christianity”.
- Chapel Preparation.
- Camp – “The Amazing Race”.

##### Year 10

- The Bible – The Big Picture.  
God’s story of Creation, Fall and Redemption as told through the bible.  
17 major points from the Bible.
- Career Pathway preparation.
- Work experience preparation
- Chapel Preparation

#### ASSESSMENT – No assessments for Year 7 - 10

Assessment may include

- Written assignments and bookwork
- Tests
- Class presentations, individually or cooperatively.



## ENGLISH

### Aims

The course is designed to refine the basic skills and understanding of Language and Literacy developed in the Primary years. The principal focus areas include reading, effective comprehension of text material and clear, flexible communication of ideas in a range of writing styles.

Students will develop:

- comprehension skills
- critical thinking and analytical skills
- an improved spelling ability
- a wide and flexible vocabulary
- effective speaking in both formal and informal settings
- effective listening skills.

### Content

Year 7	Formal/informal writing Narrative writing Poetry Newspapers Novel studies Language conventions (spelling, grammar, punctuation)	Fantastic worlds (fairytales, myths and legends) Personal stories, biographies and autobiographies Film study Formal speaking Bridge to Terabithia
Year 8	Unfamiliar cultures Advertising Novel studies Poetry Language conventions (spelling, grammar, punctuation)	Oral story telling Persuasive speaking Boy Overboard Welcome to Will's world
Year 9	Narrative writing Persuasive language 1984 Book fair Language conventions (spelling, grammar, punctuation)	Oral presentations Journalism Taming of the Shrew
Year 10	War Poetry Creative writing Romeo and Juliet Language conventions (spelling, grammar, punctuation)	Andrew Adamson Film Analysis Chinese Cinderella Media Influence

### Range of assessment types

Biographical Writing	Multimodal Presentation
Creative Writing	Documentary Writing
Research Assignments	Journal Writing
Textual Analysis	Letter Writing
Exam Essay	Editorial
Formal Orals	Feature Article Writing
Dramatic Performances	Short Story Writing
Lifestyle Reflection	Response to Stimulus
Spelling and Language Convention	Report Writing

## HEALTH AND PHYSICAL EDUCATION

### Aims

1. To promote the health of individuals and communities.
2. To develop concepts and skills for physical activities.
3. To enhance personal development.

THEORY OVERVIEW			
YEAR 7	YEAR 8	YEAR 9	YEAR 10
Identity	Fitness	Drugs	Energy systems
Growing and Changing	Nutrition	Discrimination in Sport	Sociology of Sport

PRACTICAL OVERVIEW	
YEARS 7 - 10	
Athletics	Track and Field
Recreation	Bush dancing, Ballroom dancing Gymnastics Skate Boarding Rifle Shooting
Implements	Badminton      Softball Golf              Table Tennis Hockey          Tennis Futsal            Ultimate Frisbee
Large Ball Court	Basketball      Handball Netball          Volleyball
Large Ball Field	Soccer Touch Football
Swimming	Stroke correction      Life saving Water Polo

### Assessment

Assessment will take the form of both formative and summative evaluation.

Techniques used will include student observation, standardized tests, and written and practical examinations.

## HUMANITIES

### CIVICS AND CITIZENSHIP

**CORE SUBJECT in Years 7 & 8**

**ELECTIVE in Years 9 & 10 (Strand of Global Citizenship)**

#### Rationale and Aims

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

Civics and Citizenship aims to ensure students develop:

- a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- skills – including questioning and research; analysis, synthesis and interpretation; problem solving and decision making; communication and reflection – to investigate contemporary civics and citizenship, and foster responsible participation in Australia's democracy
- the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

#### Organisation

Civics and Citizenship is organised into two interrelated strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills.

#### Year 7–8 curriculum focus

Through the Civics and Citizenship curriculum in Years 7 and 8 students develop knowledge and understanding of Australia's political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia's legal system and the different sources of law used in Australia. Students also learn about the diversity of Australian society and the importance of a national identity

## **ECONOMICS AND BUSINESS**

### **CORE SUBJECT in Years 7 & 8**

Economics and Business aims to ensure students develop:

- enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- reasoning and interpretation skills to apply economics and business concepts to make informed decisions
- understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- understandings that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens.

At CCC in Year 7 the following units will be studied:

- Employment
- Successful Businesses

At CCC in Year 8 the following units will be studied:

- Business Organisations
- Consumer Rights and Responsibilities

## **GEOGRAPHY**

**CORE SUBJECT in Years 7 & 8 (Strand of Humanities)**

**ELECTIVE in Years 9 & 10 (Strand of Global Citizenship)**

### **Aims**

Year 7 - Year 10 Australian Curriculum: Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

The Australian Curriculum: Geography is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

### **Issues address in Year 7 - 10**

#### **Year 7**

- Water in the World
- Place and Liveability

#### **Year 8**

- Landforms and Landscapes
- Changing Nations

#### **Year 9 & 10**

- The causes and consequences of change in places and environments and how change can be managed.
- The importance of interconnections and interdependencies for the future of places and environments.
- Explaining the spatial variation between places and changes in environments.
- Management options existing for sustaining human and natural systems into the future.
- How worldviews influence decisions on how to manage environmental and social change.



## HISTORY

### Aims

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

### Content Structure

The Australian Curriculum: History is organised into two interrelated strands: *Historical Knowledge and Understanding* and *Historical Skills*.

- Year 7 curriculum focuses on history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BCE – c.650 CE); a period defined by the development of cultural practices and organised societies.

At CCC in Year 7 the following units will be studied:

- The Ancient World: an overview
  - Investigating the ancient past
  - Ancient Rome
  - Ancient China
- Year 8 curriculum focuses on history from the end of the ancient period to the beginning of the modern period (c.650 – 1750); a span of human history marked by significant economic, religious and political change

At CCC in Year 8 the following units will be studied:

- Ancient to modern world
  - Medieval Europe
  - The Black Death in Asia, Europe and Africa
  - Japan under the shoguns
- Year 9 curriculum focuses on the making of the modern world and Australia from 1750 to 1918; an era of industrialism, nationalism and imperialism

At CCC in Year 9 the following units will be studied:

- Industrial Revolution

- World War 1
  - Australia the Making of a Nation
  - Ideologies in the 20<sup>th</sup> Century
- Year 10 curriculum focuses on the history of the modern world and Australia from 1918 to the present; The twentieth century was an important period in Australia's social, cultural, economic and political development.
    - Modern World in Australia
    - World War 2
    - Rights and Freedoms
    - Popular Culture



## MATHEMATICS

### Aims

- To enable students to become aware of the order, precision, design and constancy of God's creation and to gain an appreciation of God's greatness and the wonder of His creation.
- To assist students to become skilled and creative members of society by developing their God-given gifts and abilities in logical thought, decision-making, discovering, inventing, problem solving and creativity.
- To encourage an interest in, and enjoyment of, the challenge of Mathematics through developing a positive, adventurous attitude.
- To develop and maintain mathematical reasoning, skills and concepts that are relevant to the student personally as well as to the community.
- To prepare students for using Mathematics in everyday life, the world of work, and in further study.

### Content

The ACARA National Curriculum for Mathematics is organised into two sets of strands:

The proficiency strands of Understanding, Fluency, Problem Solving and Reasoning and content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

- Proficiency strands describe the skills, or “how”, of Mathematics and
- Content strands describe the knowledge and understanding or ‘what’ of Mathematics.

The ACARA National Curriculum for Mathematics is a spiral curriculum and so each year the content of the previous year is revised and taught in more depth.

Topics by Year & Strand are:

Year Level	Strand & Topics		
	Number & Algebra	Measurement & Geometry	Statistics & Probability
<b>7</b>	<ul style="list-style-type: none"> <li>• Positive &amp; Negative Integers</li> <li>• Indices &amp; Prime Numbers</li> <li>• Rational Numbers</li> <li>• Decimals &amp; Percentages</li> <li>• Introduction to Algebra</li> <li>• Linear Equations</li> <li>• Money</li> </ul>	<ul style="list-style-type: none"> <li>• Angles &amp; Shapes</li> <li>• Length, Area &amp; Volume</li> <li>• Transformations</li> <li>• Scales &amp; Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Probability</li> <li>• Representing &amp; Interpreting Data</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>• Integer Operations</li> <li>• Index Laws</li> <li>• Fractions, Decimals &amp; Percentage</li> <li>• Ratio &amp; Rates</li> <li>• Expansion &amp; Factorisation</li> <li>• Solving Linear Equations</li> <li>• Graphing Linear Equations</li> </ul>	<ul style="list-style-type: none"> <li>• Congruence &amp; Transformations</li> <li>• Length, Area, Volume of Prisms Time</li> </ul>	<ul style="list-style-type: none"> <li>• Representing &amp; Interpreting Data</li> <li>• Probability</li> </ul>



## Topics by Year &amp; Strand (continued)

Year Level	Strand & Topics		
	Number & Algebra	Measurement & Geometry	Statistics & Probability
<b>9</b>	<ul style="list-style-type: none"> <li>• Surds &amp; Indices</li> <li>• Expansion &amp; Factorisation</li> <li>• Solving Linear Equations</li> <li>• Graphing Linear &amp; Non-Linear functions and relations</li> <li>• Proportion &amp; Rates</li> <li>• Solving Quadratic Equations</li> <li>• Graphing Quadratic Functions</li> </ul>	<ul style="list-style-type: none"> <li>• Congruence &amp; Similarity</li> <li>• Pythagoras &amp; Trigonometry</li> <li>• Area, Surface area &amp; Volume</li> </ul>	<ul style="list-style-type: none"> <li>• Probability &amp; Conditional Probability</li> <li>• Organising &amp; Analysing Data</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>• Indices, Surds &amp; Logarithms (A)</li> <li>• Linear Equations &amp; Inequations (A)</li> <li>• Simultaneous Equations</li> <li>• Expansion &amp; Factorisation</li> <li>• Quadratic Equations (A)</li> <li>• Graphing Non-Linear functions &amp; relations (A)</li> <li>• Financial Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Pythagoras &amp; Trigonometry</li> <li>• Surface area &amp; Volume</li> <li>• Deductive Geometry (A)</li> <li>• Circle Geometry (A)</li> <li>• Further trigonometry (A)</li> </ul>	<ul style="list-style-type: none"> <li>• Further Probability</li> <li>• Univariate &amp; Bivariate Data</li> </ul>

## Assessment

Assessment will be in accord with levels established by the QCAA (Queensland Curriculum & Assessment Authority).

Students will be assessed across the proficiencies and content strands using the criteria:

- Fluency & Understanding and Problem Solving & Reasoning.

Assessment will consist of the following each semester

- Unit tests
- In class problem solving activities and/or investigations
- Assignments or projects

Year 10 Assessment will be used to determine the exit level of achievement.

## Preparation for Senior Schooling

Where staffing and student numbers allow, Year 9 and 10 students will be organised into Mathematics and Advanced Mathematics classes according to academic results and parent negotiation.

## SCIENCE

### Aims

Science is part of the human quest for understanding and wisdom and reflects human wonder about the world. The study of science as a 'way of knowing' and a 'way of doing' can help students reach a deeper understanding and appreciation of their world and the structures and laws that maintain it. It equips them with the means to present and defend their understanding in a persuasive and non-confrontational manner.

Science education involves students and teachers working together as each constructs new understandings and compares their current ideas with those of the scientific community. Such collaboration challenges students, contributes to a sense of personal success as lifelong learners and seeking new insights.

Science is a key learning area and provides many opportunities for students to develop the valued attributes of lifelong learners.

A lifelong learner is:

- a knowledgeable person with deep understanding;
- a complex thinker;
- a creative person;
- an active investigator;
- an effective communicator;
- a participant in an interdependent world;
- a reflective and self-directed learner.

Science also aims to develop in students:

- knowledge, understanding and skills related to the component areas of study;
- problem solving skills, responsible and safe attitudes, self-reliance and a sense of personal worth; and
- appropriate literacy and numeracy.

At Cooloola Christian College, the students are helped to understand that:

- Science and Scriptures are not necessarily in conflict, and in fact, a lot of things in Scripture make more sense in the light of current scientific knowledge.
- Science follows a prescribed method in its search for truth, but is tentative in the conclusions reached. However, God has revealed His truth to us in Scripture, even though human interpretation of this truth may be influenced by the culture or the technology of the time.
- God's Creation is evident in:
  - the design and functioning of living things
  - the design and functioning of the Universe
  - the natural laws that govern forces, the structure of matter, chemical reactions and inheritance.
- There are a number of moral, ethical, social and legal issues related to some scientific pursuits (eg ecological issues and medical techniques). These need to be assessed in the light of scriptural and parental guidelines.

## Year 7

The study of Science in Year 7 is undertaken to help students understand:

- The methods used in scientific investigation
- That God's Creation is evident in the natural laws that govern:
  - forces such as magnetism, friction and gravity,
  - sound,
  - the structure of matter and chemical reactions.
- That God has created a spectacular planet on which we live and His majesty can be seen in the night sky.
- That God has created a great variety of organisms that have characteristics that allow us to put them into groups. He created humans to have fellowship with Him.
- That the history of earth as recorded in fossils is consistent with Creation and a global flood.
- The way in which organisms in nature interrelate with each other. However, human activities sometimes destroy this balance instead of maintaining it by good stewardship.

## Year 8

The study of Science in Year 8 is undertaken to help students understand:

- The methods used in scientific investigation;
- That God's Creation is evident in the natural laws that govern:
  - light and heat;
  - the structure of matter and chemical reactions.
- That God has created the planet on which we live - and the universe.
- That the history of earth as recorded in rocks is consistent with Creation and a global flood.
- That God has created resources such as metals for our use. However, human activities sometimes destroy the balance within the environment instead of maintaining it by good stewardship.
- God's creation is evident in the design and functioning of the systems which make up our bodies;
- That our bodies are fearfully and wonderfully made.

## Year 9

The study of Science in Year 9 is undertaken to help students understand:

- The methods used in scientific investigation;
- That the history of earth as recorded in rocks is consistent with Creation and a global flood;
- God's Creation is evident in:
  - the design and functioning of the systems which make up our bodies;
  - the design of atoms and the ways in which they bond with other atoms to form substances
  - the natural laws that govern light, chemical reactions, electricity and movement;
  - the way in which organisms in nature interrelate with each other. However, human activities sometimes destroy this balance instead of maintaining it by good stewardship.
- That our bodies are fearfully and wonderfully made.

## Year 10

The study of Science in Year 10 is undertaken to help students understand:

- Methods used in scientific investigation
- Chemical reactions
- Periodic Table
- Using Chemistry (everyday uses)
- DNA & Genetics
- Evolution
- Forces and Motion
- Alternate Energy Sources
- Earth systems
- Environment case studies
- The Universe

## Assessment

Assessment will be in accord with levels established by the Queensland Curriculum and Assessment Authority.

Students will be assessed across the proficiencies and content strands using the criteria:

- “Knowledge and Understanding”, and
- “Skills”

Assessment will consist of the following:

- Written examinations
- In class practical reports and investigations
- Assignments or projects



## Elective Subjects

### COMPUTING – DIGITAL TECHNOLOGIES

Digital Technologies in the twenty-first century is increasingly interlinked and mediated by technology. Digital technology enables individuals to access, construct and publish information for particular purposes and audiences. It also allows communication and collaboration with others in real and virtual spaces. Individuals can use digital technologies as a medium to express ideas and be creative.

#### Aims

In Digital Technologies Education, students develop and demonstrate the knowledge, practices and dispositions necessary to operate effectively in information-enriched environments. They understand the transformation of data to information, information to knowledge, and knowledge to wisdom, and the interdependent human and technological agencies that lead to these transformations. Students critically analyze information and construct personal meanings to develop and present responses to information and communication challenges.

#### Content

The learning outcomes of the Digital Technologies Education subject area are organised into four strands:

- Accessing and Constructing Digital Information
- Digital Communication and Publishing
- Interfacing with Machines
- Participating in Online Communities

#### Assessment

All assessment in Digital Technologies is in class and can range from theory exams to practical tasks including: Document production, Image manipulation, Web page design, Game development, Programming, Robotics, Animation, Multimedia presentation and Graphic editing.



## DRAMA

### Aims

Drama is a practical subject, which requires students to **make** dramatic concepts a reality through polished performances, which can be either original or published works, as well as their own scripted dramas. Students **respond** to dramatic performances and opportunities to view current live theatre productions in Brisbane are a valued part of the curriculum. Students must work with others to share and develop ideas, and to gain insights into fictional characters and situations.

Experiences in the Drama classroom develop skills in creativity, communication, decision making and group work. Self-discipline and self-motivation are vital to success and growth in Drama as students work alongside their peers to create innovative pieces with minimal teacher guidance.

Students in the Drama classroom learn in a hands-on, engaging and challenging environment, using higher order thinking skills as they devise, create and analyse dramatic compositions. Drama is a language in and of itself and provides students with a unique way of experiencing and expressing the world we live in, and above all, our relationship with God.

### Content

The two areas of Drama are:

MAKING	Involves a variety of individual and group activities including scriptwriting, devising dramatic works and improvisation, as students learn to use the dramatic elements effectively. It also involves performances both in class, and presenting for semi-formal or formal audiences with an emphasis upon polished performances, stage confidence and clear visual/oral communication.
RESPONDING	Involves a growing awareness of the effective use of the elements of Drama in written and performed dramatic works.

### Topics

- Non-Realism/Absurdism
- Story Drama
- Improvisation and Process Drama
- Commedia dell'Arte/Clowning
- Solo Performance/Whole-class productions
- Shakespearean Theatre
- Collage Drama
- Scriptwriting

## Assessment

- *Making Tasks* include individual and group assessment pieces, in the form of improvisations, script writing, dramaturgical folios, participation in process dramas and directing workshops. They also include individual and group performances, in the form of scripted dramas and student devised dramas, and are performed in-class or for a semi-formal audience.
- *Responding Tasks* are completed individually, in the form of analytical essays, response essays and orals, as students reflect upon live theatre, play texts, and film excerpts.



## FIBRE TECHNOLOGY

This subject will build on concepts, skills and processes developed in year 7 and 8.

Year 7	Introduction to food and nutrition technology
Year 8	Introduction to textile and design technology

Our students are growing up in a world that is technologically diverse and challenging so it is important to incorporate a relevant and contemporary approach to textiles and design. Fibre technology engages students in critical and creative thinking to solve complex problems. They use the design process to create solutions which are functional and will appeal to the targeted audience. While we acknowledge the fast-paced technological society we are preparing our students for, we still need to maintain a focus on the importance of creativity and innovation which builds confidence, independence and collaboration skills.

9/10 Fibre technology is a composite class and is studied over four semesters. There will be some costs associated with the subject such as:

- Purchase of fabric, threads, zips for apparel and soft furnishing construction
- Other items used to decorate fabric
- Items to up-cycle into a new functional item
- Textile item to dye

Assessment: practical and written tasks.

### Year A

#### DESIGNING FOR A CAUSE

- Investigate various charities in our local area that use donated crafted items
- How these charities came about and why they are so necessary
- How these items contribute to the health and well-being of the giver and recipient

#### DESIGNING FOR ME

- Fashion trends in apparel – the good, the bad and the ugly
- Clothing through the ages with emphasis on the first 100 years of Australian clothing
- Other cultural perspectives of textiles – indigenous Australian, Chinese, Indian
- Understand and use a commercial pattern
- Clothing with a purpose – sun safe clothing

### Year B

#### FUN WITH FABRIC: soft furnishings

- Soft furnishing items suitable for use at home, in a work space or boat that meets a particular need.
- The design process
- The principle and elements of design
- Fibres, yarns and fabrics best suited to furnishings
- Factors influencing consumer selection of textiles
- Investigate the role of pre-loved clothing and opportunity shops



### FUN WITH FABRIC: COLOURING AND DECORATING

- How fabric is coloured and decorated to improve its aesthetic appeal
- Experiment with home dyes and different styles of dyeing: batik, silk painting, waterproof ink marbling.
- Investigate how the modern textile industry developed from a cottage industry and its effect on our lifestyle today
- Sustainability of the industry and issues affecting textile workers will be explored



### Assessment will include:

- Practical sewing: individual tasks as well as collaborative tasks
- Combination of hand and machine sewing to construct items
- Written tasks
- Research topic
- Process journal
- Preparing and sewing items for themselves as well as others

## FOOD TECHNOLOGY

This subject will build on concepts, skills and processes developed in year 7 and 8.

<b>Year 7</b>	Introduction to food and nutrition technology
<b>Year 8</b>	Introduction to textile and design technology

Our students are growing up in a world that is technologically diverse and challenging so it is important to incorporate a relevant and contemporary approach to food and nutrition. While we acknowledge the fast-paced technological society we are preparing our students for, we still need to maintain a focus on the importance of healthy eating.

Food Technology encourages students to build on the traditions within the family, embrace new learnings and apply this knowledge to the practical skills required to enhance their individual well-being as well as that of their family and the wider community.

Food technology engages students in critical and creative thinking to solve complex problems. They use the design process to create solutions which are functional and will appeal to the targeted audience.

**9/10 Food Technology** is a composite class, studied over 4 semesters.

Year A: Eat Healthy, Eat Better

Year B: The Wide World of Food

Topics covered over the two years include:

- The Australian Dietary Guidelines to Healthy Eating
- Nutrition and diet related diseases
- The impact of technology on food, food processing and food preparation
- Food science and nutrients
- Food additives
- Food labelling and packaging
- Food production, sustainability and organic foods
- Environmental issues related to the production of food
- International cuisine and its influence on our food habits and patterns

Assessment will include:

- Practical cookery: individual tasks as well as collaborative tasks
- Written tasks
- Research topic
- Process journal
- Preparing and serving food for others



## GLOBAL CITIZENSHIP

Combines Geography & Civics and Citizenship.

### Aims

The Australian Curriculum: Civics and Citizenship aims to ensure students develop:

- A lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society.
- Knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society.
- Skills – including analysis, synthesis, collaboration, decision-making, reflection and communication – to undertake inquiry into contemporary civics and citizenship, to foster responsible participation in Australia's democracy.
- The capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

The Years 7-10 Australian Curriculum: Civics and Citizenship is organised into two interrelated strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills.

### **Civics and Citizenship Knowledge and Understanding**

The Civics and Citizenship Knowledge and Understanding strand comprises three key focus areas at each year level: *Government and democracy*; *Laws and citizens*; and *Citizenship, diversity and identity*.

*Government and democracy* involves a study of Australian democracy and the key institutions, processes and roles people play in Australia's system of government. *Laws and citizens* examines Australia's legal system, the creation of laws and the rights and legal obligations of Australian citizens. *Citizenship, diversity and identity* explores citizenship, the diversity of Australia as a multicultural and multi-faith society, and what shapes identity.

### **The Australian Curriculum –Geography**

In Years 9 and 10, students develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations

Issues that will be addressed:

- The causes and consequences of change in places and environments and how change can be managed.
- The importance of interconnections and interdependencies for the future of places and environments.
- Explaining the spatial variation between places and changes in environments.
- Management options existing for sustaining human and natural systems into the future.
- How worldviews influence decisions on how to manage environmental and social change.



## INDUSTRIAL DESIGN & TECHNOLOGY

Industrial Design and Technology is an area of study that focuses on a wide range of workshop skills with an emphasis on design and technology processes. It dovetails into the Key Learning Area (KLA) of Technology, which is being introduced throughout Queensland from P-10. There is a non-elective component in Year 8 called Industrial Design & Technology (previously called Manual Arts), which provides an introduction to all 3 strands potentially to be offered in Years 9 & 10.

### Course Structure

Year 8	Focus on Industrial Design & Technology All students
Years 9/10	Industrial Design & Technology covers both Wood & Metal 2 year elective subject

### Year 8

#### Aims

Industrial Design & Technology introduces students to the basic skills and knowledge of woodworking, plastic fabrication, sheet metal work and graphic design. Through the completion of various projects, students develop essential hand-eye and fine motor skills, drawing and design skills and a sense of confidence and satisfaction. Furthermore, students gain an understanding of stewardship of our God given natural resources and an understanding of safe workshop practices.

#### Content

Students will be introduced to:

- Health and Safety in the Workshop
- Woodworking Tools and Machines
- Fixing and Finishing
- Plastics
- Design and Planning
- Sheet Metal Fabrication
- Graphic Design conventions

Projects will vary from year to year, but will include a number of timber, metal and plastic products constructed using hand tools and machines.

#### Assessment

- Project work
- Graphic Design Folio
- Demonstrated safe workshop practices

## INDUSTRIAL DESIGN & TECHNOLOGY

### Year 9 & 10

#### Aims

Industrial Design & Technology is designed to give students a range of practical experiences through a series of project based tasks that focus on the use of metal and wood in society and develops both traditional and modern knowledge and skills in these fields.

#### Content

Students will study:

- Health and Safety in the Workshop
- Wood & Metal Classification, Properties and Production Techniques
- Wood & Metal Working Tools
- Use of Machines
- Sheet Metal Fabrication
- Fitting and Turning
- Basic Mechanics
- Basic Electronics
- Design And Planning

Projects will include metal, wood, plastic and electronics products.

#### Assessment

- Short Theory Tests (1 per semester)
- Project Work (an average of 1 project per term)
- Demonstrated Safe Workshop Practices

## MEDIA ARTS

### Aims

Year 9 Media Arts is designed as an introduction to the subject. The objective of the course is to expose students to a variety of aspects of Media Arts. Students will study different forms of Media representations and then apply their knowledge and understanding to creating their own Media productions.

In Media Arts, students explore elements of mass media, including online and social media, television, radio and film industries, to gain an understanding of their significance, structure and production. Issues within the media are addressed, and students use starting points such as observation, experience and research to express their ideas and opinions.

Students produce media presentations, using appropriate skills, techniques and processes, for particular purposes and in a variety of styles. They analyse and criticise media presentations, and develop these skills through discussion and observation. Students gain an understanding of the way in which media products are made within particular cultural and historical contexts, comparing those of the past within modern day.

### Content

Two main components of Media Arts:

#### **Media Theory**

Analysis and evaluation of the Media in society focusing on social and cultural impacts, different points of view, media conventions and techniques. How the media is used to manipulate and control representations. Social, institutional and ethical issues will be discussed as well.

#### **Media Production**

Students will produce different media productions (photography and film making) and apply design, production and distribution processes to these productions.

### Topics

- What is Media?
- Advertising and Propaganda
- Photography
- Sound and Audio – Radio play
- TV and sitcoms
- History of the Media
- Photography
- Film making



## MUSIC

### Aims

Music is a subject that involves both written and practical work. It requires students to **make** music, through composition and performance, as well as **respond** to the musical works of others. Students are required to work both individually and as part of a group in order to develop their skills of musicianship, collaboration and self-directed learning.

Experiences in Music involve learning some of the fundamentals of music theory, which are essential for further studies within the subject. Within Junior Music, students are given opportunities to progress their knowledge of an instrument that they already play, as well as some opportunities to broaden their musical talents on other instruments. Experiences also involve research into particular artists, as well as specific genres and time periods throughout the history of music.

### Content

There are two areas of Music:

- |            |  |
|------------|--|
| Making     | involves devising original music compositions within a specific framework (either genre or an exploration of an idea). Making also involves the polishing of a published work for performance, which can be either individual or group performances. |
| Responding | involves the evaluation of the musical performance or composition of others. They may be asked to review a performance (either live or recorded) or respond to the musical concepts within the written compositions of others.                       |

### Topics

- Music and Multimedia
- Rock Music
- Popular Music
- Music in Film
- Music for Large Ensemble
- Music Technology
- Program Music
- Music and Creation
- Storytelling through Music
- Worship Music

### Assessment

*Making Tasks* include composition (both notated and recorded), exploring and utilising musical concepts in creative and intricate fashion. Creating and arranging engaging, polished, sophisticated performances, both individual and group.

*Responding Tasks* include examinations, essays and/or orals in response to a live/recorded performance or in response to a collection of musical excerpts or recordings.



## OUTDOOR EDUCATION

### Elective Rotation Year 8

Outdoor Education in Year 8 provides students with an introduction to the philosophies, skills and knowledge of Outdoor Education. Students are then able to make an informed decision in choosing Outdoor Education as an elective in year 9 &10. The foundation for discussion and experience is built upon developing relationship in four main areas.

**Community** – Learning to live, work and play with others by focusing on team work, problem solving and leadership.

**Outdoor Recreation** - Students experience a range of activities which help them to explore and enjoy God’s natural world in a safe way.

**Environment** – Our first job was to tend the garden. In order to look after the world God created we must understand and value it. Students will gain an insight into their role in the environment.

**Personal Development** – Students will develop in many areas including physical fitness and resilience as they face challenges and learn their unique value to God.

### Units of Study

Students will experience introductory skills in:

Mountain Biking, Canoeing, Camping Skills, Cooking, First Aid  
Environmental Project, Navigation, Indoor Climbing

### Subject Levy

There is no additional cost to participate in this course.

### Student Requirements

Varies each lesson

Pencilcase, Hat and waterbottle for every practical lesson



### Outdoor Education

#### Year 9 & 10 Course Details

#### Brief Description

Outdoor Education equips students for life by building its wide range of experiences, skills and knowledge upon a foundation of relationship with:

**Self:** Facing challenges head on, learning new skills, developing resilience and dealing with adversity are just some of the experiences that will help students in their personal development.

**Community:** Learning to live, work and play together and understanding the biblical principles behind each of these skills.

**Environment:** God gave us the role of caretaker when he created the world. In order to look after it we must first understand and value it.

**Our Creator:** Through our experiences we have opportunity to develop and deepen a relationship with Jesus Christ.

## Proposed Units of Study

The course is a 2 year program of 8 units.

### Year A

#### A 1 - Rock Climbing and Abseiling

This unit will teach basic top rope climbing and abseiling techniques on both climbing walls and natural rock.

#### A 2 - Canoeing

Canoeing focuses on fitness, skills and communication.

#### A 3 - First Aid

Practical knowledge and skills in first aid as they apply to outdoors and wilderness experiences and responding to scenarios.

#### A 4 - Expedition Planning and Management

Plan and prepare for safe and enjoyable camping and hiking trips into wilderness locations.

### Year B

#### B 1 – Survival

The psychology and practicalities of survival. Navigating using a map and compass, Lighting fires, making shelter, finding water and food will be experienced

#### B 2 - Mountain Bikes

Students will learn to fit, maintain and ride mountain bikes in a variety of terrains

#### B 3 – Sustainable Communities

Students will research, explore and experience the effects of man on his environment and examine personal, local and global choices which affect our impact on the earth which has been entrusted to us as stewards.

#### B 4 - Marine Studies

An amazing world under the ocean and an extension of sustainability. We focus on the recreational skills of Snorkelling and SCUBA diving and grow in knowledge and appreciation of God's creation.

## Camps

It is expected that there will be planned 2 course camps for each year, in second and fourth terms. The cost of these camps is included in the subject levy (see below). These camps are compulsory and the highlight of the year. There are also excursions in class time and sometimes optional additional excursions for those students with particular interest in the current unit of study. Parents are welcome to come along on camps and excursions. Please ask!

## Assessment

Students are assessed on their practical skills on an ongoing basis, with a final summative assessment at the end of each unit. For some units an in-class exam is given, for some an assignment or presentation where individual or group work is required. All students are required to have a journal to record and reflect on their experiences. This journal is continued from Year 8 through to Year 10 and is key to assessment and individual formation.

### Subject Levy

The cost of providing such a program is more than a standard classroom-based subject. The 2019 subject levy for Outdoor Education is expected to be approximately \$480. This levy covers the cost of logistics including bus transport, camps and some food, extra instructors as required, and use of specialist equipment.

### Equipment Requirements

CCC provides basic camping gear, such as tent, cooking stoves and backpack. Quality camping equipment that is compact, light and durable is recommended. Raincoat, sleeping bag, polar fleece and thermals are considered basic requirements for safe activities. Much of this equipment will last for over 20 years with care and without them, students may not be allowed to participate.

## SPANISH

### Aims

Spanish is divided into two main learning areas- Communicating (socialising, informing, creating, translating, reflecting), and Understanding (systems of language, language variation and change, the role of language and culture).

Students will:

- Use oral language skills to exchange ideas and opinions
- Interpret and process information through use of oral, written and multimodal texts
- Participate in creating and responding to texts, songs, drama and music
- Move between languages and cultures orally and in writing
- Consider how intercultural interaction shapes identity
- Understand the language system
- Understand how languages vary and change
- Analyse the role of language and culture

### Content

Year 7 & 8      Participate in a range of spoken, written and online interactions  
 Engage in collaborative tasks that involve negotiation  
 Class discussions (asking and responding to open-ended questions, expressing viewpoints)  
 View, read and listen to texts in a variety of Spanish-speaking contexts  
 Organise and present material on different topics, comparing perspectives  
 Create texts to engage and entertain others  
 Translate and interpret a range of texts  
 Produce short bilingual texts and discuss language and culture  
 Reflect on similarities and differences in language and culture  
 Identify significant people, places and events in others' lives and explain how this affects cultural identity

(Will be available 2019)

Year 9 & 10    Discuss and compare interests, behaviours and values across cultures  
 Engage in shared activities (contributing ideas, opinions)  
 Engage in discussions and debates, justifying opinions  
 Analyse and synthesise information on a range of local and global issues  
 Convey information on a range of issues using different modes of presentation  
 Review creative texts, explain key messages and cultural attitudes  
 Produce imaginative texts to express ideas and values for a range of audiences  
 Translate Spanish and English texts and discuss cultural aspects of this process  
 Create bilingual texts for Spanish-speaking audiences, including aspects of Australian language and culture  
 Participate in intercultural experiences and reflect on making meaning from communication  
 Explore and compare cultural traditions and consider how they influence identity

### Range of assessment types

Biographical writing, creating bilingual texts, speaking tasks, spelling and language convention tests, multimodal presentations & translating texts.

## Why Learn a Second Language?

### **Open Up a World of Job Opportunities**

Learning a second language opens up a ton of career opportunities. More companies than ever are doing business in several – often dozens of – countries around the world, but they can't do it without hiring globally-minded people who can speak at least one foreign language. Even in small, local companies, chances are that the ability to speak a second language will set you apart from other applicants.

### **Give Your Brain a Boost**

Study after study has demonstrated the cognitive benefits of learning another language, no matter how old you are. Memory improvement, longer attention span, and a reduced risk of age-related cognitive decline, are just a few of the known positive effects of speaking two or more languages. Studies have shown that people who are bilingual are better at tasks that require multi-tasking and attention focusing than monolinguals. Brain scans show they have more gray matter in the regions of their brain that are involved in executive function. The hypothesis is that the effort to constantly choose the right language at the right time provides a “mental gymnastics” for bilinguals which gives them extra practice in focusing their attention.

### **Become a Better Learner**

As you spend time learning your first foreign language, you'll identify your own inefficiencies and eliminate them. You'll start gaining momentum in your chosen language and learn more and more quickly. Then you'll be able to hit the ground running with the next language. You'll be on your way to polyglotism before you know it. Studies of tens of thousands of high school students have found that students who have studied foreign languages perform better on standardized tests.

### **Develop Logical Thinking Skills**

This may sound surprising, but studies have shown that when you make a decision in your second language, you're more likely to think logically and avoid basing your decision on emotion. If you learn to speak another language, you'll learn to *think* in that language. And when you think about your decisions in a foreign language, that emotional bias tends to go away and you end up choosing the more logical outcome.

### **Improve Your Knowledge of English**

Years ago people believed that learning a second language would confuse a child. Now, research shows that children who study a foreign language perform better in their native language than non-bilingual students, as measured on standardized tests. Other research has shown that children learning a second language start reading earlier, and the advantage increases the earlier they are exposed to the second language. In addition, bilingual children were better at identifying grammatically incorrect sentences than monolinguals.

## Why learn Spanish?

### **It's A Global Language**

Spanish is the third most spoken language in the world, and the most spoken language in the Americas. It's the official language in Spain, most countries in Central and South America, and several Caribbean countries too. In the United States alone there are over 50 million people who speak Spanish as their native or second language.

### **It's Easy To Learn And To Start Speaking**

Spanish is considered one of the easiest languages for a native English speaker to learn. The grammar and pronunciation are different from English, but simpler and more consistent.

## VISUAL ART

### Rationale

The first way we meet God in the Bible is as Creator. As Genesis 1 records, we have been made in the image of God, so being creative is the first way in which we express our imagery of God. This is why there is so much satisfaction gained from developing creative skills. Students who participate in the Arts (visual arts, music and drama) also develop competence in analytical and problem solving skills

### Aims

To develop student skills and techniques in various media.  
To examine the rich heritage of art history.  
To help students learn how to analyse and interpret works of art.  
To develop aesthetic awareness in students.

### Content

Students will study selections from the following areas in all years:

- Two-dimensional work in different media :- Drawing; Painting; Print making
- Three-dimensional work :- Clay work; Sculpture in different media

### Year 7

- Begin understanding of elements and principles of art and of appraising artworks.
- Colour and composition studies.
- Study art of other cultures & Indigenous art.

### Year 8

- Develop understanding of elements and principles of art and of appraising artworks
- Colour and composition studies, introduction to techniques in different media.

### Year 9/10 Elective

- Continue study of elements and principles of art and appraising artworks for richer personal understanding, and to prepare for senior study.
- Develop drawing skills; and skills in different techniques and media.
- Art history focus is on
  - European art
  - Australian art
  - Japanese and other South-East Asian art

### Assessment

- Practical Portfolio, Visual Diary Work for Each Unit Studied
- Written Assignment