



Lake Joondalup Baptist College

**2019**

**Year 7&8**

# **Curriculum Handbook**

# Contents

<b>Contents .....</b>	<b>2</b>
<b>From the Acting Dean of Studies Portfolio .....</b>	<b>4</b>
<b>General Curriculum Information .....</b>	<b>6</b>
<b>From the Learning Enhancement Department.....</b>	<b>8</b>
<b>Additional Compulsory Subjects .....</b>	<b>10</b>
Christian Education .....	10
Wellbeing Program (Years 7 to 9).....	10
<b>Curriculum Team.....</b>	<b>11</b>
<b>The Arts .....</b>	<b>12</b>
Year 7 Dance .....	12
Year 7 Drama .....	12
Year 7 Music .....	13
Year 7 Media .....	13
Year 7 Visual Arts.....	14
Year 8 Dance .....	15
Year 8 Drama .....	15
Year 8 Music .....	16
Year 8 Media .....	16
Year 8 Visual Arts.....	17
<b>English.....</b>	<b>18</b>
Year 7 English .....	18
Year 8 English .....	20
<b>Health &amp; Physical Education.....</b>	<b>22</b>
Year 7 Physical Education.....	22
Year 7 Health Education.....	22
Year 8 Physical Education.....	23
Year 8 Health Education.....	23
<b>Humanities.....</b>	<b>24</b>
Year 7 HASS .....	24
Year 8 HASS .....	26
<b>Languages .....</b>	<b>28</b>
Year 7 French.....	28
Year 7 Japanese .....	29
Year 8 French.....	30
Year 8 Japanese .....	31
<b>Mathematics .....</b>	<b>32</b>
Year 7 Mathematics.....	32
Year 8 Mathematics.....	34
<b>Science .....</b>	<b>36</b>
Year 7 Science .....	36
Year 8 Science .....	38

<b>Technologies.....</b>	<b>40</b>
Year 7 Applied Design .....	40
Year 7 Computing.....	40
Year 7 Design and Technology.....	41
Year 7 Home Economics .....	41
Year 8 Applied Design .....	43
Year 8 Computing.....	43
Year 8 Design and Technology.....	44
Year 8 Home Economics .....	44

# From the Acting Dean of Studies Portfolio

Welcome to the Year 7 and 8 Lower Secondary Handbook. This Handbook is designed to provide an overview of the Curriculum for both Year 7 and Year 8 at Lake Joondalup Baptist College. I do hope that you will enjoy this insight into what your son or daughter is learning during these vital high school transition years. Specific detail for each subject can be found on the SEQTA Electronic Learning Platform by viewing individual class landing pages. The Learning and Assessment Outlines are a useful guide on how the 2018 academic year will unfold.

As a Curriculum Team, we value parent and guardian input into the learning process. I do encourage you to make contact with your child's teachers as you go through the year. At LJBC we believe that learning is best facilitated when teachers and parents work together to ensure academic success. It is my hope that as you go through this document you will gain a sense of our vision for learning in the initial Lower Secondary Years and our commitment to ensuring that students are well prepared mentally and academically for the rigour of Year 9 and beyond.

At LJBC the Curriculum is based on the Western Australian Curriculum and Assessment Outline. In 2018 all subjects based on the Western Australian Curriculum with the exception of Languages in the Lower Secondary Years are fully implemented at the College. Languages will transition to the Western Australian Curriculum and Assessment Outline as the various documents are ratified by the School Curriculum and Standards Authority. The Western Australian Curriculum and Assessment Outline subject suite is fully informed by the Australian Curriculum.

While further details about the topics, knowledge, skills and assessment within each subject in the Lower Secondary curriculum suite will be expanded upon in specific course documents, it is our hope that the overarching view that this document provides, will provide a holistic understanding of the learning during this important stage of development. In addition to the curriculum, this document offers researched information on the learning potential for young adolescence. It also provides information with regard to homework and study and information on our Gifted and Talented and Learning Support programs. Aside from the formal curriculum, LJBC offers many opportunities for engagement in the extra-curricular life of the College and a list of such activities can be accessed through our website.

## ***Learning during The Lower Secondary Years: The changing brain during adolescence***

In designing the curriculum for students of this age group, otherwise known as young adolescents, it is essential to understand the research which guides the ways in which students can be encouraged to work to their potential. Neuroscience tells us that a second wave of over-production of cells happens in the brain at the pre-puberty stage. This is an important stage to encourage inquiry and thinking processes in order to exercise the capacity for understanding and learning in the young adolescent. The pre-frontal cortex is that part of the brain involved in executive functioning, planning and problem solving. This Chief Executive Officer or CEO in the brain is constructed during the teenage years. It is therefore essential to develop good work habits, learn skills, have a healthy lifestyle and extend knowledge during this golden time because it is a time of brain sculpting. It is also a time of enormous opportunity and enormous risk. Whatever is not exercised in thinking capacity during this time is pruned away and this pruning continues during later puberty and occurs to give the brain its 'wiring' for future years. The plasticity of the brain allows for development post teenage years of course, but the 'head' start is easier if there is a deliberate intent to engage during the middle years. The capacity for learning, therefore, during the Lower Secondary Years must be encouraged. Literacy and Numeracy are essential skills during the middle years to consolidate understandings that weave into all learning areas.

Research indicates that young adolescents think more through their emotions than their logic and reasoning. Developing meta-skills involving a focus on values and attitudes that have a morality base is essential to embed into the curriculum as a compass for thinking through issues. Good relationships established on moral foundations are a key to unblocking emotional dams that arrest learning. The values-based framework at LJBC offers students a secure environment where they can be free to learn with teachers who have a vocational education perspective.

Teachers at LJBC understand that the College is focussed on providing an environment that is adolescent centred and academically challenging with an emphasis on building positive relationships. We want students to have a great learning experience that inspires academic achievement and encourages students to go forward with confidence. Learning at the College is geared towards ensuring that students are equipped with skills and understanding that will take them into the future. Our greatest desire is that students develop a love of learning and that they grasp that gathering 21<sup>st</sup> century skills as they are required, is a lifelong process.

### ***Year 7: the first step into Lower Secondary and future plans***

Our Year 7 students are part of the Secondary model. Whilst the movement from Primary to Secondary school may seem overwhelming at first, there is also the excitement for Year 7s of being a Secondary student. The variety of subjects offered stimulates thinking, providing a head start for developing those valued organisational skills that deliver more success in the senior years. These organisational skills take time to develop and the earlier Year 7s challenge themselves, the better their outcomes as they progress to Year 12. The support given by the Year 7 teachers, Heads of Learning, the Curriculum Office, the Student Services and the College Counsellor eventuates in Year 7s developing a realisation that they belong to a wider community that will support their dreams and future aspirations. The 'Bring Your Own Device' Program provides for a more 21<sup>st</sup> century pedagogical approach to learning for our Year 7s who need to develop skills for engaging with the knowledge economies of their modern and dynamic world. The SEQTA Learning Platform, apart from ensuring that families are included in the learning process, also ensures that students become comfortably familiar with working and studying in a digital space. This area is expanding across the LJBC campus and we consider the usefulness of new technologies for students as they become available. Our teachers use technology strategically in their teaching, carefully choosing the appropriate moments to include this in their lessons.

We are confident that your child will experience the right start in Year 7 and 8 at LJBC. Our students are supported by a strong team who are dedicated to the moral vocation of equipping our young people to achieve their purpose and goals in life. Your child is entitled to at least a year's worth of learning during each academic year and we will do our very best to make this happen.

We wish all students and their families the very best for the 2019 academic year.

**Mrs Kimberley Eyre – Acting Dean of Studies Semester 2 2018**

# General Curriculum Information

## ***Homework in the Lower Secondary Program***

Homework plays an important role as part of a balanced Lower Secondary education program. Teachers understand the need for students to practice, refine and expand the concepts that are taught in the classroom on a daily basis. All homework that is set is designed to assist with this consolidation process, not simply as extra work. SEQTA assists students with information about their set homework for content and due dates. Utilising this online learning management system assists students in keeping track of homework and assessments for planning purposes.

The College's approach is that homework should be meaningful and should assist students to identify both weaknesses and strengths in their understanding prior to any testing taking place. Students are encouraged to follow the premise that working through set homework is not simply a passive process but one that requires follow up if they identify concepts that they do not understand. Teachers at LJBC are more than willing to assist students who are struggling with a concept, either by approaching the problem from a different angle on a one to one basis or in an after-school subject club environment.

Teachers at the College understand that students of all ages should have opportunities for free time, leisure and physical activities outside of school. If a student's ability to complete homework is compromised due to activities such as an elite sporting program or an examination in an extramural activity, parents are encouraged to liaise with either the Subject teacher or the Curriculum Office for assistance.

Homework at the College generally falls into three categories:

1. Practise exercises which will provide students with opportunities to review, revise and reinforce newly acquired skills, such as:
  - practising for mastery – spelling
  - revising information about a current topic
  - consolidation exercises – Mathematics problems, tables
  - reading for pleasure
  - essay writing
2. Preparatory homework which will provide opportunities for students to gather background materials for a unit of study, making them better prepared for future lessons, including:
  - background reading
  - researching topics for a class unit of work
  - collecting items
3. Extension assignments which will encourage students to pursue knowledge individually and imaginatively, including:
  - writing
  - making or designing an art work
  - investigating
  - researching
  - information and retrieval skills such as using a home computer to find material on the Internet

Studying for tests or examinations is also considered to be part of a sound homework program; however, great care is taken to teach students the difference between completion of homework on a daily basis and the importance of following a rigorous study routine.

Students in the Lower Secondary Years 7-9, generally complete 45 to 120 minutes (the latter only applies at peak times) per day. Students receiving too much homework for any one period of time are encouraged to negotiate with the teacher concerned so that equity and balance can be maintained.

## **Study skills support**

'Failure to plan is a plan to fail'

The Curriculum team at LJBC realise the importance of developing good study habits and study skills during the Lower Secondary years. At the classroom level, teachers assist students with tried and trusted study methods that are subject specific. Teachers scaffold tasks and assessments so that students develop habits such as note-taking, drafting, summarising and goal setting; the latter being the key to sustained student motivation.

To improve student performance through high impact study skill workshops, the Elevate Program is presented at the College to assist students to maximise not only their time in learning but also how to access content information effectively. Highly qualified young presenters that students can relate to present the workshops. These seminars will assist students to focus on particular skills for each year group where they can benefit the most impact to support with content knowledge, reading skills and overall independent learning. This assistance does not end when the seminars end, Elevate provide online support through a student portal of which students receive access upon the close of their seminar. Elevate will be there throughout their learning journey within the academic year.

Students are also encouraged to find their personal learning style. Students learn at different rates and in different ways. Lower Secondary College is the perfect time to discover what works best in order to maximise information retention.

## **Curriculum Awards**

Certificates of Excellence, Letters of Merit, Endeavour Awards and Subject Awards are areas where the College recognises students who achieve at high standards.

Certificates of Excellence and Letters of Merit are awarded twice in each academic year for Semester 1 and Semester 2. Students who achieve at high standards across a range of Academic Subjects will receive a Certificate of Excellence when receiving 80% or nearest that of A grades in their subjects that are assessed by the School Curriculum and Standards Authority (SCSA) criteria. Typically, for Years 7-9, a student must receive at least 7 A grades in SCSA assessed subjects. Please note this can be changed by the Curriculum Team if there are any adjustments in the number of classes taken by these cohorts. Certificates of Excellence are presented at a Secondary Assembly.

Endeavour Awards are presented at a Secondary Assembly to students who have worked extremely well throughout the year in earnest with industrious effort to achieve high standards. We believe it is important to recognise the diligence of work ethic to their studies in their learning journey.

Letters of Merit are awarded twice a year to all students in Years 7-10 who achieve 5 or more A grades across a range of subjects assessed by SCSA criteria. Please note that Semester 2 Certificates of Excellence and Letters of Merit are not awarded until Term 1 of the following year to assist in carefully considering all final grades.

Subject Awards are presented at the end of each academic year at the Secondary Awards Evening. These Subject Awards are given to the top students of each cohort in each Learning Area based on academic achievement. Learning Areas may choose to award up to four students, in each subject, dependent upon criteria of achievement.

# From the Learning Enhancement Department

## The Gifted and Talented Program

Students who have shown evidence of high academic ability are able to benefit from being in Extension classes for English, Mathematics and Science and Specialist classes for Mathematics. In these classes students can interact with their academic peers, learn at an advanced pace engage in open-ended activities and higher order thinking skills that will enable them to pursue greater depth and breadth in their Learning Areas. We recognise that gifted students have unique cognitive, social and emotional needs and attention is focussed on meeting these needs.

High achieving students seeking more intellectual challenges are given the opportunity to participate in various inter school academic competitions. Learning Areas coordinate competitions such as RoboCup, Have Sum Fun Mathematics Olympiad, Australian Mathematics Competition, Brain Bee, Mock Trials, Writing competitions etc.

The Learning Enhancement department also seek to identify gifted students and encourage them to fully develop their academic abilities and their talents, as well as meet their social and emotional needs. Programs are run to facilitate the opportunity for gifted and talented students of all ages to connect and engage in challenging activities. Such activities include:

The **da Vinci Decathlon** is an inter school academic competition for Years 7 and 8 students designed to challenge and stimulate the minds of these students. Students compete in teams of eight across 10 disciplines: Engineering, Mathematics and chess, Code breaking, Art and poetry, Science, English, Philosophy, Creative producers, Cartography and general knowledge. A large pool of gifted students benefit from the event training, after which the final team of eight is selected, taking into account the desired mixture of academic strengths and team work skills.

The **Opti-MINDS Creative Sustainability Challenge** is a creative problem solving program for teams of up to 7 participants which empowers participants to think, create and communicate. The teams are required to solve demanding, open-ended challenges in different categories such as Social Sciences, Language Literature and Science Engineering. The Opti-MINDS Challenge is an opportunity for all those with a passion for learning and problem solving to showcase their skills and talents in an exciting, vibrant and public way.

Teams are required to work together on a Long Term Challenge for up to six weeks without assistance from anyone outside the team. Participants are encouraged to explore possibilities and experiment with ideas as they endeavour to produce their best possible solution. They develop creative and original ways to communicate this solution to others, working within predefined parameters such as limited materials, complex challenge criteria and the deadlines of the challenge day. The teams must also participate in an unseen Spontaneous Challenge on Opti-MINDS Day. This challenge requires rapid interchange of ideas, the ability to think effectively, creatively and well-developed group cooperation skills.

Each year ten students are selected from Years 7 and 8 to participate in the **Talented Young Writers' Program (TYWP)** offered by the Literature Centre in Fremantle. Once a term, several groups of students come together for a full day workshop with one of Australia's top Authors for young adults. The purpose of the TYWP is to nurture a group of young writers by exposing them to superb Authors, but also enabling them to meet and form friendships with other like-minded readers and writers. The students find these one day workshops informative, practical, intense, inspiring and fun. As an extended workshop for these budding writers, the students are also withdrawn from one English lesson a fortnight to reinforce and develop skills that have been taught at the Literature Centre. They also read and discuss texts followed by drama presentations.

## Maths Specialist Plus Program

The Year 7 and 8 Maths Specialist Plus program caters for students who are gifted in Mathematics, and are achieving in the top 5-10% of the cohort. Students are withdrawn from one Mathematics period per fortnight to be taught in a small group of 5-10 students. During this time students work on higher order application of Mathematics through problem solving and Mathematics competitions.



Additional enrichment opportunities offered in Year 9 onwards are the **Australian Linguistics and Computational Olympiad, Future Problem Solving, Creative Challenge, Cultural Decoding** and the **World Scholar Cup**.

### **The Learning Support Program**

Students with learning difficulties have access to programs and curricula to support their development cognitively, physically and socially.

The **Literacy Enhancement Program** is available for Year 7 and 8 students who have been withdrawn from Languages Other Than English (LOTE). The purpose and aims of this program is to strengthen literacy skills, develop self-management strategies and support students to strive for their potential. Students are selected for the Literacy Enhancement Program if they have been identified as experiencing difficulties with literacy significantly below the levels of their peers and in comparison to their cohort.

Another initiative in Learning Enhancement is **Private Specialised Tuition**, which is available to selected students that experience significant difficulties with literacy and numeracy. The College will meet half the cost of tuition to a maximum of \$30 for students invited to participate in the tuition opportunity.

**TextRead & Write assistive technology** is available for all students diagnosed with Dyslexia. The Learning Enhancement Centre staff organise the download of the software onto student and staff devices and the training of students and staff on how to use the software.

We offer a **Transition Program** for Year 6 students with severe learning difficulties entering secondary school in the following year. This program runs for an hour per week for six weeks in Term 4. The aim of the program is to ensure a smooth transition into Secondary school.

A **Reading Comprehension Program** is offered to a few students with low reading comprehension ability. This program is offered 3 times a week during Connect classes. This is an individualised program and students work one-on-one with an LEC staff member to improve their reading comprehension.

**Documented Plans:** Students with specific learning needs will either receive a Curriculum Adjustment Plan or an Individual Education Plan, depending on the level they can access the mainstream curriculum.

The LEC develops **Curriculum Adjustment Plans** for students who can access the mainstream curriculum but needs adjustments to teaching strategies, amount of homework, assessments and physical classroom environment in order to accommodate their learning difficulties and allow them to demonstrate their ability.

The LEC also develops **Individual Education Plans** for students that cannot access the mainstream curriculum on their level, physical classroom/school environment and assessments. These students need personalised modified outcomes, personalised modifications to assessments, learning activities specifically designed for the student and modified study materials.

# **Additional Compulsory Subjects**

## **Christian Education**

At LJBC we meet all students where they are at with their faith and we endeavour to support their progress in their spiritual walk with God from there. We create an environment where students feel comfortable and encouraged to approach their teachers to ask questions, in a non-threatening atmosphere. During the weekly Christian Education lesson, students are informed and educated about the teachings of the Bible and Christianity. Students are given the opportunity to talk about a variety of contemporary and age relevant issues that help to establish their own moral and value systems. In Christian Education we share the vision motto of the College derived from Micah 6:8: 'Seek Wisdom, act Justly and love Mercy'.

## **Wellbeing Program (Years 7 to 9)**

The Wellbeing Program is compulsory for all Lower Secondary students (Year 7 to Year 9). It aims to provide the knowledge and skills to live a healthy lifestyle while enhancing the wellbeing of those around them. Students will explore aspects of healthy relationships, consider risks, analyse decision making processes and learn how to promote positive mental health.

# Curriculum Team

Acting Dean of Studies 2018	Kimberly Eyre
Acting Secondary Curriculum Manager 2018	Bronwyn Carruthers
Head of Career Education	Lynton Smith
Dean of Administration	Mark Downsborough
Secondary Learning Technologies Manager	Limpie van Aswegen

## Learning Areas/Departments

The Arts  
Christian Education  
English  
Health & Physical Education  
Humanities  
Languages  
Library  
Learning Enhancement  
Mathematics  
Science  
Technologies

## Head of Learning Areas/Departments

Tracy Pender  
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Peter Wong  
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# The Arts

The Arts consists of five Arts forms: Dance, Drama, Media, Music and Visual Arts. Students will complete one performing art (Dance, Drama, Music) and one visual art (Media, Visual Arts) in Year 7.

## Year 7 Dance

### Topics Covered

- Hip Hop dance
- Jazz dance
- Contemporary dance
- Elements of dance – body, energy, space, tempo

### Knowledge and Skills

- Elements of dance
- Dance techniques, skills, processes
- Collaborative group work
- Performance
- Responding to dance
- Communicating dance ideas

### Assessment Items

- Making – choreograph dances and perform to an audience using elements of dance as well as music and costumes
- Making – assessment of class participation in all workshops – i.e. warm ups and choreographed tasks
- Responding – evaluation of self and others' performances and written response to a professional dance company's dance production

## Year 7 Drama

### Topics Covered

- Improvisation
- Circus (Mime)

### Knowledge and Skills

- Basic drama rules and values
- Skills in voice and movement
- Drama terminology – introducing the elements of Drama and focusing in particular on character and focus of audience and actor
- Approaches to characterisation
- Drama forms and styles
- Skills in Improvisation
- Effective group work processes (problem-solving, listening skills)
- Routines of warming-up and reflection
- Storytelling devices including narration and tableaux
- Spaces of performance and stage etiquette
- Production Design (Costume, props and set)

### Assessment Items

- Making – Extended Improvisation Performance Assessments
- Making – Attitude and effort in drama activities
- Responding – Work book including planning, terminology quiz and reflections

## **Year 7 Music**

### **Topics Covered**

- Rhythmic training
- Aural training
- Music theory
- Performance: Acoustic guitars

### **Knowledge and Skills**

- Reading rhythms and performing them on guitars
- Rhythmic and melodic dictation: adding note values to Taa and Ti Ti rhythms
- Bass and treble clefs, note values, pitch, music rests, Italian terms, leger lines
- Identifying themes, instruments, tempo, volume and style
- Learn to play basic guitar
- Read and perform rhythms and easy pieces on guitar

### **Assessment Items**

Aural skills assessment  
Theory assessment  
Listening analysis  
Guitar performance

## **Year 7 Media**

### **Topics covered**

- SWAT codes
- Comic codes and conventions
- Characters and values
- Photography and photo stories
- Codes and conventions of advertising including posters, TV commercials, music videos and interactive games
- Character stereotypes

### **Knowledge and skills**

- Learning how to use a digital still and video camera
- Learning how to edit in 'Comic Life'
- Editing techniques using Photoshop and Premiere
- Storyboarding
- Scripting
- Group dynamics

### **Assessment items**

- Making – a short photo story (comic book style) using camera and editing techniques
- Making – a poster advertisement
- Making – a 30 second TV advertisement
- Making – a music video
- Making – an interactive game
- Responding – movie character analysis
- Responding – SWAT codes analysis of a comic
- Responding – reflecting on the media skills and processes used creating a comic

## **Year 7 Visual Arts**

### **Topics Covered**

- Elements and principles of art
- Art forms – 2D art forms including drawing and printmaking
- Art styles – viewing contemporary Australian and International art

### **Knowledge and Skills**

- Communicating arts ideas
- Observational drawing
- Creating own design ideas
- One colour lino print
- Discussion of visual art elements – line, tone/value, colour, shape, texture, form and space
- Arts skills and processes in printmaking

### **Assessment Items**

- Making – observational drawings
- Making – design for lino print
- Making – colourising a lino print
- Responding – to artworks using a critical framework
- Responding – view artworks from contemporary Australian and International art
- Responding – reflecting on the visual arts skills and processes used

The Arts consists of five Arts forms: Dance, Drama, Media, Music and Visual Arts. Students will complete one performing art (Dance, Drama, Music) and one visual art (Media, Visual Arts) in Year 8.

## **Year 8 Dance**

### **Topics Covered**

- Hip Hop dance
- Contemporary dance
- Jazz dance
- Elements of dance

### **Knowledge and Skills**

- Elements of dance
- Dance techniques, skills, processes
- Collaborative group work
- Performance
- Responding to dance
- Communicating dance ideas

### **Assessment Items**

- Making – choreograph dances and perform to an audience using elements of dance as well as music and costumes
- Making – assessment of class participation in all workshops – i.e. warm ups and choreographed tasks
- Responding – evaluation of self and others' performances and written response to a professional dance company's dance production

## **Year 8 Drama**

### **Topics Covered**

- Slapstick Comedy and Mime
- Story Telling (Pantomime and Children's Theatre)
- Commedia del'Arte (traditional Italian comedy)

### **Knowledge and Skills**

- Basic drama rules and values
- Skills in voice and movement
- Drama terminology – extending knowledge of the elements of Drama and focusing in particular on character and focus (of audience and actor)
- Character, expression and story in performance
- Drama forms and styles
- Skills in Improvisation
- Key foundations of trust, focus, co-operation, play, imagination and spontaneity, along with the disciplines of warming-up and reflection
- Storytelling devices including narration and tableaux
- Spaces of performance and stage etiquette
- Production and design technologies

### **Assessment Items**

- Making – performance of script excerpts from published plays
- Making – original Children's Theatre performance based on audience feedback
- Making – extended improvisation based on Commedia del'Arte style and skills in mime and slapstick comedy
- Responding – work book including planning, terminology quiz and reflections

## **Year 8 Music**

### **Topics Covered**

- Rhythmic training
- Aural training
- Music theory
- Composition
- Keyboard lab

### **Knowledge and Skills**

- Rhythmic and melodic dictation: adding note values to Taa and Ti Ti rhythms
- Sight singing
- Bass and treble clefs, note values, pitch, music rests, Italian terms, leger lines
- Compose a melody
- Elements of music
- Working on keyboards

### **Assessment Items**

- Aural skills assessment
- Theory assessment
- Listening analysis
- Composition
- Performance
- Investigation

## **Year 8 Media**

### **Topics Covered**

- Codes and conventions of advertising including posters, TV commercials, music videos and interactive games
- SWAT codes
- Character stereotypes

### **Knowledge and Skills**

- Learning how to use a digital still and video camera
- Editing techniques using Photoshop and Premiere
- Storyboarding
- Scripting
- Group dynamics

### **Assessment Items**

- Making a poster advertisement
- Making a 30 second TV advertisement
- Making a music video
- Making an interactive game
- Responding – movie character analysis



## **Year 8 Visual Arts**

### **Topics Covered**

- Elements and principles of art
- Art forms – 2D art forms including drawing, painting and ceramics
- Art styles – viewing contemporary Australian and International art

### **Knowledge and Skills**

- Communicating arts ideas
- Observational drawing
- Creating own design ideas
- Create a ceramic sculpture using paperclay
- Learn about clay making techniques, including slab building and pinch pot construction methods
- Learn about creating additive and relief sculpture
- Learn about bisque firing and use of glazes
- Create a composition for painting
- Create a painting using acrylic paints
- Discussion of visual arts elements – line, tone/value, colour, shape, texture, form and space

### **Assessment Items**

- Making – observational drawings
- Making – communicating own ideas through design ideas for ceramic sculpture
- Making – arts skills and processes used to create a ceramic sculpture using paperclay
- Making – design ideas for painting
- Making – arts skills and processes used to create a painting
- Responding – to artworks using a critical framework
- Responding – view artworks from contemporary Australian and International art
- Responding – reflecting on the visual arts skills and processes used

# English

## Year 7 English

### Rationale

English is important to the learning and development of all Australian students. Communication, creative thinkers and informed citizens are created through the study of English. English helps young people develop knowledge and skills needed for further education and the workplace. In order to be a linguistically and culturally diverse country, effective communication in Standard Australian English is essential. Engaging with rich literature allows a student to develop imaginatively and critically as they expand their experience of life. The contribution of the Aboriginal and Torres Strait Islander people to Australian society and literature is represented through the communication of knowledge, traditions and experience. The link to Australia's relationship with Asia is also explored through literature. A well-rounded education through the study of English will help Australia's young people to develop not only their skills and knowledge, but enhance their values and attitudes as ethical, thoughtful and informed members of society both within Australia and globally.

### Aim

English aims to ensure that students:

- Learn to speak, listen, read, view, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

### Content and Descriptions

#### Language

Language variation and change

Understand and explore the English language with a focus on spelling, word use, and meaning. Build upon student's own vocabulary.

Language for interaction

Understand and use language through a variety of communicative methods such as drama, class discussions, and expressing ideas. Use language as a way of expressing ideas clearly and with detail.

Text Structure and organisation

Understand how a structure of a text can lend to the meaning through written texts, media and news broadcasts. Using correct structure in writing in an academic setting such as paragraphs, reports and presentations.

Expressing and developing ideas

Understand how language is used to create a more sophisticated meaning through the use of clauses in sentence structure. Understand and use effectively verbs, adverbs, adjectives, and nouns to create a more developed meaning. Understand how to use spelling rules to learn new words and how to spell them; e.g. prefixes and suffixes.

#### Literature

Literature and context

Explore historical, social and cultural backgrounds in literature to understand different values and attitudes. Explore other cultural literature such as Aboriginal and Asian texts to gain knowledge, values and cultural understandings and also to gain a further understanding of Australian culture.

Responding to Literature

Understand and reflect through oral or writing about characters, settings and events in literary texts. Understand how language identifies characters and point of view in literary texts.

#### Examining Literature

Learn to use tone to create, for example, humour, wordplay and interpret language features such as dialogue, imagery and other elements of language through short stories, plays and poetry.

#### Creating Literature

Create literary texts and experiment with language through writing or speaking. Use life experiences and literature to create poetry, drama, and prose (short stories).

### Literacy

#### Texts in context

Understand how to use language and technology for digital communication.

#### Interacting with Others

Interpret and understand main ideas in spoken and written texts. Use a variety of skills including speech, language and body language to present ideas through oral presentations.

#### Interpreting, analysing, evaluating

Understand meaning in texts and able to demonstrate purpose and audience. Use and understand a wide range of words and increase vocabulary while able to use dictionaries and thesauruses (both on-line and text).

#### Creating texts

Create a variety of styles of texts that are imaginative, informative and persuasive.

Understand how to use a range of digital as well as written styles when creating texts that demonstrate correct language and structural features, such as correct paragraph writing and correct language choices.

### General Capabilities Embedded

There are 7 General capabilities that are found throughout all curriculum including in English:

- Literacy: Read, write, listen and speak accurately
- Numeracy: Through reading can apply understanding of numeracy in real world situations
- ICT capability: use of digital and word processing systems through English studies
- Critical and creative thinking: Vital to the English curriculum; reading, writing, viewing, creating and presenting ideas and texts
- Ethical understanding: Through the study of literary texts, students explore ethical behaviour of self and of society
- Personal and social capability: Through English, students are able to identify and express their own opinions and beliefs
- Intercultural understanding: English provides rich cultural understanding across all three strands of Language, Literature and Literacy

### Cross-Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and cultures: use of literature and languages
- Asia and Australia's engagement with Asia: explore and appreciate both the language and literature
- Sustainability: having the skills such as research to investigate and understand environment and social issues

### Assessment

Assessments are a variety of tasks to demonstrate mastery of students' skills in all three strands.

- Persuasive writing
- Creative writing
- Oral presentations, using technology such as power points
- Novel studies with analytical paragraph writing
- NAPLAN Testing of Persuasive Writing, Grammar, Spelling and Vocabulary

## Year 8 English

### Rationale

English is important to the learning and development of all Australian students. Communication, creative thinkers and informed citizens are created through the study of English. English helps young people develop knowledge and skills needed for further education and the workplace. In order to be a linguistically and culturally diverse country, effective communication in Standard Australian English is essential. Engaging with rich literature allows a student to develop imaginatively and critically as they expand their experience of life. The contribution of the Aboriginal and Torres Strait Islander people to Australian society and literature is represented through the communication of knowledge, traditions and experience. The link to Australia's relationship with Asia is also explored through literature. A well-rounded education through the study of English will help Australia's young people to develop not only their skills and knowledge, but enhance their values and attitudes as ethical, thoughtful and informed members of society both within Australia and globally.

### Aims

English aims to ensure that students:

- Learn to speak, listen, read, view, write, create and reflect on increasingly complex and sophisticated spoken, written and multi-modal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

### Content Descriptions

#### Language

Language variation and change

Understand how English has played a role in other languages; for example how other languages borrow words from English and how English uses words from other languages.

Language for interaction

Understand how language helps to create different identities; for example-different groups have adopted certain words or ways of speaking belonging to that group. How to use language/vocabulary to persuade through metaphors, irony and parody.

Understand meaning through different language devices.

Text Structure and organisation

Understand how to analyse text structures and language features of persuasive texts such as newspapers, online newspapers and magazines as well as news programs and documentaries. Understand paragraph structure, use of examples and quotations as evidence to support ideas. Use and understand how to use mechanics of writing such as punctuation and grammar to create different modes of writing.

Expressing and developing ideas

Understand how language is used in texts to present different ideas and to use language with clauses, persuasive and informative vocabulary. Understand how visual and multimodal texts make meaning, for example such as in television news.

#### Literature

Literature and context

Explore historical, social and cultural backgrounds in literature to understand different values and attitudes. Explore other cultural literature such as Aboriginal and Asian texts to gain knowledge, values and cultural understandings.

Responding to Literature

Discuss, share, and reflect about the merits of literary texts using personal viewpoints. Look at and understand differences between different types of texts; e.g. picture book and a graphic novel. Explain different viewpoints about different people and cultures.

## Examining Literature

Learn to use tone to create, for example, humour, wordplay and interpret language features such as dialogue, imagery and other elements of language through short stories, plays and poetry.

## Creating Literature

Create literary texts through understanding narrative structure using point of view, themes, meaning and style. Create a variety of texts such as drama, prose, poetry. Create dialogue for performance.

## Literacy

### Texts in context

Understand how to use language and technology for digital communication.

### Interacting with Others

Interpret and understand stated and implied meanings in texts, both written and spoken.

Working in groups or pairs using speech through discussions and oral presentations to present ideas for particular purposes and audiences.

### Interpreting, analysing, evaluating

Understand meaning through textual features and be able to make assertions about credibility of sources. Use and understand a wide range of words and increase vocabulary while able to use dictionaries and thesauruses (both on-line and text).

### Creating texts

Create a variety of styles of texts that are imaginative, informative and persuasive.

Understand how to use a range of digital as well as written styles when creating texts that demonstrate correct language and structural features, such as correct paragraph writing and correct language choices.

## General Capabilities Embedded

There are seven general capabilities that are found throughout all curriculum including in English:

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- Personal and social capability: Through English, students are able to identify and express their own opinions and beliefs
- Intercultural understanding: English provides rich cultural understanding across all three strands of Language, Literature and Literacy

## Cross-Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and cultures: use of literature and languages
- Asia and Australia's engagement with Asia: explore and appreciate both the language and literature
- Sustainability: having the skills such as research to investigate and understand environment and social issues

## Assessment

Assessments are used to demonstrate mastery of students' skill in the English learning area.

- Listening and Speaking – group presentations, discussions, individual presentations
- Analytical responses to texts
- Composing – writing creatively in different forms
- Grammar, Spelling and Vocabulary tests

# Health & Physical Education

## Year 7 Physical Education

### Topics Covered

Physical Activities:

- Fundamental Movement Skills
- Gymnastics
- Athletics
- Soccer
- Softball

### Knowledge and Skills

- Movement sequences
- Tactical skills
- Elements of health and fitness
- Communication skills
- Fair-play and ethical behaviour

### Assessment Items

- Students are assessed using skill tests, game play assessment and assessment of self-management and interpersonal skills

## Year 7 Health Education

### Topics Covered

Physical Activities:

- Term 1 – Relationships & Sexuality
- Term 2 – Food & Nutrition
- Term 3 – Cybersafety
- Term 4 – Drug Education

### Knowledge and Skills

- Feelings and emotions associated with transitions
- Online Safety
- Management of social & emotional changes
- Help seeking strategies
- The impact of relationships on well-being
- Preventative health practices
- Benefits of physical and recreational activity

### Assessment Items

- Term 1 – Growth and Development, Sexual Health test
- Term 2 – Food & Nutrition presentation
- Term 3 – Cyber Safety poster

## Year 8 Physical Education

### Topics Covered

Physical Activities:

- Football
- Hockey
- Athletics
- Soccer
- Touch Rugby

### Knowledge and Skills

- Movement skills and sequences of differing physical activities
- Defensive skills
- Tactical play
- The body's response to physical activity
- Description of movement
- How to modify rules to allow fair play

### Assessment Items

- Students are assessed using skill tests, game play assessment, skills reflection log and assessment of self- management and interpersonal skills

## Year 8 Health Education

### Topics Covered

- Relationships and Bullying
- Mental Health
- Health Promotion
- Lifestyle Diseases

### Knowledge and Skills

- The impact of physical changes
- Changing feelings
- Relationship skills
- Communication techniques
- Drug education
- Positive mental health and well-being skills
- The impact of bullying
- Strategies to deal with bullying

### Assessment Items

- Bullying assignment
- Health Promotion assignment

# Humanities

## Year 7 HASS

### Subject description

- Geography – Landforms and landscapes, changing nations
- Economics and Business – Participation and influence in the market place
- Civics and Citizenship – Democracy and law in action
- History – The ancient to the modern world

### Rationale

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future.

By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.

Thinking about, reflecting on, and responding to issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

### Aims

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

### Content Description

Students explain the types of laws and how laws are made within the Westminster system and describe the rights and responsibilities of participants in the process. They apply aspects of democracy to case studies and explain the freedoms that underpin Australia's democratic values.

Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market.

Students describe the geographical processes that produce landforms, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geographical challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

Students explain the feudal system in medieval Europe and the causes and effects of the Black Death, and describe patterns of change and continuity over time. They explain the significance of individuals and groups and how they were influenced by the beliefs and values of medieval society.



## **General Capabilities Embedded**

In the Australian Curriculum: HASS each of the seven general capabilities is embedded (where appropriate) in the content descriptions or elaborations.

- literacy
- numeracy
- competence in information and communication technology (ICT)
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding

## **Cross-Curriculum Priorities**

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

## **Assessment**

Students will take part in fieldwork activities, complete test, conduct research and enquiry project, conduct interviews, and discuss ideas, concepts and understanding. Assessments will be on content knowledge and skills.

## Year 8 HASS

### Subject description

- Geography – Landforms and landscapes, changing nations
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**Assessment**

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# Languages

## Year 7 French

### Topics Covered

- Name, age, birthday, months, dates
- Numbers 1-31
- Pets
- Family members
- Physical description and personal qualities
- Countries, nationalities, colours and flags
- School subjects, opinions, the time, timetable, classroom language
- The alphabet
- Festivals in France
- Sports and hobbies and your favourite object
- Christmas in France
- Film study

### Knowledge and Skills

- Use of technology for cultural project on a French town via the College Library Pathfinders and for access to the Education Perfect revision website
- Pronunciation rules
- Strategies for learning vocabulary
- Understanding of cognates, the verbs 'to be' and 'to have', articles and adjectives
- How to express your opinion
- The negative 'ne...pas' (not)
- The function and importance of French accents
- School subjects in France and French school timetable compared to Australia
- The countries of the European Union
- How to make French crepes
- Assessed on language learning outcomes: Listening and responding, Speaking, Viewing, Reading and responding and Writing

### Assessment

- Ongoing vocabulary tests
- Speaking – 1 assessment per semester
- Listening and responding – 2 assessments per semester
- Reading and responding – 2 assessments per semester
- Writing – 2 assessments per semester
- Cultural project on a French town
- Participation in class and ongoing use of the Education Perfect revision website

## **Year 7 Japanese**

### **Topics Covered**

- Culture of Japan – where is Japan, geographical information
- Classroom instructions
- Learn hiragana alphabet
- Self – Introductions
- Colours and Animals
- Teenagers: Body parts, describing people, fashion and clothing
- Technology
- Film study of Ponyo and Totoro

### **Knowledge and Skills**

- Research skills: using laptops to research technologies etc
- Japanese cultural understandings – similarities and differences between Australian and Japanese fashion and clothing
- Strategies for learning vocabulary
- Use different learning strategies to learn hiragana
- ICT in classroom (researching, creating power points, typing in Japanese etc)
- Participate in a Cultural Incursion (Term 1)
- Compare and contrast the differences between English and Japanese grammar structures

### **Assessment**

- Ongoing hiragana quizzes
- Speaking assessment
- Listening and Responding assessment
- Reading and Responding assessment
- Writing assessment
- Participation in class and ongoing use of the Education Perfect revision website

## **Year 8 French**

### **Topics Covered**

- Where you live and describing your house
- Food and drink
- Numbers past 100, prices and quantities
- Clothes
- Weather and seasons
- Body parts and saying what hurts
- Town and directions
- Present tense of –er verbs
- Christmas in France
- Film study

### **Knowledge and Skills**

- Research skills: using laptop to research French recipe and famous French person and to access the Education Perfect website
- French meal times, some well-known French dishes and making a French dish at home under parental supervision
- How to order a snack
- Numbers and prices
- French mealtime language and etiquette
- The verbs 'to eat' and 'to drink'
- The verbs 'to wear' and 'to put on'
- How the French articles 'à' (to, at) and 'de' (of, from, some) work
- The verb 'to go'
- How to recognise and give directions
- The first group of regular verbs in the Present Tense
- Assessed on language learning outcomes: Listening and responding
- Speaking
- Viewing and responding
- Writing

### **Assessment**

- Ongoing vocabulary tests
- Listening and responding – 2 per semester
- Reading and responding – 2 per semester
- Writing – 2 per semester
- Speaking assessments – 1 per semester
- Cultural cooking project completed at home in Term 2
- Cultural project on a French person
- Design a French revision game group activity
- Participation in class and ongoing usage of the Education Perfect revision website

## **Year 8 Japanese**

### **Topics Covered**

- Self-Introductions - talking about themselves and their personal information
- Sports and hobbies
- Japanese national sports - unit on Sumo
- Family and pets
- Food and healthy eating
- Japanese food etiquette
- Film study of Toy Story and Howl's Moving Castle

### **Knowledge and Skills**

- Research skills: using laptops to research different topics and present through a variety of digital mediums
- Japanese cultural understandings - similarities and differences between Australian and Japanese sports and foods
- Use different learning strategies to learn hiragana (how to read and write the characters)
- How to build sentences using simple grammar
- Discuss personal likes and dislikes in relation to sports, hobbies and food
- Compare and contrast the differences between English and Japanese grammar structures

### **Assessment**

- Ongoing hiragana/katakana quizzes
- Speaking assessment
- Listening and responding assessment
- Reading, Viewing and Responding assessment
- Writing assessment
- Participation in class and ongoing usage of the Education Perfect revision website

# Mathematics

## Year 7 Mathematics

### Rationale

Learning Mathematics creates opportunities for and enriches the lives of all Australians. Students at Lake Joondalup Baptist College are provided with essential mathematical skills and knowledge to develop their numeracy capabilities and are provided with the fundamentals on which careers in Mathematical areas can be built. We are achieving this end through the implementation of the Maths Pathway model at Lake Joondalup Baptist College.

As is commonly known, it is impossible for every child to reach their full potential in the traditional 'one-size-fits-all' classroom. With Maths Pathway, students can achieve much greater success because they learn what they are ready for; either filling gaps or building on their knowledge to master higher levels. In addition to improving learning outcomes, there is a significant improvement to student attitudes toward maths and learning in general.

Maths Pathway is an entire Learning and Teaching Model that is designed to deepen students understanding of maths through different modes of learning. It is based on the Australian Curriculum and is the focus of the Mathematics curriculum at Lake Joondalup Baptist College. It aims to instil in students an appreciation of the elegance and power of mathematical reasoning.

Studies have shown that in a typical Year 7 classroom there is an eight year spread of ability. When content is delivered according to year level, it is incredibly challenging to be able to target every student's point of need. This model overcomes these challenges by enabling students to fill gaps in their learning, as well as build on existing knowledge – every student gets the opportunity to see growth and experience success.

The Maths Pathway model focuses on developing mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. Skills and discoveries of the past as well as modern technologies are used to develop a broad understanding of the place of Mathematics in society and in the life of the learner.

Maths Pathway creates an individual learning experience for every student, targeting his or her zone of proximal development. It encourages good learning practices through individual feedback, goal setting and by fostering independent learning skills. There is a marked improvement in growth mindset and students take ownership of their maths learning.

Students are encouraged to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

### Aims

We wish to effectively implement evidence-based strategies, which results in increased self-efficacy amongst students and measurable growth in student learning outcomes.

These strategies include:

- Differentiated lessons for every student
- Regular one-on-one feedback sessions
- Small group instruction
- Regular rich learning and project work

Students access content in a variety of ways: rich learning tasks, project work, independent learning, small group instruction and peer collaboration. These models of learning support a deep understanding of what they are learning.

### Assessment

Engaging experiences will be chosen to assist in making Mathematics inclusive; these tasks may be differentiated to enable access by students at varying ability levels.



Assessment of the Australian Curriculum will take place at different levels and for different purposes, including:

- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- At the end of each fortnight, students will be tested on the content they have completed. Following each test, students will reflect on their results and have a one-to-one feedback session with their teacher to set goals for the next cycle.
- Annual testing of Year 7 students' levels of achievement in aspects of numeracy is conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- Students will also spend a week working on a large project at the end of each term. This gives students access to a variety of learning modes, while developing a range of soft skills.

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# Science

## Year 7 Science

### Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge affects the way we live. Science is a dynamic, collaborative and creative human endeavour which provides us with skills to explore, investigate, predict and solve problems in our physical world. Science knowledge is revised and refined regularly as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of concepts and processes which enable students to contribute positively to society by making wise, informed decisions about national and global issues which affect our lives.

Students can experience and should enjoy the benefits of scientific discovery which help develop their critical, creative and thinking skills. Student enquiry should challenge them to question, identify and draw evidence-based conclusions using scientific methods.

The Science curriculum promotes six overarching ideas which include patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

### Aims

Ensures that students develop:

- An understanding of contemporary issues e.g. climate change, use of resources, medical interventions, biodiversity, origins of universe e.g. creation. [Science Understanding Strand]
- A connection between scientific enquiry and the work of scientists by learning from the history of scientists and their achievements. [Human Endeavour Strand]
- Scientific skills through investigations which enable them to analyse, evaluate and communicate data to an audience. [Scientific Inquiry]

### Content Descriptions

- Explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. [Biological Science]
- Classifying mixtures and using laboratory equipment to separate the substances within mixtures. [Chemical Sciences]
- They consider the interaction between multiple forces when explaining changes in an object's motion. [Physical Sciences]
- They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. [Earth & Space Sciences]
- Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.[Science Inquiry Skills]

### General Capabilities Embedded

There are seven General Capabilities:

- Oral and written scientific reports [literacy]
- Interpreting data and graphing skills [numeracy]
- Online eBook and excel use, internet research [ICT competence]
- Classifying data, enquiry skills, scientific method [critical and creative thinking]
- Research of historical science issues, discussions on values/virtues [ethical behaviour]

- Group work, self- management, organisational and listening skills [personal and social competence]
- Discussions on national & international land issues, biodiversity [intercultural understanding]

### **Cross-Curriculum Priorities**

There are three Cross Curriculum Priorities in the Australian Curriculum:

The Cross Curriculum Priorities are embedded in the curriculum and will be raised as discussion points appropriately.

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

### **Assessment**

Science Understanding	60%
Science and Human Endeavour	15%
Student Inquiry Strand	25%

## Year 8 Science

### Rationale

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### Aims

Science aims to ensure that students develop:

- An understanding of contemporary issues eg climate change, use of resources, medical interventions, biodiversity, origins of universe eg creation. [Science Understanding Strand]
- A connection between scientific enquiry and the work of scientists by learning from the history of scientists and their achievements. [Human Endeavour Strand]
- Scientific skills through investigations that enable them to analyse, evaluate and communicate data to an audience. [Scientific Inquiry Skills]

### Content Descriptions

Students develop their understanding of

- Microscopic and atomic structures;
- How systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts
- Cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs.
- Changes in matter at a particle level, and explore and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.
- The use of experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations.

They make predictions and propose explanations, drawing on evidence to support their views.

### General Capabilities Embedded

There are seven General Capabilities:

- Oral and written scientific reports [Literacy]
- Interpreting data and graphing skills [Numeracy]
- Online eBook and excel use, internet research [ICT competence]
- Classifying data, enquiry skills, scientific method [Critical and Creative Thinking]
- Research of historical science issues, discussions on values/virtues [Ethical Behaviour]
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## **Assessment**

Science Understanding	60%
Science and Human Endeavour	15%
Student Inquiry Skills	25%

# Technologies

(Rotation of Subjects during the year)

## Year 7 Applied Design

### Topics Covered

- Model making
- Understanding of various computer packages
- Marketing and Advertising
- Budgeting
- Ergonomics
- Occupational Safety and Health
- Safe use of kitchen utensils and equipment
- Safe use of workshop tools
- Basic electronics

### Knowledge and Skills

- Researching on internet
- Software: Word, AutoCAD, Photoshop, Publisher
- Elements and principles of design
- Business concepts
- Technology process and skills
- Workshop safety
- Using the food room and equipment competently

### Assessment

- Kite making
- Tourist brochure design
- Food Packaging
- Electronic board game/model making
- Construction of a maze
- Model making – bedroom makeover
- Puppet show

## Year 7 Computing

### Topics Covered

- General computer devices and peripherals
- Software for personal and business use
- Introduction to programming and coding
- Budgeting using Excel formulas
- Ergonomics
- Occupational Safety and Health

### Knowledge and Skills

- Effective brainstorming
- Researching on internet
- Software: Word, Excel, PowerPoint Photoshop, Online touch typing course
- Elements and principles of design
- Programming fundamentals using Blockly online programming

### Assessment

- Task 1 to 5: Theory and practical exercises using Word, Excel and PowerPoint, Basic Hardware and Software, Computer Peripherals
- Task 6 to 8: Develop a personal APP using basic coding skills



## Year 7 Design and Technology

### Topics Covered

- Workshop safety
- Technical Drawing / sketching
- Wood/plastic/metal manipulation
- Basic electronics

### Knowledge and Skills

- Technology process and skills
- Workshop machinery and safety
- Material properties
- Occupational health and safety

### Assessment

- Student workbook
- Homework book
- Wooden truck
- Key tag – acrylic using laser printer
- Steady Hand Game – electronics
- Technical Drawing & Sketching

## Year 7 Home Economics

### Topics Covered

#### Foods

- Kitchen safety and hygiene
- Use of kitchen utensils and equipment
- Washing and cleaning instructions
- Reading recipes
- Cooking terminology
- Australian Guide to Healthy Eating
- Nutrition
- Food Orders and Time Plans
- Breakfast evaluation

#### Textiles

- Use of textile equipment and machinery safely and accurately
- Commercial patterns
- Construction techniques for garment manufacture
- Designing

### Knowledge and Skills

#### Foods

- Demonstrate use of kitchen utensils and equipment safely and hygienically
- Wash dishes and clean work area completely correctly
- Follow recipes accurately understanding cooking terminology
- Apply Australian Guide to Healthy Eating to assess personal nutrition
- Create Food Orders and Time Plans that meet required criteria
- Evaluate breakfast

#### Textiles

- Demonstrate use of textile equipment and machinery safely and accurately
- Understand Commercial Pattern information
- Use construction techniques to complete manufacture of a garment
- Design a small pillow or toy which uses recycled or scrap fabric

## **Assessment**

### **Foods**

- One practical recipe
- Breakfast practical
- Breakfast assignment – Considerations, Design, Food Order, Time Plan and Evaluation

### **Textiles**

- Sewing machine license
- Boxers shorts
- Boxer shorts evaluation
- Textiles test
- Design of pillow or toy

## **(Rotation of Subjects during the Year)**

### **Year 8 Applied Design**

#### **Topics Covered**

- Model making
- Understanding of various computer packages
- Marketing and Advertising
- Budgeting
- Ergonomics
- Occupational Safety and Health
- Safe use of kitchen utensils and equipment
- Safe use of workshop tools
- Basic electronics

#### **Knowledge and Skills**

- Researching on internet
- Software: Word, AutoCAD, Photoshop, Publisher
- Elements and principles of design
- Business concepts
- Technology process and skills
- Workshop safety
- Using the food room and equipment competently

#### **Assessment**

- Kite making
- Tourist brochure design
- Food Packaging
- Electronic board game/model making
- Construction of a maze
- Model making – bedroom makeover
- Puppet show

### **Year 8 Computing**

#### **Topics Covered**

- General computer devices and peripherals
- Software for personal and business use
- Introduction to programming and coding
- Budgeting using Excel formulas
- Ergonomics
- Occupational Safety and Health

#### **Knowledge and Skills**

- Effective brainstorming
- Researching on internet
- Software: Word, Excel, PowerPoint, Photoshop, Online touch typing course
- Elements and principles of design
- Programming fundamentals using Blockly online programming

#### **Assessment**

- Task 1 to 5: Theory and practical exercises using Word, Excel and PowerPoint, Basic Hardware and Software, Computer peripherals
- Task 6 to 8: Develop a personal APP using basic coding skills

## **Year 8 Design and Technology**

### **Topics Covered**

- Workshop safety
- Technical Drawing / sketching
- Wood/plastic/metal manipulation
- Basic electronics

### **Knowledge and Skills**

- Technology Process and skills
- Workshop machinery and safety
- Material properties
- Occupational health and safety

### **Assessment**

- Student workbook
- Homework book
- Wooden Truck
- Key tag – acrylic using laser printer
- Steady Hand Game– electronics
- Technical Drawing / sketching

## **Year 8 Home Economics**

### **Topics Covered**

#### **Foods**

- Kitchen safety and hygiene
- Use of kitchen utensils and equipment
- Washing and cleaning instructions
- Reading recipes
- Cooking terminology
- Australian Guide to Healthy Eating
- Nutrition
- Food Orders and Time Plans
- Breakfast evaluation

#### **Textiles**

- Use of textile equipment and machinery safely and accurately
- Commercial patterns
- Construction techniques for garment manufacture
- Designing

### **Knowledge and skills**

#### **Foods**

- Demonstrate use of kitchen utensils and equipment safely and hygienically
- Wash dishes and clean work area completely correctly
- Follow recipes accurately understanding cooking terminology
- Apply Australian Guide to Healthy Eating to assess personal nutrition
- Create Food Orders and Time Plans that meet required criteria
- Evaluate breakfast

#### **Textiles**

- Demonstrate use of textile equipment and machinery safely and accurately
- Understand Commercial Pattern information
- Use construction techniques to complete manufacture of a garment
- Design a small pillow or toy which uses recycled or scrap fabric

## **Assessment items**

### **Foods**

- One practical recipe
- Breakfast practical
- Breakfast assignment – Considerations, Design, Food Order, Time Plan and Evaluation

### **Textiles**

- Sewing machine license
- Boxers shorts
- Boxer shorts evaluation
- Textiles test
- Design of pillow or toy