



2024

*Year 7 & 8*

**SUBJECT**

**HANDBOOK**

Lake Joondalup Baptist College

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# Important

All information is current-to-date and is subject to change as needed.

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# From the Dean of Studies

Welcome to the Year 7 and 8 Subject 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 Learning Platform by viewing individual class landing pages. The Learning and Assessment Outlines are a useful guide on how the 2023 academic year will unfold.

As a Curriculum Team, we value parent and guardian input into the learning process. I do encourage you to contact 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 2023 all subjects based on the Western Australian Curriculum. 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 regarding homework and study and information about 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

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. Having an open mindset is important because these students will put more energy into their learning as they understand and believe their skills and talents can be developed. This is an important stage to encourage inquiry and thinking processes to exercise the capacity for understanding and learning in the young adolescent. It is therefore essential to develop good work habits, learn skills, have a healthy lifestyle and extend knowledge during this golden time. It is also a time of enormous opportunity and risk. Whatever is not exercised in thinking capacity during this time is pruned away and continues during later puberty and occurs to give the brain its 'wiring' for future years. The development of the brain continues post teenage years, 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 whole student 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 the most efficient 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 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 and Student Services 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 pedagogical approach to learning for our Year 7s who need to develop skills for engaging with the knowledge 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 2023 academic year.

# 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 daily. All homework that is set is designed to assist with this consolidation process, not simply as extra work. SEQTA Learn 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 after school class 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 daily 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

To improve study and ensure academic success, we have study skills within each subject to assist our Year 7 and Year 8 students in learning how to study smarter to make sure they have the skills and the understanding of how to use their time and content knowledge to master learning and application of their knowledge. We are sure by using these tools our students will build strong habits of study that leads to success across their years in high school and beyond. Teachers throughout all learning areas will begin to use this same language along with instilling these skills within their lessons to teach and assist in not only helping our students be fully engaged in their learning but to find 'go to' strategies they can lean on when they engage in challenging material along their journey of learning.

Students learn at different rates and in different ways. Lower Secondary College is the perfect time to discover what works best for them to maximise information retention.

# From the Learning Enhancement Department

## The Academic Extension Program

The College has high academic standards and an enviable record in assisting academically talented students to excel and reach their full potential. Academically talented students are identified and mentored and provided with opportunities to maximise their potential.

### Our program provides the following:

- Identification of academically talented students providing differentiation, extension and enrichment
- Expose the students to a curriculum that allows them to work at higher cognitive levels
- Provide opportunities to develop specific skills and talents
- Monitor talented students in a holistic way, socially, emotionally and intellectually

## Extension Opportunities

We provide the following extension opportunities for academically talented students:

- Differentiated curricula and learning activities in the classroom
- Academic Extension classes in Mathematics, English and Science where 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.
- Mentoring and monitoring of academically talented students
- Accelerated curricula
- Education plans for exceptionally gifted students

## Enrichment Opportunities:

Enrichment activities include opportunities for students to expand their knowledge and skills beyond the normal classroom environment. The following enrichment opportunities are available beyond the classroom:

- Opti-MINDS
- Australian Computational and Linguistic Olympiad
- da Vinci Decathlon
- Evatt Trophy
- Ethics Olympiad
- Creative Edge competition
- University Partnerships

## The Learning Support Program

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

Students with diverse learning needs have access to the following internal and external programs and curricula to support their development cognitively, physically and socially.

### Programs:

- **English Foundation** and **Mathematics Essential** classes in Years 7-10 are smaller classes offered to students who have been identified as needing significant levels of support in English and Mathematics.
- The **Literacy Enhancement Program** is available to selected Year 7 and 8 students who have been identified as experiencing difficulties with literacy significantly below the levels of their peers and in comparison to their cohort. The purpose and aim of this program is to strengthen literacy skills, develop self-management strategies and support students to strive for their potential.

- **TextRead and Write assistive technology** is available for all students diagnosed with Dyslexia. The LEC staff organise the download of the software onto student devices and assist the students on how to use the software.
- **Numeracy Support** is provided by a specialist Mathematics support teacher for identified students.
- LEC support specialist staff designed a **Transition Program** for Year 6 students with severe learning difficulties. This program runs for an hour per week for four weeks in Term 4. The aim of the program is to ensure a smooth transition into secondary school.
- Case Managers in the LEC offer an **Organisational Skills Program** with students on their case list. LEC staff meet with identified students on a regular basis to help them with their organisational skills, daily planning, planning for assessments, planning for homework etc.
- **Education assistance** is offered to our funded students and the Mathematics and English Foundation classes.
- **ASDAN programmes** and qualifications are offered to students with significant learning disabilities who are unable to access the mainstream curriculum. This curriculum empowers students through personalised learning and choice to develop core skills in teamwork, communication, problem solving, research and self-management.

### 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 need 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.
- **Autism Plans** are developed for students with Autism Spectrum Disorder. Autism Plans organise relevant information and identify key areas for consideration in the education of students with Autism Spectrum Disorder, including curriculum and assessment modifications and accommodations, social skills, communication skills, sensory processing and organisational skills.

### Enquiries

Mrs Sarah Ferreira – Head of Learning Area – Learning Diversity K-12

## Additional Compulsory Subjects

### Christian Education/Friday Live

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

Wellbeing is compulsory for all Lower Secondary Students. The world-leading **Positive Education Enhanced Curriculum (PEEC)** is a research-based explicit Positive Education curriculum that has been developmentally sequenced. The curriculum is built on the experience with Positive Education at Geelong Grammar School (GGS) and is designed in consultation with world-renowned researchers in the field of positive psychology.

Simply put what we most want for our students to learn is good health, frequent positive emotions, supportive relationships, a sense of purpose and meaning, the accomplishment of worthwhile goals, and moments of complete immersion and absorption. This is a life in which character strengths are used in ways that support themselves and others to experience a sense of flourishing.

PEEC is not a replacement for the implicit Positive Education that takes place every day through pastoral care, teaching, and every interaction that teachers have with their students. Rather, it is an explicit curriculum designed for schools to lead dedicated Positive Education classes, where students can be taught the key concepts of wellbeing so they can live healthy and fulfilling lives.

# Curriculum Awards

The College recognises students who achieve at high standards through Certificates of Excellence, Letters of Merit, Endeavour Awards and Subject Awards.

**Certificates of Excellence** 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 by attaining 80% 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 6 A grades in SCSA assessed subjects. Please note this will 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 awarded to students who are recognised by their teachers who have demonstrated an approach to learning that will help them to achieve success through work ethic and diligence as well as consistent application and positive cooperation. We believe it is important to recognise their dedication to their studies on 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.

# Curriculum Team

## Curriculum Team

Dean of Studies

Mrs Kimberly Eyre

Secondary Curriculum Manager

Mrs Sonja van Aswegen

Head of Career Education

Mr Lynton Smith

## Learning Areas/Departments

## Head of Learning Areas/Departments

The Arts

Ms Tracy Pender

Career Education

Mr Lynton Smith

Christian Education

Mr Matthew Harris

English

Mrs Amanda Collier

Health & Physical Education

Mr Ben Allsop

Humanities

Mrs Telma Keen

Languages

Mrs Meagan Maassen

Library

Mr Stephen Sampson

Mathematics

Mr Glenn Tyrie

Science

Mrs Vanessa Budas

Learning Diversity K-12

Mrs Sarah Ferreira

Technologies

Mr Tomasz Dudek

## The following staff can be contacted for technical issues

Dean of Administration

Mr Mark Downsborough

Secondary Learning Technologies Manager

Mr Limpie van Aswegen

# The Arts

## Year 7 The Arts

### Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Students will complete one performing art (Drama, Music) and one visual art (Media, Visual Arts) in Year 7.

## Year 7 Drama

### Topics Covered

May include:

- Storytelling
- Mime
- Improvisation
- Circus
- Melodrama
- Scripts

### Knowledge and Skills

- The elements of drama
- Acting skills in voice and movement
- Approaches to characterisation
- Theatre forms and styles
- Effective group work processes (problem-solving, listening skills)
- Routines of warming-up and reflection
- Narration and tableaux
- Stage and audience etiquette
- Production design (costume, props and set)

### Assessment Items

- Making – extended improvisation performance
- Making – scripted performance
- Responding – written response to a performance

## Year 7 Media

### Topics covered

- SWAT codes
- Comic codes and conventions
- Characters and values
- Photography and photo stories
- Character stereotypes
- TV commercials

### 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 Adobe Premiere Pro
- Storyboarding
- Scripting
- Teamwork

## **Assessment items**

- Making – a short photo story (comic book style) using camera and editing techniques
- Making – a Photoshop poster advertisement
- Making – a 30 second TV advertisement
- Making – a music video
- 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 Music**

### **Topics Covered**

- Elements of music
- Music literacy
- Composition
- Skilled listening
- Performance: djembe drums, keyboard lab

### **Knowledge and Skills**

- Learn to listen and understand pieces by aural development and analysis
- Learn to read, write and perform rhythm, pitch and chords – develop theory notation skills
- Learn to identify themes, styles and elements of music in a variety of pieces
- Learn to perform easy pieces
- Learn to use music notation software
- Learn to compose simple pieces

### **Assessment Items**

- Making - Music literacy assessments: theory and aural
- Responding - Skilled listening analysis tests
- Making - Group and solo performances
- Making - Composition tasks

## **Year 7 Visual Arts**

### **Topics Covered**

- Elements and principles of art
- Art forms – 2D art forms including drawing and other art forms such as printmaking and 3D forms such as ceramics
- 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**

May include:

- Making – observational drawings
- Making – design for a lino print
- Making – colourising a lino print
- Making – clay sculptures
- 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

## **Year 8 The Arts**

### **Enquiries**

Ms Tracy Pender – Head of Learning Area – The Arts

Students will complete one performing art (Drama, Music) and one visual art (Media, Visual Arts) in Year 8.

## **Year 8 Drama**

### **Topics Covered**

May include:

- Slapstick Comedy
- Mime
- Storytelling
- Pantomime and Children's Theatre
- Melodrama

### **Knowledge and Skills**

- Acting 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
- Theatre 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
- Stage and audience etiquette
- Production and design technologies

### **Assessment Items**

- Making – performance of script excerpts from published plays
- Making – extended improvisation based on skills in mime and slapstick comedy
- Making – Children's Theatre performance based on audience feedback
- Responding – written response to a performance

### **Assessment Items**

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

## **Year 8 Media**

### **Topics Covered**

- Codes and conventions of advertising including posters, TV commercials and music videos
- SWAT codes

### **Knowledge and Skills**

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

### **Assessment Items**

- Making a Photoshop poster advertisement
- Making a 30 second TV advertisement
- Making a film-star flyer
- Making a narrative music video
- Responding – movie character analysis

## **Year 8 Music**

### **Topics Covered**

- Music software
- Composition
- Keyboard lab, guitars
- Skilled listening

### **Knowledge and Skills**

- Learn to apply the elements of music
- Learn to play keyboards and/or guitars
- Learn to use music software

### **Assessment Items**

- Listening analysis
- Performance – group and solo

## **Year 8 Visual Arts**

### **Topics Covered**

- Elements and principles of art
- Art forms – 2D art forms including drawing, painting and may include 3D art forms such as 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
- Learn about creating additive and relief sculpture
- Learn about bisque firing and use of glazes
- Create a composition for art works
- Discussion of visual arts elements – line, tone/value, colour, shape, texture, form and space

### **Assessment Items**

May include

- Making – observational drawings
- Making – communicating own ideas through design ideas for 2D and 3D art works
- Making – specific arts skills and processes used to create 2D and 3D art works
- 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

### Enquiries

Mrs Amanda Collier – Head of Learning Area – 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
- Analytical paragraph writing
- NAPLAN Testing of Persuasive Writing, Grammar, Spelling and Vocabulary

# Year 8 English

## Enquiries

Mrs Amanda Collier – Head of Learning Area – 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:

- 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 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 Health & Physical Education

### Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

## Year 7 Physical Education

### Topics Covered

Physical Activities:

- Fundamental Movement Skills
- Gymnastics
- Athletics
- Invasion Games
- Striking Fielding Games

### 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

- Term 1 – Puberty and Emotional change
- Term 2 – Food and Nutrition
- Term 3 – Cybersafety
- Term 4 – Drug Education

### Knowledge and Skills

- Feelings and emotions associated with transitions
- Online Safety
- Management of social and 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 – Puberty and Emotional Change test
- Term 2 – Food and Nutrition presentation
- Term 3 – Cyber Safety poster

## **Year 8 Health & Physical Education**

### **Enquiries**

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

## **Year 8 Physical Education**

### **Topics Covered**

Physical Activities:

- Invasion Games
- Net games
- Athletics
- Striking Fielding games

### **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, wider responses test.

## **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 & Social Sciences

## Year 7 Humanities & Social Sciences

### Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

### 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 Western 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 Humanities & Social Sciences

### Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

### 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
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### 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.

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## **Assessment**

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Assessments will be on content knowledge and skills.

# Languages

## Year 7 French

### Enquiries

Mrs Meagan Maassen – Head of Learning Area – Languages

### Topics Covered

Classroom routines and instructions

Cognates, French alphabet and spelling, French sounds and phonetic rules

Self

- Self-introductions - basic personal information
- Numbers -100, age, days, months, dates and birthdays

Family

- Family members, pets, colours, descriptions, opinions,

Friends

- Introducing a friend, descriptions, reasons
- Arranging with a friend to meet; place and time
- Planning for a class celebration or a performance, invitations

Interests

- Festivals in France/Francophone countries/ French film study
- Interests, sports and hobbies
- Food, drinks, French breakfast, at a French café

### Knowledge and Skills

- Use of technology for cultural projects on France/Francophone countries via the e-library
- French cultural understandings -similarities and differences between France and Australia
- Pronunciation rules and importance of French accents
- Strategies for learning vocabulary to cater to different learning styles
- Compare and contrast the differences between English and French grammar structures
- Participate in a Cultural Incursion- films, sports, cooking, games, quiz
- How to make a French croque-monsieur and a croque-madame

### Assessed on language learning outcomes:

Listening and responding, Speaking, Viewing, Reading and responding and Writing

- Present tense of regular verbs (ER/IR/RE)
- Present tense of four high frequency verbs: 'to be', 'to have', 'to go', 'to do'
- Imperative tense, use of 'tu' versus 'vous'
- Negative 'ne...pas' and interrogative forms in the present tense -three ways of questioning
- Articles; gender and adjectives

### Assessment

- Ongoing Education perfect assigned tasks
- Speaking assessment per semester
- Listening and Responding assessments
- Reading and Responding assessments
- Writing assessment per semester
- Regular vocabulary and grammar mini-tests
- Cultural project on France/Francophone country per semester
- Participation in class, attitude, behaviour and use of Education Perfect software

## **Year 7 Japanese**

### **Enquiries**

Mrs Meagan Maassen – Head of Learning Area – Languages

### **Topics Covered**

Japan

- The country, connections to Australia and Asia, why is Japan important?
- Classroom commands and instructions

Hiragana

- Building fluency to read and write characters

Self-introductions

- Basic personal information (name, age, nationality, where one lives)

Animals

- Describing animals with adjectives and colours

Let's go to Japan

- Describing Japanese cities and where one would visit in Japan

Family

- Talking about family members, counting family members, and describing family and friends
- Japanese film study: Ponyo and Totoro
- Christmas in Japan and differences in how it is celebrated in Australia

### **Knowledge and Skills**

- Research skills: learning to use search engines to find out about Japanese culture and festivals
- Japanese cultural understandings – similarities and differences between Australian and Japanese culture
- Strategies for learning vocabulary to cater to different learning styles (visual, tactile, auditory)
- Use different learning strategies to remember hiragana characters
- Reading imaginary texts and then create own texts about animals and family
- Understand how to create simple grammar sentences with a topic and adjective
- ICT as a teaching/ learning tool. Students will use ICT to give power point presentations.
- Participate in a Cultural Incursion- sports, origami, cooking

### **Assessed on language learning outcomes:**

Listening and responding, Speaking, Viewing, Reading and responding and Writing

### **Assessment**

- Ongoing hiragana quizzes
- Speaking assessment per semester
- Listening and Responding assessments
- Reading and Responding assessments
- Writing assessment per semester
- Cultural projects based on Japanese anime
- Participation in class and ongoing vocabulary quizzes on Education Perfect website

## Year 8 French

### Enquiries

Mrs Meagan Maassen – Head of Learning Area – Languages

### Topics Covered

Classroom routines and instructions

Me and you -our personal and social worlds

- Self-introductions and getting to know you
- Feelings -opinions, preferences, agreements and disagreements

Me at home -routine

- House, family, pets and rooms; routine at home and house chores

Me at school and my social life -on the weekend

- France -the country, its historical links to Australia
- School subjects: opinions, reasons, numbers, time, timetable, favourite subjects/teachers
- Comparing French and Australian timetables; planning to cater for a birthday celebration
- Weather, seasons and weekend routines, mealtimes

Our interests and leisure activities

- Discuss personal likes and dislikes in relation to sports, hobbies and food
- Planning a weekend outing with a friend, French/Australian family regular holiday outings
- Food, drink, quantities, prices: at a café -planning an excursion to a French café
- The New Year and traditions in France -meals
- French film study

### Knowledge and Skills

- Research skills: using technology to research and present different French cultural topics
- Use French sound system: pronunciation rules, pitch, rhythm, stress, cognates
- Strategies for learning vocabulary to cater to different learning styles
- Reflect on attitudes to French culture and intercultural communication
- Compare and contrast the differences between English and French grammar structures
- Reading of imaginative texts, recognising how word patterns and clusters connect
- Translating and interpreting short texts: importance of culture and language
- Creation of own/group imaginary texts targeted to an audience
- How to order food and drink at a crepe café
- Participate in a Cultural Incursion- French sports and children games, food, quizzes
- How to make French crepes

### Assessed on language learning outcomes:

Listening and responding, Speaking, Viewing, Reading and responding and Writing

- Present tense of regular verbs (ER/IR/RE), time phrases and connectives
- Present tense of three high frequency verbs: 'to have to', 'to want', 'to know'
- Imperative tense and Present tense of Reflexive Verbs (to get up)
- Near future; recognising the 'passé-composé' and comparatives/superlatives
- Articles; gender; prefixes and suffixes, adjectives, adverbs, pronouns, partitive articles

### Assessment

- Ongoing Education perfect assigned tasks and vocabulary quizzes
- Speaking assessment per semester
- Listening and Responding assessments
- Reading and Responding assessments
- Writing assessment per semester
- Regular vocabulary and grammar mini-tests
- Cultural project on France/Francophone country per semester

Participation in class, attitude, behaviour and use of Education Perfect software

## Year 8 Japanese

### Enquiries

Mrs Meagan Maassen – Head of Learning Area – Languages

### Topics Covered

All about me

- Personal information in a Global world- how do we connect to Japan

Celebrations

- Students learn how to write invitations and plan for birthdays, Christmas, and special events

Sports and hobbies: Traditions and trends

- Japanese traditional sports, popular sports in Japan/ Australia, what sports do you play/ like/ dislike and why?
- Japanese national sports - unit on Sumo/ Olympics/ Commonwealth games

Food and healthy eating

- Japanese/Australian food etiquette, talking about foods that you like/dislike/ eat for different mealtimes
- Film study- Karate kid, Howl's moving Castle
- New Year celebrations in Japan

### Knowledge and Skills

- Research skills: using technology to research different Japanese cultural 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 read and write hiragana characters
- How to build sentences using simple grammar with a topic, noun, adjective and verb
- Discuss personal likes and dislikes in relation to sports, hobbies and food
- Compare and contrast the differences between English and Japanese grammar structures
- Participate in Japanese cultural incursion learning a Japanese sport, origami and cooking

### Assessed on language learning outcomes:

Listening and responding, Speaking, Viewing, Reading and responding and Writing

### Assessment

- Ongoing hiragana and vocabulary quizzes
- Speaking assessment- per semester
- Listening and responding assessment per term
- Reading, Viewing and Responding assessment per term
- Writing assessment- per semester
- Participation in class and ongoing usage of the Education Perfect website

# Mathematics

## Year 7 Mathematics

### Enquiries

Mr Glenn Tyrie – Head of Learning Area – 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.

The Australian Curriculum is the basis of the curriculum in Mathematics at Lake Joondalup Baptist College and aims to instil in students an appreciation of the elegance and power of mathematical reasoning. The curriculum 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.

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

### Aims

In the Mathematics Learning Area at Lake Joondalup Baptist College we aim to ensure that students:

- are confident, creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

### Content Description

The Mathematics curriculum is organised around the interaction of four proficiency strands and three content strands.

#### Proficiency strands at the Year 7 level:

##### *Understanding*

- describing patterns in uses of indices with whole numbers
- recognising commonalities between fractions, decimals, percentages and ratios
- plotting points on the Cartesian plane
- identifying angles formed by a transversal crossing a pair of parallel lines
- connecting the laws and properties of numbers to algebraic terms and expressions

##### *Fluency*

- calculating accurately with integers
- representing fractions and decimals in various ways
- investigating best buys
- evaluating measures of central tendency
- calculating areas of shapes and volumes of prisms

### *Problem solving*

- formulating and solving authentic problems using numbers and measurements
- creating transformations and identifying symmetry
- calculating angles
- interpreting sets of data collected through chance experiments

### *Reasoning*

- applying the number laws to calculations
- applying known geometric facts to draw conclusions about shapes
- applying an understanding of ratio
- interpreting data displays

### **Content strands at the Year 7 level:**

The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.

#### **Number and Algebra**

At Standard, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. Students assign ordered pairs to given points on the Cartesian plane. They interpret simple linear representations and model authentic information. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution.

#### **Measurement and Geometry**

Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. Students solve simple numerical problems involving angles formed by a transversal crossing two lines. They use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line.

#### **Statistics and Probability**

Students identify issues involving the collection of continuous data. They construct stem-and-leaf plots and dot plots. Students describe the relationship between the median and mean in data displays. They calculate mean, mode, median and range for data sets. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes.

#### **General Capabilities Embedded**

The skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century have been identified in the Australian Curriculum as general capabilities. There are seven general capabilities:

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

In Mathematics, each of the seven general capabilities is embedded (where appropriate) in the content descriptions or elaborations. There are further opportunities to develop the general capabilities through classroom activities.

## Cross-Curriculum Priorities

There are three cross curriculum priorities in the Australian Curriculum:

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

The cross-curriculum priorities are embedded in the curriculum.

## 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.

Teachers will use the Australian Curriculum content and achievement standards first to identify the student's current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. The teachers will plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is whether they have achieved below, at, or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

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
- summative assessment for the purposes of twice-yearly reporting will be ongoing. This will be in the form of formal tests administered at least twice per term and a project and investigative task to be given each semester.
- 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)

## Year 8 Mathematics

### Enquiries

Mr Glenn Tyrie – Head of Learning Area – 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.

The Australian Curriculum is the basis of the curriculum in Mathematics at Lake Joondalup Baptist College and aims to instil in students an appreciation of the elegance and power of mathematical reasoning. The curriculum 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.

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

### Aims

In the Mathematics Learning Area at Lake Joondalup Baptist College, we aim to ensure that students:

- are confident, creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

### Content Description

The Mathematics curriculum is organised around the interaction of four proficiency strands and three content strands.

#### Proficiency strands at the Year 8 level:

##### *Understanding*

- describing patterns in uses of indices with recurring decimals
- identifying commonalities between operations with algebra and arithmetic
- connecting rules for linear relations with their graphs
- explaining the purpose of statistical measures
- explaining measurements of perimeter and area

##### *Fluency*

- calculating accurately with decimals, indices and integers
- recognising equivalence of common decimals and fractions including recurring decimals
- factorising and simplifying basic algebraic expressions
- evaluating perimeters and areas of common shapes and volumes of three-dimensional objects

##### *Problem solving*

- formulating and modelling practical situations involving ratios
- profit and loss
- areas and perimeters of common shapes
- using two-way tables and Venn diagrams to calculate probabilities

## Reasoning

- justifying the result of a calculation or estimation as reasonable
- deriving probability from its complement
- using congruence to deduce properties of triangles
- finding estimates of means and proportions of populations

## Content strands at the Year 8 level:

The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.

### Number and Algebra

At Standard, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. Students describe rational and irrational numbers. They solve problems involving profit and loss. Students make connections between expanding and factorising algebraic expressions. They use efficient mental and written strategies to carry out the four operations with integers. Students simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane.

### Measurement and Geometry

Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They convert between units of measurement for area and volume. Students perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles.

### Statistics and Probability

Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. Students explain issues related to the collection of data and the effect of outliers on means and medians in that data. They determine the probabilities of complementary events and calculate the sum of probabilities.

### General Capabilities Embedded

The skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century have been identified in the Australian Curriculum as general capabilities. There are seven general capabilities:

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

In Mathematics, each of the seven general capabilities is embedded (where appropriate) in the content descriptions or elaborations. There are further opportunities to develop the general capabilities through classroom activities.

### Cross-Curriculum Priorities

There are three cross curriculum priorities in the Australian Curriculum:

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

The cross-curriculum priorities are embedded in the curriculum.

## 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.

Teachers will use the Australian Curriculum content and achievement standards first to identify the student's current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. The teachers will plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is whether they have achieved below, at, or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

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
- summative assessment for the purposes of twice-yearly reporting will be ongoing. This will be in the form of formal tests administered at least twice per term and a project and investigative task to be given each semester.
- 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)

# Science

## Year 7 Science

### Enquiries

Mrs Vanessa Budas – Head of Learning Area – 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.

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.

### Curriculum

The science content includes the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

### Science Understanding

The Science Understanding strand comprises four sub-strands

Biological sciences: this sub-strand is concerned with understanding living things

- Classification helps organise the diverse group of organisms
- Interactions between organisms, can be described in terms of food chains and food webs; human activity can affect these interactions

Chemical sciences: this sub-strand is concerned with the behaviour and composition of substances.

- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques

Earth and space sciences: this sub-strand is concerned with the Earth's dynamic structure and its place in the cosmos.

- Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon
- Some of Earth's resources are renewable but others are non-renewable
- Water is an important resource that cycles through the environment

Physical sciences: this sub-strand is concerned with understanding the nature of forces and motion, and matter and energy.

- Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object

### Science as a Human Endeavour

There are two sub-strands of Science as a Human Endeavour. These are:

Nature and development of science: This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

Use and influence of science: This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

## **Science Inquiry Skills**

There are five sub-strands of Science Inquiry Skills. These are:

Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.

Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.

Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.

Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.

Communicating: Conveying information or ideas to others through appropriate representations, text types and modes.

In the practice of Science, the three strands will be taught in an integrated way.

## **Streaming**

There is no streaming in Year 7 Science, all students will study the same course. Based on their demonstrated high level of ability throughout the year a selected number of students will be invited to participate in an extension science course in Year 8 where they will be further challenged in their understanding of scientific concepts.

## **Assessments**

Assessments typically comprise topic tests, scientific investigations and research tasks.

## Year 8 Science

### Enquiries

Mrs Vanessa Budas – Head of Learning Area – 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.

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.

### Curriculum

The science content includes the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

### Science Understanding

The Science Understanding strand comprises four sub-strands.

Biological sciences: this sub-strand is concerned with understanding living things.

- Cells are the basic units of living things; they have specialised structures and functions
- Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce

Chemical sciences: this sub-strand is concerned with the behaviour and composition of substances.

- Properties of the different states of matter can be explained in terms of the motion and arrangement of particles
- Differences between elements, compounds and mixtures can be described at a particle level
- Chemical change involves substances reacting to form new substances

Earth and space sciences: this sub-strand is concerned with the Earth's dynamic structure and its place in the cosmos.

- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales

Physical sciences: this sub-strand is concerned with understanding the nature of forces and motion, and matter and energy

- Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems

### Science as a Human Endeavour

There are two sub-strands of Science as a Human Endeavour. These are:

Nature and development of science: This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

**Use and influence of science:** This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

### **Science Inquiry Skills**

There are five sub-strands of Science Inquiry Skills. These are:

**Questioning and predicting:** Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.

**Planning and conducting:** Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.

**Processing and analysing data and information:** Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.

**Evaluating:** Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.

**Communicating:** Conveying information or ideas to others through appropriate representations, text types and modes.

In the practice of Science, the three strands will be taught in an integrated way.

### **Streaming**

All students will study the three interrelated strands described above. In Year 8 the majority of students will study this in a general course. A selected number of students will be invited to participate in an extension science course based on their demonstrated high level of ability where they will be further challenged in their understanding of scientific concepts.

### **Assessments**

Assessments typically comprise topic tests, scientific investigations and research tasks.

# Technologies

(Digital Technologies – All Year 7 and 8 students do a semester-long course)

## Year 7 Digital Technologies

### Enquiries

Mr Tomasz Dudek – Head of Learning Area – Technologies

### Subject Description

The Western Australian Curriculum: Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. Deep knowledge and understanding of information systems enable students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet user and client needs. The Digital Technologies course provides students with practical opportunities to use design thinking and to be innovative developers and creators of digital solutions.

### Topics Covered

- General computer devices, peripherals and software
- Network and communication devices including; end-user devices, routers and switches
- Computer Networking topologies and wireless and wired communication technologies
- Visual representation of data, including an introduction to binary
- Designing and developing a digital product for a client, taking into account target audience needs, inclusivity and accessibility
- Introduction to programming and coding using BlockCode

### Australian Curriculum

Strands	Content
Knowledge and Understanding	Specifications of hardware components and their impact on network activities. Binary is used to represent data in digital systems Methods of data transmission and security in wired, wireless and mobile networks
Process and Production Skills	Evaluate the authenticity, accuracy and timeliness of acquired data Design plans, using a sequence of steps, and represent them diagrammatically and in English, to solve a problem and to predict output for a given input to identify errors

### Assessment

Networking Computer Hardware and network topology, Representation of data; including an understanding of Binary, Using the design process to design and develop an information system (Kiosk), for a client.

### Pathways

This subject leads towards Year 8 Digital Technologies. Skills acquired will help students in this course and will set them up well for choosing to do Digital Technologies as an elective in Year 9.

## Year 8 Digital Technologies

### Enquiries

Mr Tomasz Dudek – Head of Learning Area – Technologies

### Subject Description

In Year 8, learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as decomposing problems, and engaging students with a wider range of information systems as they create a range of solutions. Students interact with interactive web applications, simulations and objects in the real world to design and develop solutions.

### Topics Covered

- Properties of networked systems and their suitability for transmission of data types
- Analysis, visualisation and evaluation of data
- Development of data models and simple algorithms to solve problems
- Developing skills in abstracting, decomposing and defining problems when creating products

### Australian Curriculum

Strands	Content
Knowledge and Understanding	Specifications of hardware components and their impact on network activities. Binary is used to represent data in digital systems Methods of data transmission and security in wired, wireless and mobile networks
Process and Production Skills	Evaluate the authenticity, accuracy and timeliness of acquired data Design plans, using a sequence of steps, and represent them diagrammatically and in English, to solve a problem and to predict output for a given input to identify errors

### Assessment

Networking communication technologies, Representation of data; including binary and decimal conversions, Coding portfolio including the “Hour of Code” training

### Pathways

This subject leads toward the Year 9 Digital Technologies elective. Skills acquired will help students in this course and will set them up well for ongoing studies of Digital Technologies in Year 10 and beyond.

## Year 7 and 8 Applied Design

(Design and Technology – All Year 7 and 8 students do a semester-long course)

### Enquiries

Mr Tomasz Dudek – Head of Learning Area – Technologies

### Topics Covered

- Model making using the laser cutter for Catapult Construction parts
- Understanding of various computer packages
- Safe use of workshop tools
- Aboriginal History and designs
- Catapult History and designs
- Insect anatomy
- History and Future of 3D Printing and how important insects will be as a food source

### Australian Curriculum

Strands	Content
Knowledge and Understanding	The design of simple solutions using motion, force and energy, to manipulate and control electromechanical and mechanical systems Development of products, services and environments through the creativity, innovation and enterprise of individuals and groups
Process and Production Skills	Design, develop, evaluate and communicate alternative solutions, using appropriate technical terms and technology Develop contextual criteria independently to assess design processes and solutions

### Assessment

- Aboriginal Key Tag design
- Catapult Project
- Insect Design and Create

### Pathways

This course will give students a grounding for a pathway into Year 9 and 10 iSTEM – Technologies. In Year 11 Students will be able to enter into a General (TAFE) or ATAR (University) pathway in General Dimensional Design (laser cutting and 3D printing design challenges) and/or Engineering Studies ATAR or General courses.

## Year 7 and 8 Design & Technology

### Enquiries

Mr Tomasz Dudek – Head of Learning Area – Technologies

### Topics Covered

- Safe Work Practices
- Technical Drawing/sketching
- Computer Awareness Skills
- Material manipulation

### Australian Curriculum

Strands	Content
Knowledge and Understanding	Social, ethical and sustainability considerations, in the development of technologies and designed solutions, to meet community needs for economic, environmental and social sustainability The process for the selection and combination of materials, systems, components, tools and equipment
Process and Production Skills	Design, develop, evaluate and communicate alternative solutions, using appropriate technical terms and technology Produce a simple plan designed to solve a problem, using a sequence of steps

### Assessments

Students will develop their knowledge and skills by completing projects to a variety of set briefs. This exercise will lead to a good understanding of the technology process used in Design and Technologies as well as provide an opportunity to develop material manipulation skills. This progression will aid students in developing foundational skills to be used and applied in Technologies electives in Year 9 and beyond.

- Steady Hand Game (Planning and Design)
- Steady Hand Game (Production Process and Skills)
- Maze Puzzle (Planning and Design)
- Maze Puzzle Game (Production Process and Skills)

### Pathways

This course can lead to Years 9 and 10 in iSTEM **OR** Design and Technology. This leads to courses in Years 11 and 12: Engineering **OR** General Material Design and Technology – Metal and/or Wood.

## Year 7 and 8 Home Economics

### Enquiries

Mr Tomasz Dudek – Head of Learning Area – Technologies

### 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
- Packaging and food waste
- Food Orders and Time Plans
- Breakfast preparation and evaluation

#### Textiles

- Use of textile equipment and machinery safely and accurately
- Commercial pattern use
- Construction techniques for garment manufacture
- Sustainable designing

#### Australian Curriculum

Strands	Content
Knowledge and Understanding	Sustainable production systems are subject to competing demands (social, environmental, economic) and how these factors influence their design Sensory properties of food to create healthy eating solutions
Process and Production Skills	Safely apply appropriate techniques to make solutions using a range of components and equipment Produce a simple plan designed to solve a problem, using a sequence of steps

### Assessment

#### Foods

Breakfast considerations, design, preparation, food order, time plan and evaluation

#### Textiles

Sewing machine licence, boxer shorts construction and evaluation, test, sustainable design

### Pathways

This subject leads to Year 9 Home Economics and then Year 10-12 courses in Foods, Textiles and Children Family and Community