



freshwater  
CHRISTIAN COLLEGE



# YEARS 7 & 8 HANDBOOK

Freshwater Christian College  
Administered by Cairns Christian  
College Ltd  
CRICOS Number: 01033E

## Mission Statement

At Freshwater Christian College, we believe in the unique gifting of each individual within our community and exist to provide a safe and empowered learning environment that promotes caring relationships and authentic Christian Values.

Jeremiah 32:38-39

“And they shall be my people, and I will be their God. I will give them one heart and one way, that they may fear me forever, for their own good and the good of their children after them.”

2 Samuel 22:33

“This God is my strong refuge and has made my way blameless.”

## What's Important in High School?

Adolescence is a distinct developmental phase requiring a unique response. Students in this 11-15 years age group have particular interests, needs and focuses that are different from those of young children or older adolescents. Secondary School students identify strongly with their peers and experience heightened emotions, progressively seek greater independence and develop their individual identities and value systems. Intellectually they have a growing capacity for reflective and abstract thinking and begin to make decisions about adult roles. Most student's progress satisfactorily during Secondary School but it is a time when some students switch off from schooling.

Showing respect, empathy and an understanding of the variety of ways in which young adolescents develop, learn and think is required to meet their needs. Spiritually, adolescence is a time for kids to wrestle with the meaning of life. Before this time, a child's faith was their family's faith.

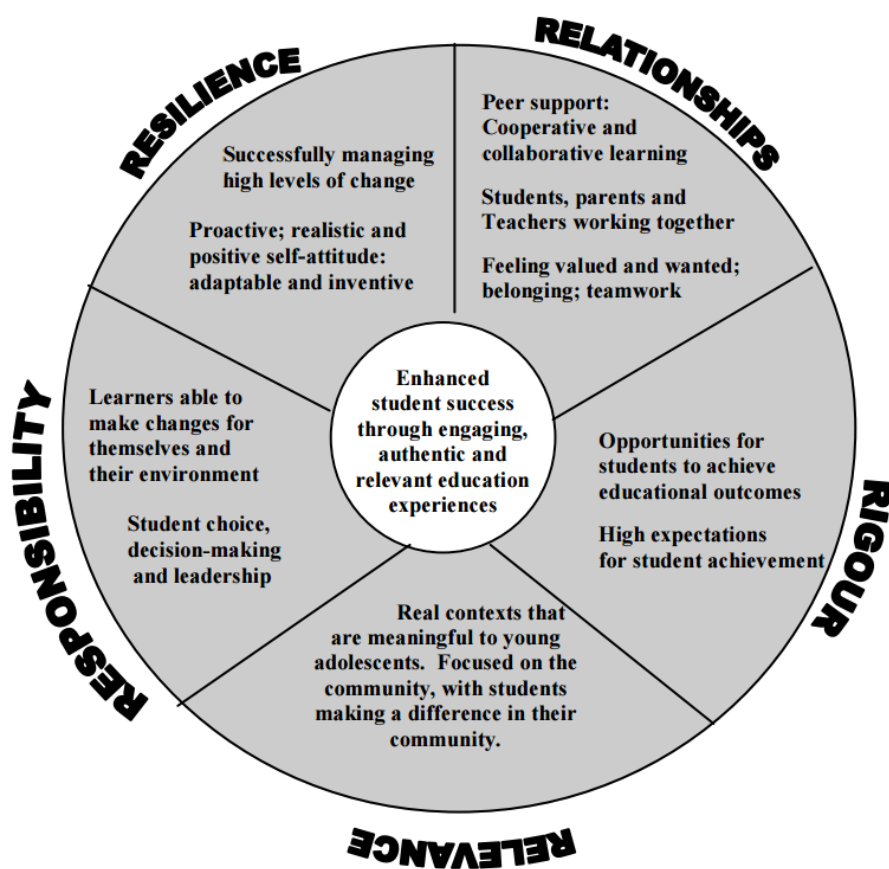
During adolescence they are going to be working on their faith as an individual. Teens need room to work out their faith and in the company of healthy people who will do the same. Genuine role models and approachable, sincere adults are crucial. They will have many, many questions which will require patient answers. At this critical stage, structure and boundaries are important, as is sound moral and spiritual guidance and a stimulating and varied curriculum.



## Our Secondary School

Secondary School is designed to engage adolescent learners by developing:

- Responsibility—for learning and actions
- Resilience—in the face of change
- Relationships—with God and man
- Rigour—high expectations
- Relevance—reality learning



Minimal classroom and teacher changes add stability. They interact with a limited number of specialist teachers. This provides a transition between Primary and Secondary school. The core teacher is also the student's pastoral care teacher, who helps them get organised and develop a relationship that provides each student with an approachable, caring adult. Devotional and prayer times are part of the morning procedure.



## English

English is the subject area in which students learn to make and share meaning and come to appreciate Godly principles for communication and relationships. They will have the opportunity to experience enjoyment of our language through a variety of media while promoting ‘real’ language for ‘real’ purposes.

Students in Years 7 are given sufficient responsible preparation for NAPLAN tests, in the first semester of each year.

Units of Work include:

Year 7 –

- Persuade me!
- Survival: instructional writing
- Poetry
- Narnia: The Lion, The Witch and The Wardrobe

Year 8 –

- Biographies and Bridge to Terabithia
- A Midsummer Night’s Dream
- Poetry
- Run Baby Run



## Mathematics

Mathematics is a tool that can be used at personal, civic, professional and vocation levels. Students will develop their problem-solving skills and enhance their cognitive thinking which prepares them for when challenges arise.

They will not only improve their abilities to identify patterns and solve puzzles, but will communicate their understanding through verbal and written means.

Mathematics is organised into three sections known as strands:

- Statistics and Probability
- Measurement and Geometry
- Number and Algebra

Types of Assessment will include:

- Unit Tests
- Presentations
- Investigations
- Quizzes
- Online skill enhancement support program.



## Science

The study of Science aims to provide students with an opportunity to investigate ways scientists approach problems which pertain to the living world, and the process, which may lead to the discovery of new knowledge and understanding. Science can provide students with a deeper knowledge and an enhanced aesthetic appreciation of God's created world.

Science is taught not just to gain knowledge but to gain wisdom. Assessment enables students to engage in creative scientific thinking and apply new and previously learned knowledge in practical situations.

Types of Assessment include:

- Written Examinations and Tests
- Research Assignments
- Field Reports and laboratory
- Practical Reports.

Units of Work will include:

Year 7 –

- Water: Waste Not, Want Not—Chemistry
- Organising Organisms—Biology
- Moving Right Along—Physics
- Earth and Sun Resources—Earth in Space.

Year 8 –

- Working with Scientific Data
- Living Systems and Cells
- Growth and Reproduction
- Elements, Compounds and Mixtures
- Physical and Chemical Change.



## History and Geography

This subject is composed of History, Geography, Civics and Economics. History is viewed as God's story in which we play a vital role and Geography, Civics and Economics as ways in which to be trustworthy stewards in God's creation. Assessment takes the forms of:

- Objective tests
- Response to stimulus tests
- Testing for reliability of documents
- Archaeological digs and reports
- Role play
- Research assignments
- Oral reports
- Research assignments
- Map design.

Units of Work include:

Year 7 –

- Investigating the Ancient Past
- The Mediterranean World: Rome
- The Asian World: China
- Water In The World
- Place and Liveability

Year 8 –

- The Western and Islamic World: Medieval Europe
- The Asia-Pacific World: Polynesian Expansion
- Landforms and Landscapes
- Changing Nations



## Japanese

Year 7 and Year 8 –

The units for Years 7 and 8 will provide a foundation for socialising in Japanese. Being able to greet a new acquaintance, introduce themselves and ask and answer some basic questions will build students' confidence and enable them to initiate friendships and communicate with Japanese native speakers.

Students will be engaging in meaningful and authentic tasks with Japanese native speakers, to motivate language learning and cultural understanding. Students will share and build on their prior knowledge of Japan and Japanese culture. Cultural practices of socialising in Japanese will be explored, including body language, the Japanese relationship system, formal and informal greetings and the ways that people of different ages interact with each other. These understandings will broaden students' minds and increase intercultural competence.

### Assessment:

Using the information learned in self-introduction lessons, the students will perform authentic Japanese introductions as an oral presentation in front of the teacher using a PowerPoint presentation or poster depicting as much information as possible. Students will have the option of doing the task on their own or in pairs.





## Health and Physical Education

During Years 7 and 8 the study of Health and Physical Education is compulsory at Freshwater Christian College. Health and Physical Education provides participants with a foundation for developing into active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

Health and Physical Education offers the participants opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- Promoting the health of individuals and communities
- Developing concepts and skills for physical activity
- Enhancing personal development.

Active engagement in physical activity is a major emphasis in the Health and Physical Education program. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time in the program should be allocated to learning experiences that actively engage students in physical activity.

Types of Assessment will include:

- Performance of Practical Tasks
- Written Journals
- Written Tests
- Oral Presentations
- Research Reports
- Posters
- Measuring and reporting of performance

Units of Work:

- Understanding Human Movement
- Building an Active Lifestyle
- Understanding Fitness
- Healthy Living
- Risk Taking
- Understanding Relationships.



## Workplace Communication Technology

The study of this course aims to give students the opportunity to evaluate their progress in learning as they prepare for employment and are encouraged to become part of a wider community that values wisdom as well as knowledge. Students will also gain a biblical framework for developing their goals, values and skills.

Students will:

- Archive curricular and extra-curricular learning as evidence of developing employable skills and personal attributes that can lead to careers, further education and missions.
- Learn communication skills including the computer applications required for later secondary study.
- Produce a number of products and presentations to solve specific design task scenarios.
- Consider the exciting possibilities for the future while developing a positive outlook.
- Demonstrate they are on a learning journey for life.

Major Works include:

- Portfolio – Archived tasks and evidence of learning in and out of school
- E-Portfolio – Electronic archive of evidence of ICT's used over the course of each year of study.

Types of Assessment:

Portfolio assessment includes a collection of work completed through each year level and is evaluated and sorted into the various employability skills and personal attributes required for leaving school and finding work.

Electronic assessment includes hyperlinking examples of learning that have been recorded digitally e.g. photographs, documents, screenshots and scans.

Tasks could include learning surveys, using the internet for resources, filling in forms, problem solving and creating various documents using Microsoft Office (Word, Excel and PowerPoint).

A major emphasis is on sound organisational skills and electronic record keeping.

Assessment is monitored and involves self and peer assessment in an environment that encourages positive attitudes to gifting and struggles.



## Christian Living

Christian Living endeavours to provide the academic learning of the College Values.

Students in Years 7 to 8 are given the opportunity to develop the following:

- Their understanding of Jesus, His life and ministry.
- Their understanding of the Bible, finding their way around the Bible, support for its authenticity and relevance in today's society.
- They also look at the Church, the 'gathering of people' that Christ left on earth. How it has changed from a group of Jewish people in Jerusalem to what it is today.
- Students are asked to represent the views of others and consider their own views as they grow into adults.

Types of Learning:

- Journaling of discussion topics each term
- Scripture Memory Award

Mission:

Students also have the opportunity to serve by being involved with Chapel, G-Force (reaching out through drama), WeCare4U (helping the elderly) and other mission activities for example raising funds for various missions.



## Art

Freshwater Christian College Art department is devoted to balancing creative development of the whole student, this encompasses:

- Skill development, in the production of artworks (making) and the appreciation of art works (appraising)
- In-depth deliberation of societal influences/impacts on the Art world
- Inspiration of and perception of God as the master Creator.

### Types of Assessment:

- Tests – elements and principles
- Research essays and articles
- Visual Diary experimentation
- Folios – making artworks

Units of work include:

Year 7:

In Year 7 students are introduced to the elements of Art. Students are given opportunity to explore and practice each element.

Year 8:

‘Free as a bird’ - drawing, painting and assemblage



## Digital Technologies

This subject involves the study of information technology courses which aims to give students meaningful use of computer applications as a means to provide practical solutions to real life or simulated problems. It will also encourage ethical behaviours and give a biblical framework for the use of information and communication technologies (ICTs) both in their personal lives and in the wider community.

Students have an opportunity to investigate ways to approach problems that pertain to business, media and the World Wide Web. They will learn various skills that can lead to careers in business, tourism, multimedia, education and missions.

### Types of Assessment:

Assessment includes design scenarios that are completed through to the evaluation process. Various problem-solving strategies are required, followed by the design, production and community surveys of final products. The implementation of the Technology syllabus is combined with a study of ethics to provide a rigorous mix of theoretical and practical knowledge.

Homework and research are an expectation for this subject. Tasks could include product designs, case studies, examinations, simulations, multimedia presentations and specific products as well as the possibility of various online courses (costs will be advised). A major emphasis on sound organisational skills, record keeping and communication is placed on each task.

### Units of Work:

12 week courses consisting of 2 units emphasising computer applications in Microsoft Office and responsible internet use.

### Years 7 and 8:

- Computer Manual Design—Microsoft Word
- Budget Spreadsheet Design—Microsoft Excel
- Interactive Game Design—Microsoft PowerPoint
- Website Design – Webs.com



## Design and Technology

Through the study of Design and Technology students will gain an awareness of the provisions their God has given to them for enjoyment, creativity, usefulness and aesthetics. They will experience a practical and enjoyable learning journey. Students will realise they have a responsibility to use their God-given talents to design and construct objects useful to others and have an opportunity to investigate ways to approach problems that pertain to their well-being. They will learn various skills that can lead to careers in carpentry, architecture and engineering or other technology-based industries. By applying new and previously-learned knowledge about wood, plastics and metal they will make informed decisions about health and leisure.

Assessment is through design tasks that commence with the design process, and then proceed to the production phase which is finally evaluated and reflected upon.

Homework and research are an expectation for this subject.

Units of Work include:

A 12-week course involving construction of crosses and clocks in Year 7 and a breakfast tray in Year 8.

## Drama

Drama gives students a chance to express themselves through a creative medium. Through drama they will realise their artistic potential and gain the confidence to perform and create drama pieces. Through group work and individual pieces students will gain an understanding of the history and elements of Drama as well as an insight into human emotions and actions.

Types of Assessment include:

- Performing
- Creating
- Analysing
- Reflecting

Units of Work

Year 7 –

- Dramatic Elements
- Performance Skills
- Character
- Improvisation
- Conventions of Comedy
- Mr Bean Clowning

Year 8 –

14



- Realism—Stanislavski’s techniques
- Working as an ensemble
- Monologues
- Performing a playscript

## Music

Freshwater Christian College recognises that music is an integral part of a student’s life, serving self-expressive, celebratory, social, cultural, political, educational and spiritual roles. Music fosters creativity, confidence and teamwork and allows personal expression through music-making and performance. Students are encouraged to enjoy and participate in all class music activities and appreciate music in their lives whether at home or in the wider community.

### Types of Assessment

- Music Performance
- Music Composition
- Listening and Writing Tasks.

### Units of work:

#### Year 7 –

Students will explore the basic elements of music through solo and group performances, listening to a wide variety of music examples and composing their own music. Basic notation and performance techniques on the keyboard, drum kit and guitar will be covered.

#### Year 8 –

Students will consolidate their knowledge of music elements through analysing styles they personally enjoy and popular movie themes. Students will develop guitar and keyboard skills, perform in a band and compose their own song.



## Food and Textiles Technology

Through the study of food and textiles technology and design, the course aims to give students an awareness of the provisions their God has given to them for enjoyment as well as survival. It encourages good stewardship and give a biblical framework for relationships both in the family and for the wider community.

Students have an opportunity to investigate ways to approach problems that pertain to their wellbeing, from health, safety and nutrition, to agriculture, clothing and the manufacture of various fibre, yarn and fabric products. They will learn various skills that can lead to careers in catering and tourism or other technology based industries.

Types of Assessment:

Assessment is through design tasks that are completed through to the evaluation process. Various problem-solving strategies are required, followed by the design, manufacture and testing of products. The implementation of the Technology syllabus is combined with the health and safety aspects from the Physical Education program to provide a rigorous mix of theoretical and practical knowledge. Homework and research are an expectation for this subject. Tasks could include brochures, food packaging and labels, collections, as well as environmentally-friendly products and food preparation initiatives.

Units of Work

Years 7 and 8 –

12 week course aimed to introduce students to the technology process.

- Textiles and Design Technology environmentally-friendly products (with beginner skills in sewing to produce enviro bags and travel pillows)
- Food preparation, Handling and Quality Control (with skills in cooking to produce healthy snack foods and breakfasts). All units explore making good choices and problem solving.





## Year 7 and 8 2018 Subjects

### Core subjects

All students will participate in:

- English (6 periods per week)
- Mathematics (6 periods per week)
- History and Geography (4 periods per week)
- Science (4 periods per week)
- Japanese (2 periods per week)
- Health and Physical Education (2 periods per week)
- Workplace Communication Technology (1 period per week)

### Elective subjects

All students will participate in the following electives (approximately 13 weeks each):

- Art
- Digital Technologies
- Design and Technology
- Drama
- Music
- Food and Textiles Technology

### Non-assessable subjects

All students will participate in:

- Chapel - weekly praise and worship service with the school worship band
- PGP - 2 lessons of physical activity, sport and/or enrichment activities
- Christian Living - 2 lessons per week

*Subjects are accurate at time of printing, however are subject to change.*

