

Year 7 & 8 **HANDBOOK**



LIFE ■ LOVE ■ LEARN

Mission Statement

The College's Mission – LIFE, LOVE, LEARN – defines our core purpose in creating an inspirational and holistic learning culture that celebrates and acknowledges the wonderful gift of life and the uniqueness of every child. Our Christian learning community is inspired by and dedicated to love, care and compassion.

We seek to educate the whole child, ensuring that every student is nurtured and encouraged to grow in the important character qualities that will serve them for a lifetime of positive engagement with their community. We educate our students to understand the importance of Compassion, Courage, Humility, Honour, Integrity and Wisdom. These six important College virtues represent the character qualities that we seek to develop in our students.

What's Important in Secondary 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.

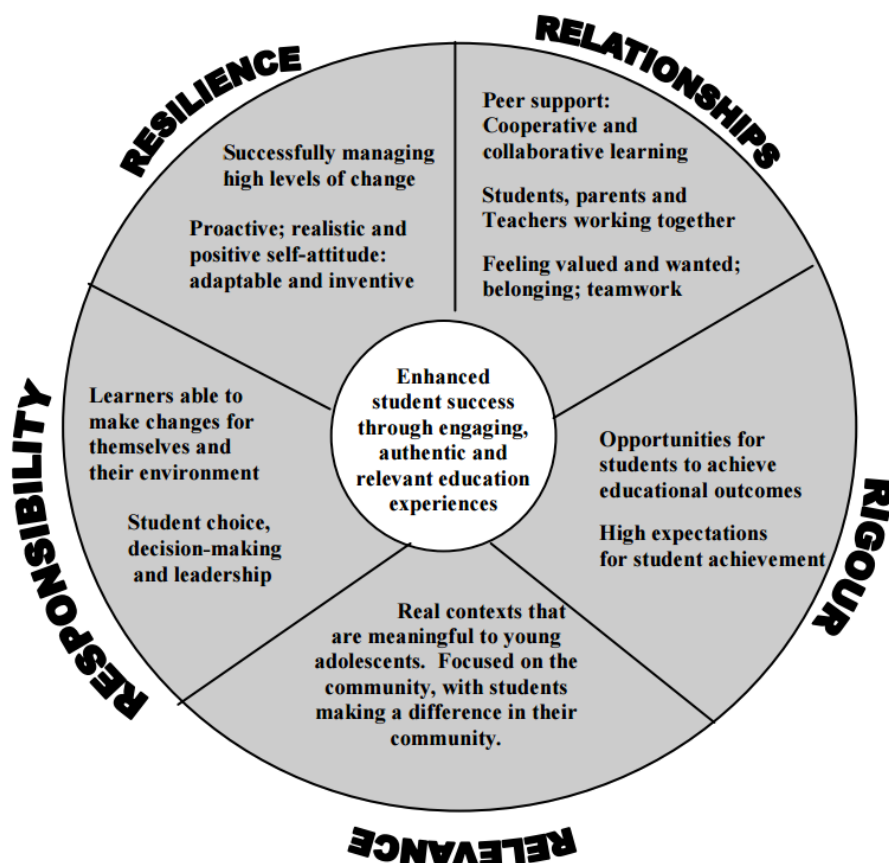
Showing respect, empathy and an understanding of the variety of ways in which young adolescents develop, learn and think is required to meet their needs. Spiritually, adolescence is a time for kids to wrestle with the meaning of life. Before this time, a child's faith was their family's faith.

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.

Year 7 and 8 2021 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) |

Rotational subjects

All students will participate in the following rotational (approximately 12 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
- Pastoral Care - 1 lesson per week

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

Core Subjects

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 the 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 and *Binna Binna Man*
- Narnia: *The Lion, The Witch and The Wardrobe*

Year 8

- Biographies and *Bridge to Terabithia*
- *A Midsummer Night's Dream*
- Poetry
- Film Study – *The Chosen*

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 include:

- Unit Tests
- 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 that 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
- Research Assignments
- Student Experiments

Units of Work include:

Year 7

- Water and Mixtures - Chemistry
- Classification and Interactions - Biology
- Gravity and Forces - Physics
- Earth and Sun Resources - Earth in Space.

Year 8

- 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.

Types of Assessment include:

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

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.

Types of Assessment include:

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 is allocated to learning experiences that actively engage students in physical activity.

Types of Assessment include:

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

Units of Work include:

- Understanding Human Movement
- Building an Active Lifestyle
- Understanding Fitness
- Healthy Living - Nutrition
- Risk-Taking
- Understanding Identity & Relationships

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

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.

Rotational Subjects

Art

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

- Skill development, in the production of artworks (making) and the appreciation of artworks (responding)
- In-depth deliberation of societal influences/impacts on the Art world
- The understanding that art is much more than making pretty objects, art can be a powerful tool to help educate and influence others' understanding.

Types of Assessment include:

- Research tasks
- Visual Diary development and documentation
- Folios – experimentation and making artworks

Units of Work include:

Year 7:

In Year 7 students experiment with the concept of themselves and their own 'emotional community' this includes places that have significant importance to them. They learn basic portraiture skills and incorporate their self-portrait into a large drawing that maps out important places to them. This is a personalised expression of each student's life.

Year 8:

Year 8 students explore the three basic ceramic hand-building techniques; pinch, coil and slab. They further these skills in the development of a 'ceramic vessel' inspired by a culture of their choice.

Students consider how to represent their identity in a motif/design on their vessel.

Digital Technologies

This subject involves the study of information technology courses that 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 include:

Assessment includes developing their understanding of what it means to be a member of a global digital society and how they can be a responsible digital citizen. Students further developing understanding and skills in computational thinking such as decomposing problems and prototyping through the web-based game development and delving into robotics.

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 include:

Throughout the twelve-week rotation students will explore the importance of being a responsible digital citizen as well as develop their skills in programming through the creation of games and programming robots.

Years 7 and 8:

- Digital Citizenship
- Interactive Game Design
- Robotics Programming

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:

Year 7

- Manufacture of a clock
- Safety in the workshop
- Introduction to the design process
- Elementary woodwork joints
- Use of a range of basic hand tools
- Introduction to the use of power tools and machinery

Drama

In Drama, students learn the following twentieth-century skills: creativity, collaboration, communication and critical thinking. For this reason, it is a great transference subject, as the skills learnt in Drama can be transferred and applied in other subjects as well as in the workplace. Drama allows students to express themselves as they realise their artistic potential and gain the confidence to create, perform, analyse and evaluate performance. Through ensemble and individual practice, students will gain an understanding of the conventions of performance styles and elements of drama. They will also learn about stagecraft and skills of

performance, including the effective use of voice, gesture and body language. Students will also study the history of forms and styles, as well as the practitioners who invented them. Drama enables students to gain an insight into human emotions and actions and to use their own performances to achieve purposes, such as to entertain, inform, educate and challenge audiences.

Types of Assessment include:

- Creating (Forming)
- Performing
- Analysing and evaluating

Units of Work include:

Year 7

- Elements of drama
- Skills of performance
- Conventions of comedy such as exaggeration, escalation, minimalism and repetition
- Techniques such as mime, mimicry and mirroring
- Improvisation
- Clown performance for a Prep audience
- Mr Bean - a study on how Rowan Atkinson created the character of Mr Bean

Year 8

- Realism—Stanislavski's techniques such as the 'Magic If' and 'Emotion Memory'
- Elements of drama
- Conventions of Realism style
- Working as an ensemble
- Monologues
- Performing a play script
- Skills of performance- voice, gesture and body language
- Analysis and evaluation of own and others' performances

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 include

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

Units of work include:

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

Foods and textiles are to be enjoyed and celebrated as essentials in our lives, but also to be shared generously with others. Food Textiles Technologies (FTT) is a rotation subject that allows for the opportunity for students collaborating and strengthening relationships, problem-solving everyday issues and building upon their gifts, talents, strengths and new skills. The course is separated into 2 x 6-week courses with students investigating health, safety, nutrition, food supply and sustainability in Food Technology. In Textiles Technology students explore fibres, fabric products, basic sewing machine construction of textile products and sustainability within the textiles chain.

Students will be given many of their resources from the college, however, there may be times when they are asked to bring in either textile or food requirements to complete given tasks and products eg. boxer short fabric so they can choose fabric patterns they would prefer to wear.

Types of Assessment include:

- projects including the written designing and evaluating of sewn articles (snack packs, drawstring bags, boxer shorts)
- folios of recipes and food preparation skills.

Units of Work includes:

- Year 7 -** Sew Easy (Introduction to basic machine sewing skills)
Kids in the Kitchen (Food choice, selection, preparation and evaluation)
- Year 8 -** Bags and Boxers (Camp bag construction for Fitzroy Camp and boxer shorts to demonstrate sewing for clothing needs)
Fabulous Foods (Food choice, selection, preparation and evaluation)



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