



# CURRICULUM HANDBOOK

## YEAR 7 & 8

 *In the Mercy Tradition*



*Let Your Light Shine!*

HERBERTON



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## Mercy Traditions

Caring, security, friendliness, honest endeavour and dedication describe the atmosphere of Mercy that has been lovingly nurtured at Mount St Bernard College since its establishment in 1921. The values of Mercy education – love, respect, service and compassion; honouring the dignity of the Human Person expressed in a preferential option for the poor – have endured as proud traditions and are at the heart of the life of the College.

The Sisters of Mercy began the Herberton Convent in 1910. In 1921, the original Sisters of Mercy Boarding School, St Mary's, was moved from Cooktown to Herberton, and the new school, named Mount Saint Bernard College in honour of Father Doyle was opened.



In its first year of operation some of the forty-six boarders were primary school students who attended St Patrick's Primary school while the remainder were secondary students and were taught in Mount St Bernard College. In the early years the college catered for the primary education of boys as well as girls until St Patrick's Catholic Primary School closed in 1977.

Throughout the twentieth century, Mount St Bernard College has responded to the changing needs and aspirations of students and their families. The College even hosted Cooktown's St Mary's School during a period of World War II evacuation. At every stage, MSB has provided opportunities for quality Catholic education to the young people of Far North Queensland and beyond.

In 2006, the Sisters of Mercy gifted Mount St Bernard College to the Catholic Diocese of Cairns. MSB is now under the stewardship of the Cairns Diocese's Catholic Education Services and the Mercy charisms of service; faith, hospitality and social justice continue to be nurtured and lived out by a professional and dedicated staff.



## Vision:

*Drawing our inspiration from the Gospel of Jesus and the Mercy Tradition, we empower young people through our commitment to education to become persons of faith, learning and hope, and so contribute to their communities.*

## Mission:

We enact our vision by:

- Providing a quality, contemporary Catholic co-educational day school and boarding facility for Years 7-12
- *Providing opportunities to grow in faith through communal celebration and outreach*
- Providing stimulating, *responsive*, and engaging learning *opportunities* through quality teaching to enable students to achieve their individual personal best
- Working in partnership with families and communities
- Fostering safe and respectful *day school and residential* environments where everyone is valued and respected
- Nurturing the growth, wellbeing, and relationships of all members of our College community

## College Crest and Motto



Our College motto *Luceat Lux Vestra* – ‘Let your Light Shine’ – is drawn from the gospel story of Jesus encouraging his followers not to hide their goodness, but rather let others see the good things God does through them. The MSB light shines most brightly through our students.



## Year 7 – 8 Curriculum overview:

The arrangement of courses at Mount St Bernard College are comprised of Core and Elective subjects which are underpinned by the Australian Curriculum. Within our Year 7 & 8 Curriculum we have also firmly embedded the General Capabilities & Cross Curricular Priorities in alignment with the Australian Curriculum.

	YEAR 7	YEAR 8
<b>Core</b>	English (5 Periods)	English (5 Periods)
	Maths (5 Periods)	Maths (5 Periods)
	Science (4)	Science (4 Periods)
	Social Science (History & Geography) (4)	Social Science (History & Geography) (4 Periods)
	Social & Emotional Learning (1)	Social & Emotional Learning (1 Period)
	Religious Education (3)	Religious Education (3 Periods)
	HPE – Health and Physical Education(2 Periods)	HPE – Health and Physical Education(2 Periods)
<b>Rotations</b>	Arts Rotations (Visual Arts, Music)	Arts Rotations (Visual Arts, Music)
	Technologies Rotations (Digital Technologies, Food and Textile Technology & Design, IndustrialTechnology Skills)	Technologies Rotations (Digital Technologies, Food and Textile Technology & Design, IndustrialTechnology Skills)
	Business	Business

**Core subjects** are compulsory for each student and will provide them with the tools to access a variety of senior schooling and vocational pathways. Each core area is allocated between 2 - 5 x 50 minute classes per week, unless stated otherwise.

**Rotation Subjects** are subjects that complement our core program. Each student will study each elective subject in rotation across the year, in an attempt to build foundational knowledge and skills, and to inform student choices as they move into years 9 and 10. Each rotation is allocated 2-3 x 50 minute classes per week. Rotation includes subjects from areas within Technology, Arts and Business.





## Years 7 & 8 Information:

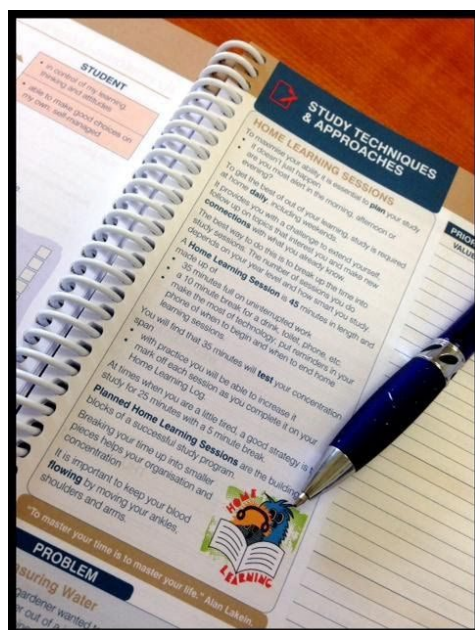
Years 7 and 8 are transitional years for students during which they come to terms with the rigours of High School both socially and academically. It is a time in which students are exposed to a wide range of options in their Rotation subjects, from which they can then choose to specialise in years 9 and 10, as well as laying strong foundations within their core areas of study.

Home form teachers of year 7 & 8 students are responsible for the daily pastoral care of these students, and also teach several subjects with these students. Students will also have a home classroom that the majority of their subjects occur in. This Middle Schooling concept is designed to support students as they move from one style of schooling to another. The home Form teachers are tasked with the coordination and mentoring of students through a successful transition into the high school context and operate under the supervision of the Junior Pastoral Care Coordinator.

Settling into high school involves a variety of factors, and our middle school organisation supports this in a number of ways, including (but not limited to):

- Campus orientation program
- College routines and expectations
- Organisation and study
- Positive staff relationships
- Consistent teachers, rooms and school officer support
- Small class sizes
- Holistic student view

Firmly embedded within the Junior Programme is the Australian Curriculum's General Capabilities (GC) and Cross Curricular Priorities (CCP).







## Year 7 Transition Program

To support the transition from Primary to Secondary Schooling, the college has developed a designated Transition Program, in which Year 7 arrivals undergo in the first 2 weeks of Year 7. This program covers the broad spectrum of aspects which contribute to college life at MSB including:

- Personal wellbeing
- Academic growth
- Classroom Routine
- Social and emotional skill development

Opportunities are facilitated for students to immerse themselves within targeted activities to better prepare them for secondary schooling.

Through a gradual release of responsibility model, students are transitioning into daily school routine by the end of the second week.



# CORE SUBJECTS



## ENGLISH

### WHY STUDY ENGLISH?

English enables students to read, write and speak fluently through various genres, providing them with the necessary skills for success in their everyday lives. The Junior English Work Program aims to develop students' ability to communicate confidently and effectively, and to develop positive attitudes to lifelong learning.

### COURSE CONTENT – What will I be Studying?

The Junior English Work Program has been developed as a two year course (Year 7 and 8) that takes into account the needs of students from a variety of cultural, social, linguistic and economic backgrounds. The program requires students to be exposed to various text types including news articles, poetry, documentaries, films, internet resources, novels and plays and is regularly reviewed to improve student outcomes at all levels of ability.

The units studied include:

All about me - autobiographical writing
NAPLAN writing
Visual literacy and myths and legends - graphic novel text
Poetry - focus on ballads
Advertising
Poetry - My Place
Transformations - adaptations of stories into play scripts
Opinion- letter to the editor

### ASSESSMENT – How will I be assessed?

Throughout the two-year course Year 7 and 8 students are required to complete a series of written and spoken assessment tasks, including essays and other analytical tasks, poetry, persuasive speeches, narrative writing, playwriting and performance, and examinations. These tasks will ultimately prepare them for the assessment requirements of Year 11 and 12 English subjects.

### CAREER PATHWAYS – Where can this Lead?

English is a mandatory subject for all students from Years 7–12, as it is vital that students obtain the skills in speaking, reading and writing needed throughout their lives. English can establish a basis for extended literature studies in Years 11 and 12 and beyond, as well as developing essential communication skills to enhance employment opportunities.



### **General Capabilities & Cognitions – Learning for LifeStudents will:**

- Recognising letters, words and other symbols
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Using correct spelling, punctuation, grammar
- Summarising/condensing written text
- Structuring/organising extended written text
- Interrelating ideas/themes/issue
- Analysing
- Criticising
- Generalising
- Manipulating/operating/using equipment

### **Welcome**

The Mount St. Bernard English Department welcomes students into our learningcommunity. We know it will provide a rewarding and engaging learning experience.



## MATHS

### WHY STUDY MATHEMATICS?

Mathematics is a central part of a general education. In order to function in today's society students must possess basic numeracy skills and be able to apply them, especially in financial contexts. A basic understanding of mathematics is necessary in most walks of life. Mathematics underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society.

Study of mathematics raises students' competence in and confidence with the mathematics needed to make informed decisions in their day-to-day life. It also assists in ensuring scientific literacy and functioning effectively in a technologically skilled work force. Students are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

In Mathematics, skills are developed which form the basis for further study in senior maths. These senior maths subjects develop skills that are needed in the traditional careers of Engineering or the Physical Sciences, and act as tools in fields as diverse as Agriculture, Food Technology, Geography, Biology, Economics and Management.

### COURSE CONTENT – What will I be studying?

The course covers the three strands:

#### 1. Number and Algebra

A strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedures and strategies associated with:

- Number concepts
- Addition and subtraction
- Multiplication and division
- Patterns and functions
- Equivalence and equations

#### 2. Measurement and Geometry

A strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedure and strategies associated with:

- Length, mass, area and volume
- Time
- Shape and line

#### 3. Probability and Statistics

A strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedure and strategies associated with:

- Chance
- Data
- Location, direction and movement.



### **ASSESSMENT – How will I be assessed?**

Students will be assessed in a variety of ways. Students will be required to do assignments, as well as undertake written tests. Assignments may vary in nature. For example they may be investigative reports, producing designs as Excel charts, exploring algebraic functions using Excel, researching and presenting of statistical data.

Students will be assessed at the levels they are currently working on. Generally, this will be years 7 or 8 for Year 8 students.

Delivery and assessment of units of work may be modified to suit the cohort of students within the year level.

### **CAREER PATHWAYS – Where can this lead?**

Mathematics provides students with some of the necessary “life skills” involving use of maths in the real world, particularly in the finance area.

Mathematics is a key learning area and can be a necessary pre-requisite for some university courses, particularly in Science, Medicine and Engineering. This must be confirmed by consulting the relevant institution’s handbook.

### **General Capabilities & Cognition – Learning for LifeStudents will:**

Mathematics links to all the cognitive verbs for learning except empathizing and gesturing, with a particular emphasis on the following:

- Graphing
- Calculating with or without calculator
- Estimating numerical magnitude
- Approximating a numerical value
- Substituting in formulae
- Setting out/presenting/arranging/displaying
- Structuring/organising a mathematical argument
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Analysing
- Justifying,
- Identifying shapes in two and three dimensions
- Searching and locating items/information



## SCIENCE

### WHY STUDY SCIENCE

Students use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They understand that science is a body of knowledge, developed through human observations and inferences, that may reflect diverse values and beliefs. They understand that scientific knowledge is dynamic, and that theories are reviewed in the light of new evidence. They understand that science is a way of thinking and working, and they apply their scientific knowledge to make responsible and informed decisions about real-world issues. They recognise that science has a rich history and has evolved into a large number of increasingly overlapping fields that provide career opportunities.

Students use the essential processes of **Ways of working** to develop and demonstrate their **knowledge and understanding**. They develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings. They identify problems and issues, and design and conduct scientific investigations. They reflect on their learning and investigation to evaluate the influence that people and culture have on applications of science.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within scientific contexts.

### COURSE CONTENT – What will I be studying?

The following 5 headings summarize topics and issues to be covered in year 9 science. Area (a) is enmeshed into the other four areas. As years 8 – 10 progress, the diversity, challenge and complexity of topics and issues, increase.

#### (a) *Science as a human endeavour*

**Responsible and informed decisions about real-world issues are influenced by the application of scientific knowledge.**

- Immediate and long-term consequences of human activity can be predicted by considering past and present events  
*e.g. consequences of unsustainable use of fossil fuels can be seen in environmental impacts.*
- Responsible, ethical and informed decisions about social priorities often require the application of scientific understanding  
*e.g. use of alternative forms of energy; use of recycled water; development of influenza and cervical cancer vaccines.*
- People from different cultures contribute to and shape the development of science  
*e.g. Australian Indigenous knowledge can be applied to land and water management, food production and waste management.*

#### (b) *Earth and beyond*

**Events on earth and in space are explained using scientific theories and ideas, including the geological and environmental history of the earth and the universe.**

- Scientific ideas and theories offer explanations about the earth that extend to the origins of the universe  
*e.g. ideas about the expanding universe.*





- Global patterns of change on earth and in its atmosphere can be predicted and modelled  
*e.g. the effects of rising temperatures on natural environments.*
- Geological evidence can be interpreted to provide information about past and present events  
*e.g. the earth's surface is shaped by volcanoes and earthquakes, which can be understood in terms of the theory of plate tectonics.*

**(c) Energy and change**

**Forces, energy and the physics involved are identified and analysed to help understand and develop technologies, and to make predictions about events in the world.**

- An unbalanced force acting on a body results in a change in motion  
*e.g. a car is slowed by friction from braking.*
- Objects remain stationary or in constant motion under the influence of balanced forces  
*e.g. a book resting on a table; a vehicle travelling at constant speed.*
- Energy can be transferred from one medium to another  
*e.g. the stove transfers heat to the pot of water.*
- Transfer of energy can vary according to the medium in which it travels  
*e.g. some materials are good conductors of heat; light is refracted when it moves from air to water — the pencil appears to bend in a glass of water.*
- Energy is conserved when it is transferred or transformed  
*e.g. a light bulb converts electrical energy into light energy and also produces heat.*

**(d) Life and Living**

**Biological Organisms interact with their environment in order to survive and reproduce.**

- The diversity of plants and animals can be explained using the theory of evolution through natural selection  
*e.g. Australian marsupials would have had a common pouched ancestor.*
- In ecosystems, organisms interact with each other and their surroundings  
*e.g. the scavenger role of the crab in the mangroves means that it has a plentiful supply of food, and it contributes by cleaning its surroundings.*
- Complex organisms depend on interacting body systems to meet their needs internally and with respect to their environment  
*e.g. the digestive system processes food and the circulatory system distributes it throughout the body.*
- All the information required for life is a result of genetic information being passed from parent to offspring  
*e.g. hereditary information is contained in the genes located on chromosomes.*



- Changes in ecosystems have causes and consequences that may be predicted  
*e.g. bushfires destroy natural bushland, which temporarily changes the ecosystem; birds return to dried-up waterholes after rain.*

**(e) Natural and processed materials**

**The chemical and physical properties of materials are determined by their structure and inform their interaction with other materials.**

- Changes in physical properties of substances can be explained using the particle model  
*e.g. use of the particle model to describe states of matter.*
- Matter can be classified according to its structure  
*e.g. elements and compounds, or molecules and atoms.*
- Chemical reactions can be described using word and balanced equations  
*e.g. hydrogen plus oxygen gives water or  $2H_2 + O_2 = 2H_2O$ .*
- Reaction rate is affected by various factors, including temperature, concentration, and surface area  
*e.g. milk goes sour more quickly when left at room temperature; a soluble tablet will dissolve faster when it is crushed.*

**ASSESSMENT – How will I be assessed?**

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- reflecting

Assessment is enmeshed in the learning process through the 'ways of working' set out below. Assessment items include Extended experimental investigations, projects, oral presentations, written tasks, supervised assessment under test conditions, outdoor ecological / field studies, extended responses to scientific stimulus material.

**CAREER PATHWAYS – Where can this lead?**

Apart from the general life skills of interpreting, analysing, experimenting and concluding, which science emphasizes, the following career pathways are possible for those with an aptitude for science. These range from unskilled to university trained positions:

Pharmacist, nurse, marine scientist, photographer, herd tester, farm manager, pest and weed controller, food processing technician, medical doctor, industrial / civil engineer, ambulance officer, fitness instructor, zookeeper, veterinarian, ecologist, fruit / vegetable / flower grower, health worker, medical research biologist, industrial chemist, surveyor, audio / visual technician, architect, physiotherapist, radiographer, geophysicist, space scientist / astronomer, For more possibilities see website: [www.myfuture.edu.au](http://www.myfuture.edu.au) .



### **General Capabilities & Cognition – Learning for Life Students will:**

The Queensland Curriculum and Assessment Authority has designated Cognitive Verbs as vital for effective learning throughout life. Middle school and Senior school science at Mount St. Bernard College have these Cognitive Verbs embedded right throughout years 8 – 10, Biology, Chemistry and Physics curricula. This approach encourages higher potential for success in life learning, and any other course / training pursued by the student.

Students are able to:

- identify problems and issues, formulate scientific questions and design investigations
- plan investigations guided by scientific concepts and design and carry out fair tests
- research and analyse data, information and evidence
- evaluate data, information and evidence to identify connections, construct arguments and link results to theory
- select and use scientific equipment and technologies to enhance the reliability and accuracy of data collected in investigations
- conduct and apply safety audits and identify and manage risks
- draw conclusions that summarise and explain patterns, and that are consistent with the data and respond to the question
- communicate scientific ideas, explanations, conclusions, decisions and data, using scientific argument and terminology, in appropriate formats
- reflect on different perspectives and evaluate the influence of people's values and culture on the applications of science
- reflect on learning, apply new understandings and justify future applications.



## **HUMANITIES & SOCIAL SCIENCE**

### **WHY STUDY HUMANITIES & SOCIAL SCIENCE?**

Humanities & Social Science is a compulsory subject from Years 7- 10 at Mount St Bernard College. It develops key skills and knowledge of social, academic and practical importance. Based on the Australian Curriculum, Humanities & Social Science comprises a semester of History and a semester of Geography in both Years 7 and 8.

Humanities & Social Science aims to develop knowledge, comprehension, reading, writing and analytical skills, which can be applied to both practical environments and the world. Units of work include Industrial Revolution, Australian Nation, World Wars, Landforms, Biomes, Human Wellbeing, Rights & Freedoms, and Popular Culture.

Humanities & Social Science engages a range of learning opportunities, including History excursions to significant sites and Geography field trips. Guest speakers are also engaged to bring the program to life.







## **ASSESSMENT – How will I be assessed?**

Students will be assessed using a variety of instruments ranging from short answer exams, essays, response to stimulus exams, document interpretations, map studies, research projects, source analyses and evaluations and multi modal presentations. Assessment is designed to offer students a variety of creative and challenging tasks that allows them to display their knowledge and allows the teacher to diagnose areas for improvement.

## **CAREER PATHWAYS – Where can this lead?**

Humanities & Social Science develops skills in reading, analysis and communication. Students who study this subject gain skills necessary in professions such as advertising, law, teaching, journalism, media and business and administration.





## **General Capabilities & Cognition – Learning for LifeStudents will:**

Humanities and Social Studies encourages students to comprehend, critically analyse and evaluate all material presented to them. It encourages creative thinking and improves knowledge of the world and the people who live in it.

- Recognising letters, words and other symbols
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Using correct spelling, punctuation, grammar
- Summarising/condensing written text
- Structuring/organising extended written text
- Interrelating ideas/themes/issue
- Analysing
- Criticising
- Generalising
- Manipulating/operating/using equipment



## RELIGION

### WHY STUDY RELIGION?

As a learning community grounded in the Christian faith tradition in respectful dialogue with other faith traditions, Religion is an essential area of study at Mount St. Bernard College. Religion challenges students to live the gospel of Jesus Christ and become literate in the Catholic and broader Christian tradition so that they can participate critically and authentically in faith contexts and the wider society. Students learn through analysing, critiquing, evaluating, ritualising, reflecting and creating in a diverse range of religious and secular contexts. Religion in Years 7 – 8 at Mount St. Bernard College is guided by the Religion Curriculum P-12 which involves four strands: Sacred Texts, Beliefs, Church and Christian Life. Each of these is explained below:

#### Sacred Texts

Students develop knowledge and understanding of the Old Testament, the New Testament and other Christian and spiritual writings and wisdom. They apply these to relevant and contemporary contexts.

#### Beliefs

Students develop knowledge and understanding of core beliefs and teachings of the Church. They also investigate perspectives on human existence as well as other world religions.

#### Church

Students develop knowledge and understanding of how God's covenant with His people is nurtured within the faith community, its prayer and worship.

#### Christian Life

Students develop knowledge and understanding in three major areas of Christian living: moral formation, mission and justice, and prayer and spirituality.

These strands are interrelated and are taught in an integrated way through term units (detailed below) which are driven by a key inquiry question and are appropriate to school, parish and community contexts.

	Semester One	Semester Two
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• <b>Community of Believers:</b> what does it mean to be a member of the MSB community?</li> <li>• <b>One God:</b> how can so many people believe in one God?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Liturgy, prayer &amp; rituals:</b> how can I speak to God and how does he speak to me?</li> <li>• <b>Jesus:</b> what does all this Christmas stuff really mean?</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• <b>Movers and Shakers:</b> who rocked the Church?</li> <li>• <b>Covenant:</b> what does God really want for us anyhow?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sacraments of Initiation:</b> how do believers begin their journey of faith?</li> <li>• <b>My World, Our World:</b> how do we all play a role in making the world a better place?</li> </ul>





### **ASSESSMENT – How will I be assessed?**

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Religious knowledge
- deep understanding and skills

Assessment tasks in Religion may include multimodal presentations, artistic creations, visual displays, extended writing responses, examinations and persuasive oral presentations. Assessment is designed to offer students a variety of creative and challenging tasks that allows them to display their knowledge and allows the teacher to diagnose areas for improvement.

### **CAREER PATHWAYS – Where can this lead?**

Religion develops reading and communication skills. Students who study religion gain skills necessary in professions such as psychology, sociology, media and business.

### **General Capabilities & Cognition – Learning for Life** Students will:

- Recall important information
- Interpreting the meaning of words or other symbols
- Using correct spelling, punctuation, grammar
- Summarising/condensing written text
- Structuring/organising extended written text
- Interrelating ideas/themes/issue
- Research
- Critically analyse
- Evaluate
- Draw conclusions and make decisions to construct arguments
- Generalise
- Identify social issues of injustice and develop socially just responses
- Engage in respectful dialogue with people of other faiths or perspectives
- Reflect on learning, apply new understandings and justify future decisions



## HPE

### WHY STUDY HEALTH AND PHYSICAL EDUCATION?

HPE develops healthy and active citizens with critical inquiry skills for analysing and understanding the influences on their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts confidently, competently and creatively.

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Students use the essential processes of Ways of working to develop and demonstrate their knowledge and understanding. They individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.

### ASSESSMENT – How will I be assessed?

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- practical performance
- reflecting.

These elements are assessed through the written, spoken, and practical mediums.



**COURSE CONTENT – What will I be studying?**

Key Learning Area- Health & Physical Education				
<b>Year 7</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<i>Physical Activity</i>	Team Games & Athletics	Flying Disc	Soccer	Long Life Fitness
<i>Theoretical: Core Content</i>	Safe Choices	Super Snacks	Approaching Adolescence	From the Inside Out
<b>Year 8</b>				
<i>Physical Activity</i>	Team Games & Athletics	Orienteering	Stick Sports	Dance
<i>Theoretical: Core Content</i>	Supporting Others	My Decisions, My Life	Food For Life	Sharing Community

**General Capabilities & Cognition – Learning for LifeStudents will:**

- identify issues and inequities and plan investigations and activities
- research, analyse and evaluate data, information and evidence
- draw conclusions and make decisions to construct arguments
- propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development
- refine movement skills and apply movement concepts, and the principles of training
- create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
- identify risks and devise and apply safe practices
- select and apply positive, respectful and inclusive personal development skills and strategies
- reflect on health inequities, and identify the impact of diverse influences on health and well-being, movement capacities and personal development, and the best use of positive influences
- reflect on learning, apply new understandings and justify future applications

**CAREER PATHWAYS – Where can this lead?**

Health and Physical Education prepares students for a variety of post-school pathways, including employment, certificate studies or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the Sport, Leisure and Recreation industries, Education, Sport Development, Youth Work, and health and medical fields linked to physical activity and sport. Health and Physical Education also equips students to take on volunteer and leadership roles in community activities.



# **ROTATION**

# **SUBJECTS**



## BUSINESS EDUCATION

### WHY STUDY BUSINESS EDUCATION?

In Business Education, students explore aspects of economics and business that affect daily life. Students as they get older will be engaging in employment, earning income, taxation and budgeting; key areas that are taught within Business Education.

### COURSE CONTENT – What will I be studying?

Business is a mix of theoretical and practical lessons within a range of hypothetical and real world contexts.

#### **Topics covered in Grade 7 / 8 include:**

***Needs and wants*** - students learn how needs and wants influence what people buy and how they purchase items to consume.

***Consumer rights*** - the rights of consumers around warranties, damages and unfair practices are explored.

***Being an entrepreneur*** - students investigate what it means to be an entrepreneur

***Supply and demand*** - In Grade 8, students will expand their knowledge of needs and wants by investigating the influence of needs and wants on the supply of goods and the demands of goods in businesses

***Consumer Issues*** - the issues that consumers face in the present world including Indigenous issues, pricing issues and false advertising.

### ASSESSMENT – How will I be assessed?

- Presentations
- Creative Projects
- Folio

### CAREER PATHWAYS – Where can this lead?

Students that continue and complete Business Education at MSB are presented with careers within the financial and retail industries. Students will have the skills to become entrepreneurs by creating their own businesses. Other opportunities include accounting, financial planning, economist and consumer rights such as the Australian Competition & Consumer Commission.



## DIGITAL TECHNOLOGY

### WHY STUDY DIGITAL TECHNOLOGY?

Rapid and continuing advances in digital technology are changing the ways people share, use, develop and process information and technology. In this digital age, young people need to be highly skilled in the use of ICT.

At Mt St Bernard College we believe that successful learners have the essential skills to be creative and productive users of technology. In this way Digital Technology is seen as a foundation for success in all learning areas.

Not only will students be able to use the skills developed in ICT for learning skills, but they will be able to transfer their learning to recreation, management, work and daily communication. Increasingly, most jobs require ICT - specific skills – significant numbers require high level skills.

### COURSE CONTENT – What will I be studying?

Students will be working on practical digital technology skills in the areas of:

- Programming
- 3D modelling

Students will design digital products and solutions using software on school computers to solve assigned design problems. They will learn skills required to operate digital technology applications and the design process.

### ASSESSMENT – How will I be assessed?

Students will be assessed using projects as demonstrations of their skills and knowledge about digital technology. Each project requires students to produce a digital solution to a problem within a set timeframe. Communication of ideas and evaluating their products assess their abilities in writing.

### CAREER PATHWAYS – Where can this lead?

The Digital Technology workforce falls into two broad categories: the specialist and the user (these categories range from basic to advanced users and whose level of ICT skill requirement will vary depending on their particular work role). Students completing this course will have skills and knowledge of specialist applications.

Digital Technology underpins all Australian industries and helps businesses and individuals achieve national objectives, including:

- Progress towards a knowledge-based nation
- Innovation and education as economic drivers
- Enhanced employability through transferable knowledge and skills
- Access to and use of the information economy
- ICT resources pool to underpin a strong, vibrant ICT industry.
- Students will also develop necessary 'life skills' for participating in the 21st century.

Possible Digital Technology careers include:

- |                     |                        |
|---------------------|------------------------|
| • software engineer | • 3D animator          |
| • programmer        | • 3D artist            |
| • web developer     | • IT support personnel |



## DRAMA

### WHY STUDY DRAMA?

In Drama, students will learn a variety of skills relevant to many different aspects of life. Students learn to work effectively in a group, speak and act confidently in front of an audience, create and structure stories and explore relevant social issues with depth and perception. Drama can enhance a student's performance in other subjects, particularly English, as it teaches skills in oral presentation and creative problem solving. But most of all, Drama is fun – a chance to be active and express yourself.

### COURSE CONTENT – What will I be studying?

This Drama course is primarily performance based. Individual creativity is encouraged as most task content is flexible/negotiable within a set task format.

#### Units in Years 7 and 8 may include:

**Improvisation and devised Drama** - Students participate in class improvisation activities and write and prepare their own dramas based on relevant social issues.

**Puppetry** - Students make their own puppets and create a performance.

**Myths and Storytelling** - students bring to life stories from their own or other cultural traditions.

**Scripted Drama** - Students participate in a major performance for an audience.

### ASSESSMENT

- Devised Performances
- Written process journal and reflections
- Continuous assessment based on improvisation and other classroom exercises
- Participation in production – choice of acting or technical work

### CAREER PATHWAYS – Where can this lead?

A course of study in Drama can lead to further education and employment in the fields of theatre and the broader arts industry, and in education. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways. Skills in presentation and public speaking are sought after in most fields and essential in the media, public relations and all forms of education and training.





## INDUSTRIAL TECHNOLOGY

### WHY STUDY INDUSTRIAL TECHNOLOGY?

In Industrial Technology students will enhance skills and knowledge learnt in Year 8 at the basic starting level. This means that the student will be able to experience, explore and learn basic wood and metal working skills and technical knowledge. The second level of the program will focus on the correct methods used in the use of wood / metal working materials, hand tools, machines and equipment. While participating in the course the student will learn how to measure, cut, join and finish components to produce a timber / metal project.

### COURSE CONTENT- What Will I Be Studying?

This subject will be offering woodwork and a selection of plastic and metal units over the semester. The students will be introduced to learning processes of design and manufacture for each project undertaken. They will also explore elements of timber industry including silviculture, milling and sustainability. It is essential that students completing this subject wear closed toe leather shoes and safety glasses as per the College Uniform Policy.

### ASSESSMENT- How Will I Be Assessed?

Students are assessed through a variety of methods including Portfolios, exams, completed projects, observation and oral responses.

### CAREER PATHWAYS- Where Can This Lead?

Students will be exposed to Occupational Health and Safety, when operating some basic machines, power tools and likewise sharpening various hand tools. Industrial Technology provides a practical and safe forum for students to acquire positive skills with hand tools, power tools and equipment. These skills will form a solid basis for students wishing to move into trades as well as a practical application of theoretical information learned within other subjects. Students wishing to pursue further study into areas such as engineering and construction will learn practical application skills within this subject and senior Manufacturing.

### General Capabilities & Cognition – Learning for Life Students will:

- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams or maps or graphs
- Calculating with or without calculator
- Estimating numerical magnitude
- Approximating a numerical value
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Judging/evaluating
- Creating/composing/devising
- Identifying shapes in two and three dimensions
- Searching and locating items/information
- Observing systematically
- Manipulating/operating/using equipment



## MUSIC

### WHY STUDY MUSIC?

Students will undertake learning surrounding basic theoretical elements of musicality accompanied by practical application of beginner level guitar, keyboard or drumming techniques. This unit aims to give students an introductory exposure to various elements and genres of music while also allowing for adequate time allocation for developing skill and technique in practice.

### COURSE CONTENT – What will I be studying?

Students will Experiment with texture and timbre in sound sources using aural skills. They will develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music. Students will practise and rehearse a variety of music, including Australian music to develop technical and expressive skills. They will structure compositions by combining and manipulating the elements of music using notation. Perform and present a range of music, using techniques and expressions appropriate to style. Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music. Students will identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples.

### ASSESSMENT – How will I be assessed?

Students will sit a Theory exam which will show their understanding of musical notation and elements of music.

Students will perform a song on their chosen instrument and participate in a group musical performance.

### CAREER PATHWAYS – Where can this lead?

This music class will prepare students to study music further in senior levels as well as give them the ability to appreciate music.



## **FOOD AND TEXTILE TECHNOLOGY & DESIGN**

### **WHY STUDY Food Technology & Design?**

Food and Textile Technology & Design provides the context for students to develop a unique repertoire of knowledge, practices and dispositions. Students also have opportunities to develop some knowledge, practices and dispositions from the key learning areas of Health and Physical Education and Technology in Textile & Food Technology contexts.

### **COURSE CONTENT- What Will I Be Studying?**

The central focus of Food and Textile Technology & Design is the wellbeing of people within their personal, family, community and work roles. Textile & Food Technology encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles. Food and Textile Technology & Design is an interdisciplinary study drawing on the fields of nutrition and dietetics, textiles and fashion, architecture and the built environment, human development, relationships and behaviour.

### **ASSESSMENT- How Will I Be Assessed?**

#### **The process of assessment involves:**

- providing students with opportunities to demonstrate what they know and can do with what they know
- gathering and recording evidence of students' learning
- using the evidence to make overall judgments about students' learning.

### **CAREER PATHWAYS- Where Can This Lead?**

The study of Food and Textile Technology & Design in middle schooling is a useful but not essential prerequisite to the study Certificate I Hospitality or Certificate II Kitchen Operations in the senior phase. The study of Food and Textile Technology & Design in Year 9 - 10 will provide students with valuable life skills and processes in a variety of areas including food, health and nutrition, along with textiles and community topics.

### **General Capabilities & Cognition – Learning for LifeStudents will:**

- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Setting out/presenting/arranging/displaying
- Comparing, contrasting
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Analysing
- Synthesising
- Judging/evaluating
- Creating/composing/devising
- Justifying
- Perceiving patterns



## VISUAL ART

### WHY STUDY VISUAL ART?

Visual Art is a subject that offers creativity, critical thinking, aesthetic knowledge and understanding about arts practices to respond to artworks with increasing self-confidence. It fosters an understanding of social, historical and cultural awareness of a variety of artists, techniques and materials. Visual Art challenges artists to extend on their current knowledge and art experiences to solve problems that can be applied to the real world and audiences.

### COURSE CONTENT – What will I be studying?

Year 7 and 8 students will identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art making in response to the concepts, Dragon Dreams (Year 7) and Self-identity (Year 8). They will explore techniques and processes used in their own and others' artworks. When their folios are completed, they will communicate meaning in their artworks both, visually and through an artist statement.

The course covers Drawing (pastel, chalk, charcoal, pencil), Painting (tonal skills, colour mixing, brush techniques), Sculpture, Photography (basic Adobe Photoshop tools) and Printmaking (Lino-prints, collage).

### ASSESSMENT – How will I be assessed?

#### Students will be assessed on MAKING and RESPONDING through:

**Portfolio** - At this level, student portfolios will show that the student can identify and analyse artworks from a range of artists and cultures. In doing so, the student identifies their own viewpoints and those of other artists. They analyse how they are influenced by artworks from different cultures, times and places. Students develop artwork over this course of study to produce a portfolio of artworks.

**Visual Diary** - This is a vital part of the art process as it is a record of student development, inspiration, ideas and experimentation with different media. Students are expected to produce two pages per week as part of their homework routines.

**Display** - It is important that students participate in the display of their work in a public place and realise the necessity for good presentation of artworks. They explain choices made to display their artwork and reflect on its success.



## **CAREER PATHWAYS – Where can this lead?**

The Arts (Art, Music & Drama) offers a huge number of possibilities in terms of tertiary education and employment. Often students are unaware of the enormous amounts of careers on offer in these areas and the various pathways into careers in these areas. Places such as T.A.F.E and university offer a variety of courses whilst some trades such as Sign writing can be entered by means of Traineeships or Apprenticeships. The following careers are just a few of the options open to students who want to make a career in the Arts:

Curator (Galleries or museums), Visual merchandiser (shop window dresser), sign writer, set designer, graphic designer, milliner (hats), theatre set designer, cartographer (maps), media/computer design, film & television, Interior designer, industrial or furniture designer, tattoo artist, potter, architecture, Art conservator, Art therapist (hospitals), archaeologist, Arts administrator or lawyer, Printmaker, Fabric designer, cartoonist or animator, Illustrator, Fashion designer, Photographers and many, many more.