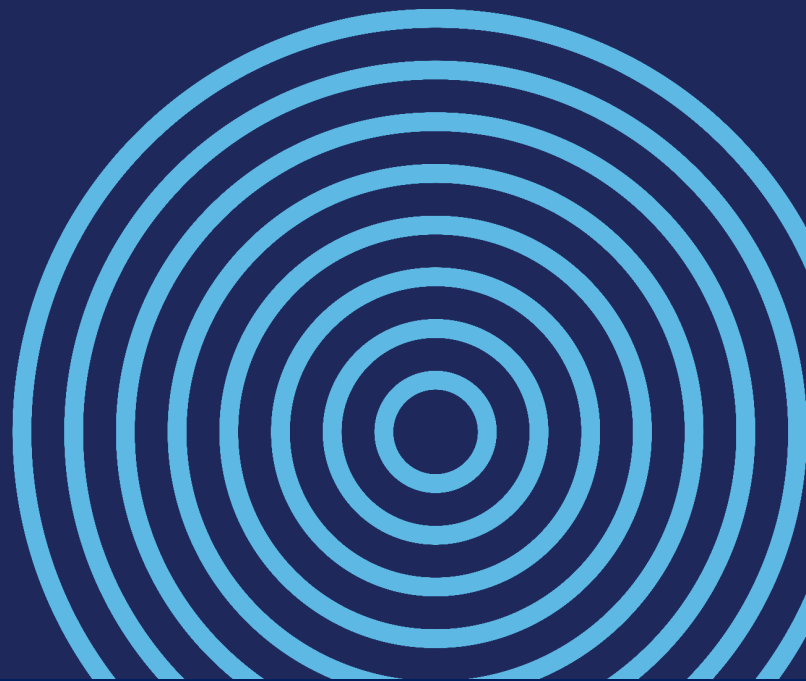


**2022 - Year 7 & 8  
Subject Handbook**



# TABLE OF CONTENTS

PREFACE	2
MIDDLE YEARS SUBJECTS	3
SUBJECT OFFERINGS	4
OUTDOOR EDUCATION	5
CHRISTIAN STUDIES	6
ENGLISH	7
MATHEMATICS	9
WELLBEING (YEAR 7)	10
SCIENCE	11
HUMANITIES & SOCIAL SCIENCE (HASS)	12
JAPANESE	13
PHYSICAL EDUCATION (YEAR 7)	14
HEALTH & PHYSICAL EDUCATION (HPE) (YEAR 8)	15
ART (EXPLORATORY)	16
DESIGN AND TECHNOLOGY (EXPLORATORY)	17
DIGITAL TECHNOLOGIES (EXPLORATORY)	18
FOOD TECHNOLOGY (EXPLORATORY)	19
MUSIC (EXPLORATORY)	21
DRAMA (EXPLORATORY)	22
LEARNING ENRICHMENT	23
2022 TERM DATES	24
USEFUL CONTACTS	25

# PREFACE

Welcome to the Middle Years at Highlands Christian College. Your child is about to embark on an exciting and vital few years in their education; a time in their life when growth and change will influence who they are and what they are becoming. We believe that these vital years are best served by an education program that is specifically tailored to the developmental, social and spiritual needs of young adolescents. Indeed, this has been our focus since implementing a Middle Years program in January 2000.

The Middle Years offers a renewed understanding of the often-complex issues faced by young adolescents by providing a program that maintains a balance between academic rigour and exploration, discipleship, Christian character and personal development.

We see the opportunity to provide guidance and support to adolescents as a natural and necessary element of our Middle Years program. A team of caring, Christian Pastoral Care teachers attend to the challenges and successes of the student, providing a caring community and encouraging a sense of connectedness.

The 'seamless' nature of the Middle Years curriculum ensures there is a smooth transition between Primary and Senior Schooling. The academic program has been designed to be intellectually challenging and to empower young people to learn in a variety of ways. Alongside the core subjects of Christian Studies, English, Mathematics, Science and HASS, students are offered a range of exploratory subjects in Years Seven and Eight - from Art and Japanese to Drama and Design Technologies. Exposure to these subjects opens the students' eyes to the electives available from Year Nine and often unlocks the doorway of discovery to the individual's created purpose in life. We also offer unique subjects called Wellness (Year 7) and Masterclass (Year 8) which provide opportunities for students to learning on a personal and individualised way.

Throughout the Middle Years, students are encouraged to take risks with their learning and not always to stay within their comfort zone. They are given opportunities to identify those areas in which they are competent and those in which they need to persist in order to achieve. They are encouraged to work with others and to develop an awareness of their own strengths and weaknesses.

At Highlands, students are taught that we all are made in the image of God, who wants us to be fulfilled in life and work and to be in relationship with Him, with each other, and with the world he made for us to enjoy. Students are encouraged to consider the implications of the Christian gospel: that despite our shortcomings, God has offered forgiveness and reconciliation to everyone through the death of Jesus. Our hope is that, in response to this incredible gift, our students will commit their lives to following Jesus, seek to be in a deep and personal relationships with Him, and be empowered by the Holy Spirit. We believe that when they do so, our young adolescent learners will understand themselves better and will seek to shape their lives and their world in incredibly powerful ways.

# MIDDLE YEARS SUBJECTS

The curriculum of Middle Years includes a set of compulsory core subjects to ensure that a coherent educational foundation continues through the middle years. All Middle Years students will study these subjects in every term.

Along with the core subjects, taught by just one or two specific teachers to offer strong pastoral support, students will also study subjects led by specialist teachers. In Years 7 and 8, these subjects are called Exploratory Subjects; they pave the way for students to make choices about courses offered in Years 9 and 10.

The Year 7 curriculum reflects the first step in the transition from being taught predominately by the one teacher in the Primary years towards accessing specialty subjects, teachers and resources.

Students in Year 8 continue this transition as they study a wider range of Exploratory Subjects.

In Year 9, students will choose three elective subjects, each of which will be allocated four periods per week. Year 9 is a time for personal growth and development and should not be viewed solely as preparation for work or tertiary studies. It is important that Year 9 provides a proper breadth of study to prepare students to embark upon a diverse range of endeavours in later years.

Where necessary, students may be offered additional assistance by the Learning Support staff. This may take the form of small group work, in-class support from a Learning Support Aide, provision of a modified work program, or a student reducing their subject load to receive regular and ongoing support from the Learning Support staff. Such support is always negotiated between the teacher, the parents and the Learning Support teacher.

# SUBJECT OFFERINGS

## Year 7

### CORE – All Year (Compulsory)

- Christian Studies (*1 lesson per week*)
- English (6)
- Maths (6)
- Wellness (2)
- Science (5)
- HASS (5)
- Japanese (2)
- Physical Education (1)

### EXPLORATORY – One Semester (Compulsory)

- Art (2)
- Music (2)
- Design and Technology (2)
- Digital Technology (2)

## Year 8

### CORE – All Year (Compulsory)

- Christian Studies (*1 lesson per week*)
- English (5)
- Maths (5)
- Science (5)
- HASS (5)
- Japanese (2)
- HPE (3)

### EXPLORATORY – One Semester (Compulsory)

- Art (2)
- Masterclass (2)
- Music (2)
- Drama (2)
- Design and Industrial Technology (2)
- Food Technology (2)

# OUTDOOR EDUCATION

Involvement in the Outdoor Education program of the Middle Years is an integral part of a student's education and a key component of the school curriculum. Outdoor Education provides experiential learning and personal development in a safe and supportive environment which often pushes a student to growth outside their comfort zone. Experiential learning is "holistic" in nature, simultaneously engaging spirit, body, mind and emotions to achieve an outcome of improved self-concept and Christian living skills. The "adventures" are defined as experiences with elements of uncertainty – the education comes from the reality of consequences. In outdoor education, students "live" leadership and teamwork through direct purposeful experiences that are tested in true life applications. As they do so with their peers; their school family.

Attendance at the Outdoor Education camps are compulsory.

It is for these reasons that Outdoor Education is provided at no additional cost.

Year 7 Camp - usually in Term 1 – Camp Cooby

This is a time of getting to know others and exploring ourselves.

Year 8 Camp - usually in Term 3 – Murphy's Creek Escape

This is a time of personal challenge and developing responsibility.



# CHRISTIAN STUDIES

## OVERVIEW

As a Christian school it is our desire to teach our students the essentials of the Christian faith, and how it applies to life. The Christian Studies course is the primary strategy in achieving this goal. The Christian Studies program provides an overview of the Christian faith including biblical studies, theology, world religions, ethics, apologetics, philosophy, and Christian character.

## COURSE OUTLINE

### Year 7

- The Big Picture
- Jesus's Personality
- The Gospel
- Discipleship
- Heroes

### Year 8

- Our Stories
- Jesus' Parables
- Our Mission on Planet Earth
- Stewardship

## ASSESSMENT

Criteria that are consistent with the objectives of the course of study are used to determine standards of student work. Students are assessed by a variety of techniques so that they have an opportunity to demonstrate their best. Judgments are made about a student's exit level of achievement, using the two criteria below:

- Knowledge and Understanding
- Reflection

Schools use a variety of assessment techniques, including multimodal presentations, extended written responses, and response to stimulus tasks.

## PATHWAYS

Christian Studies provides students with holistic learning as it creates depth not just academically but also spiritually. The course develops the student's personal worldview as well as encouraging the higher order thinking skills with which to defend their beliefs and values.

# ENGLISH

## OVERVIEW

Language is a crucial part of thought, learning, knowledge and culture. It is language that enables people to communicate and share experiences. This ability to express thoughts and ideas, give instructions, question, or enjoy the beauty and subtlety of various forms of expressive communication enriches our lives and helps us to be capable and productive members of society.

Our English course seeks to develop students' abilities to:

- read and listen with discernment for enjoyment and information.
- critically analyse the literary and artistic merit and worth of various texts.
- learn from and emulate worthwhile features of various forms of communication.
- write and speak skilfully for various purposes.
- apply the wisdom and standards of a Biblical Christian Worldview to their thoughts and communication.
- appreciate our cultural heritage through literature.

## COURSE OUTLINE

The English program is built around three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of text types including media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts.

The course covers three main dimensions:

- Understanding how text types, audiences, selection and organisation of subject matter work together to create meaning.
- Understanding how the control of textual features such as grammar, cohesive devices including paragraphing, vocabulary, spelling and punctuation is important in making meaning.
- Creating and evaluating meaning by understanding that: values, attitudes and beliefs underpin texts; different perspectives are found in different texts; aesthetic features characterise texts.

These dimensions are addressed in ten contexts:

### Year 7

- Narrative Unit – The Bridge to Terabithia
- Short Stories
- Book Review
- Poetry

### Year 8

- Identity
- Novel: I am David
- Australian Ballads
- Novel: Boy Overboard
- Vlogs



## ASSESSMENT

Students are assessed in two areas:

- Receptive Mode (listening, reading, and viewing texts)
- Productive Mode (speaking, writing, and creating)

These areas are assessed by means of supervised examinations, assignments and oral presentations.

## PATHWAYS

A Sound Achievement in English is required for almost all university courses as effective communication underpins all human endeavour. Specialisation in English leads to such disparate careers as journalism, public relations and communication, political speech writing, publishing, teaching and creative writing.

# MATHEMATICS

## OVERVIEW

In acknowledging the richness of God's creation, we accept that Mathematics brings order to the sometimes-random appearance of the world. Hence, one of the major reasons for studying Mathematics is to equip students with tools for dealing with a changing world. To achieve this, students study life-related situations aimed to help students become more informed citizens and participate in life-long learning.

## COURSE OUTLINE

The Mathematics course covers three content strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. Together, the three strands of the Mathematics curriculum provide students with understanding, knowledge and skills through which they can develop a view of the world.

The strands are addressed in contexts including:

### Year 7

- Number and Place Value
- Fractions, Geometry and Percentages
- Algebra, Measurement and Probability
- Linear Equations and Data

### Year 8

- Ratios, Discounts, Integers, Index Laws
- Fractions, Congruence and Transformations, Algebra
- Perimeter, Area, Linear Equations
- Cartesian Plane, Data and Probability

## ASSESSMENT

Students are will be assessed in the following areas:

- Understanding and Fluency
- Problem Solving and Reasoning

These areas are assessed by means of supervised assessments, extended modelling and problem-solving tasks.

## PATHWAYS

The common mathematical knowledge obtained through this course of study will assist most career paths including construction industry, nursing, hospitality and finance related fields.

# WELLBEING (Year 7)

## OVERVIEW

Wellbeing is a tailored Year Seven program which integrates skills for personal development in the areas of academic and personal life. It is all about learning who you are and how to be the best version of yourself. It runs for two lessons per week.

## COURSE OUTLINE

The topics covered in wellbeing include study techniques, healthy friendships, mental health awareness, resilience and many other useful topics aimed specifically at Year 7 students. Students will have the opportunity to learn techniques and habits that they can adapt and use for the remainder of their schooling and beyond. Through drama, group work, presentations and other interactive learning techniques, students will have the opportunity to develop skills in how to be a healthy member of their communities.

### Wellbeing Units

- Physical (exercise and nutrition)
- Mental (stress and resilience)
- Social (friendships)
- Spiritual

# SCIENCE

## OVERVIEW

The study of Science provides students with an understanding of the way scientists approach the solution to problems which pertain to the living world, and the processes of science which lead to the discovery of new knowledge. It provides students with a deeper understanding and an enhanced aesthetic appreciation of God's living world. Participation in Science enables students to engage in creative scientific thinking and to apply their knowledge in practical applications. This will assist them to foresee consequences for the living world of their own and society's responses and hence enable them to make informed decisions which will contribute to the world around them.

God created the whole world for people to live in, look after, and enjoy. We believe that His creation can be scientifically observed. To this end, the College deliberately teaches students to consider information in the light of the Word of God.

As people learn to understand every created thing, they will become better caretakers and stewards of the earth and its resources. Exploring God's patterns and designs can lead to us praising Him for them.

## COURSE OUTLINE

The Science course covers three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. The strands are addressed in contexts including:

### Year 7

- Ecosystems
- Earth in space
- Mixtures
- Waste in the Environment
- Earth's Resources

### Year 8

- Cells, Microscopes and the Human Body
- Matter
- Periodic Table and Chemical Reactions
- Energy
- Geology and Plate Tectonics

## ASSESSMENT

Students will be assessed in the areas of: Science Understanding (including Science as a Human Endeavour) and Science Inquiry skills.

These areas are assessed by means of supervised assessments, extended experimental investigations and extended response tasks.

## PATHWAYS

Science is highly desirable for engineering and many applied science courses. It is also an advantage for tertiary courses such as computer science, mathematics, all health-related fields and all science courses.

# HUMANITIES & SOCIAL SCIENCE (HASS)

## OVERVIEW

A study of HASS will help young people to understand life and society by examining and analysing in the light of Biblical principles, the events, causes, and effects of the past. Through this understanding, we hope that our students will gain wisdom for their own contributions to life and society.

The curriculum provides a study of history from the time of the earliest human communities to the end of the Middle Ages. The curriculum also examines Geographical issues. By studying these units of work, students will develop a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world.

## COURSE OUTLINE

### Year 7

- Ancient Egypt
- Ancient China
- Liveability
- Australia's Democracy

### Year 8

- Medieval Period
- Shogunate Japan
- Landforms and Landscapes
- Urbanisation

## ASSESSMENT

Students are assessed in two areas:

- Historical/Geographical Knowledge and Understanding
- Historical/Geographical Skills

These areas are assessed by means of creative tasks, supervised exams, extended responses, class activities and research assignments.

## PATHWAYS

Students have found positions for themselves in education, publishing, entertainment, tourism, writing, libraries, archives, museums, information technology, planning, journalism, and many other areas.

# JAPANESE

## OVERVIEW

Learning an additional language not only develops communicative competence and intercultural understanding but also develops skills which have broad educational applications. These skills increase cognitive flexibility and the interpersonal ability to respond positively to difference. They also have a positive and significant effect on the student's first language, particularly in the areas of reading, vocabulary, grammar and communication skills. During Years 7 and 8, students will explore aspects of both the Japanese language and culture through games and interactive activities within the classroom.

## COURSE OUTLINE

### Year 7

- Family
- School Life
- Japanese Celebrations and Events
- Travel to Japan (Knowledge of Japan]

### Year 8

- Japanese TV
- Japanese Animation (can do – for each animation)
- Self-introduction and family
- Anime Self Introduction and Hiragana

## ASSESSMENT

Students are assessed in four macro-skills:

- Listening
- Speaking
- Writing
- Reading

These skills are assessed by means of creative tasks, supervised exams, class activities and short research assignments.

## PATHWAYS

Multilingualism increases career and employment opportunities and improves access to systems of digital communication, which are increasingly a core component of students' lives in and out of school. Studying an additional language opens opportunities in most businesses, as well as Tourism, Politics, Journalism, Law, Medical profession, Defence Forces, Technology, Education and Government.

# PHYSICAL EDUCATION (Year 7)

## OVERVIEW

Physical Education is a mandatory subject for all students in Years 7 to 10. The main objective is to provide students with fitness related activity. This subject develops relevant knowledge, understanding and skills which will: strengthen student's sense of self, promote individual & community health, and encourage satisfying relationships.

## COURSE OUTLINE

### Practical

Students will participate in four physical activities throughout the year, with equal time and emphasis given to each activity. This will be combined with fitness tests completed once a term to track fitness progress throughout the year.

Students will undertake the following physical activities:

- Basketball
- Athletics
- Aussie Rules Football
- Striking Games

## ASSESSMENT

There is no formal summative assessment in this subject, as it is an exploratory subject.

## PATHWAYS

Students studying PE develop pathways into the following careers: education, nutrition, biomechanics, sports science, sports medicine, psychology, team and performance managing, training, coaching and many other areas.

# HEALTH & PHYSICAL EDUCATION (HPE)

## (Year 8)

### OVERVIEW

Year Eight students continue to learn how to take positive action to enhance their own and others' health, safety and wellbeing, specifically in terms of community health issues. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

### COURSE OUTLINE

#### Theory

- Communicable diseases
- Safety at School
- Obesity and exercise
- Smoking, Drugs and Alcohol

#### Practical

- Volleyball
- Aerobics
- Futsal
- Striking Games

### ASSESSMENT

Students will be assessed both in the practical and theoretical areas of the subject. Assessment types include written journal entries, project work, and observations of practical activities.

### PATHWAYS

Students studying Health and Physical Education develop pathways into the following careers: education, nutrition, biomechanics, sports science, sports medicine, psychology, team and performance managing, training, coaching and many other areas.



# ART (Exploratory)

## OVERVIEW

Visual Art in Years 7 and 8 at Highlands is all about allowing students to see the world differently and to express who they are as individuals. Art allows students to develop their creativity, fine motor skills, communication and studio practice in the classroom. This subject also allows students to see that being creative is something that is in all of us and is an essential 21<sup>st</sup> Century Skill. Art is an exploratory subject in Years 7 and 8, they are not assessed on works produced. Students spend one semester in each year studying art.

## COURSE OUTLINE

The course covers themes such as:

### Year 7

- The topic covered in Year 7 Art is called 'Eat Your Art Out'. Students learn about different art movements and create art, with a focus on food, from these art movements. Students work in realistic, stylised and abstract ways creating a book that shows the timeline of art history using food as inspiration. Students then use all the knowledge that they have learnt and paint a shoe as a response to stimulus.

### Year 8

- The topics covered in Year 8 are 'Self Identity' and 'Studio Creatures'. In both of these topics students are allowed to create work using a variety of materials from drawing, painting, collage, mixed media and lino cutting. The units covered in Year 8 allow students to discover more about who they are and also about how everyone can create great art pieces by following the guidelines of good studio practice.

## ASSESSMENT

Students are assessed on their skills in responding to artwork and making artwork.

In responding, students 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.

In making, students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

## PATHWAYS

Art can lead to careers in teaching (Art is desirable in Primary Teaching). It also has strong links to Fashion, Advertising, Display and all forms of Visual Communication (including Film & Television). Art is also a good pathway to art gallery curation and event management. Art can also lead into a career as a professional artist.

# DESIGN AND TECHNOLOGY (Exploratory)

## OVERVIEW

Students are encouraged to be active participants in invention and innovation by first looking at God and what he has created, and what He has already done in a grandeur scale. They are exposed to a range of intellectual challenges across the whole canvas of nature, while developing practical skills associated with hand and power tools, machinery and equipment.

This is a one-term exploratory subject.

## COURSE OUTLINE

In this subject, students will receive training in the following areas:

- Workshop safe working practices
- Theory and practical experience relating to tools and machinery
- Implementation of the design process
- Skill development in workshop tools, equipment and procedures
- Design and problem solving using sketching and experimentation

## ASSESSMENT

There is at least one formal summative assessment in this subject per semester of study. Students are assessed on their knowledge and understanding and process and productive skills.

In demonstrating knowledge and understanding, students explain factors that influence the design of products to meet present and future needs. They explain the contribution of innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions.

In demonstrating process and productive skills, students create designed solutions based on an evaluation of needs or opportunities. They develop criteria for success and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt ideas, make considered decisions and communicate to different audiences using appropriate technical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

Assessment may include written journal entries, practical class work, and observations of a created piece.

## PATHWAYS

Design and Technology students have the opportunity to develop higher level thinking and problem solving skills which will provide employable skills in this new century. Students most likely will have two subjects to choose between in Year 11 & 12 – Design and Industrial Technology Skills which will provide career opportunities when it is followed through to Year 11 and Year 12.

# DIGITAL TECHNOLOGIES (Exploratory)

## OVERVIEW

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

This is a one-term exploratory subject.

## COURSE OUTLINE

- Digital projects to create interactive information
- Design and implement digital solutions
- Data analysis and evaluation
- Basic Coding

## ASSESSMENT

There is at least one formal summative assessment in this subject per semester of study. Students are assessed on their knowledge and understanding and process and productive skills.

In demonstrating knowledge and understanding, students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems.

In demonstrating process and productive skills, students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.

Assessment may include written journal entries, practical class work, and observations of a created piece.

## PATHWAYS

This subject prepares students for further studies in senior subjects such as Digital Solutions (General) and Information and Communication Technology (Applied), as well as providing real world experience in a variety of commonly used pieces of software and programming languages.

# FOOD TECHNOLOGY (Exploratory)

## OVERVIEW

The main emphasis of this one-semester introductory course is on basic life skill development in the areas of food preparation, basic cooking skills and nutrition as well as food safety and hygiene with a focus towards independent living. Students will learn to problem solve, time manage, be patient, listen, read and follow instructions.

In the interests of Workplace Health and Safety as well as kitchen hygiene, students studying Food Technology at any year level are expected to wear a full (bib style) apron and cap which can be purchased at very reasonable prices from the College Uniform shop. Black leather shoes which completely cover the foot (as per school uniform requirements) are mandatory for practical work in the kitchen.

## COURSE OUTLINE

- Food and Kitchen Safety
- Nutrition
- Basic Cooking skills
- Food Preparation

## ASSESSMENT

There is at least one formal summative assessment in this subject per semester of study. Students are assessed on their knowledge and understanding and process and productive skills.

In demonstrating knowledge and understanding, students explain factors that influence the design of products to meet present and future needs. They explain the contribution of innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions.

In demonstrating process and productive skills, students create designed solutions based on an evaluation of needs or opportunities. They develop criteria for success and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt ideas, make considered decisions and communicate to different audiences using appropriate technical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

Assessment may include written journal entries, practical class work, and observations of a created piece.

## PATHWAYS

The common knowledge obtained through this course of study will assist most career paths including the hospitality industry, tourism and hotel management.

# MASTERCLASS

## OVERVIEW

Masterclass is a tailored Year Eight program which integrates skills for personal development in the areas of academic and personal life, with the aim of using these skills to work on passion projects. Masterclass runs for two lessons per week.

The Hack units allow students to explore 'school hacks', which help with immediate assignments, as well as developing skills to support lifelong learning. Some topics covered in Hack include time-management, research techniques, referencing and subject-specific support for core subjects.

The Genius units aim to explore the inherent gifts and talents of students by promoting creativity, critical-thinking skills, and entrepreneurship. In these sessions, students use Hack strategies to work through a passion project of their choice, with the aims of learning something new and devoting time to working on something that they enjoy.

## COURSE OUTLINE

### Hack Units

- Organising Study Spaces and Places
- Research Techniques
- Scaffolding Assignments
- Prioritisation Strategies

### Genius Units

- Introduction to Genius Hour
- Presentation Skills
- Blessed to be a blessing
- Passion Projects

## ASSESSMENT

There are elements of formative assessment to gauge student learning throughout the semester. These include practical in-class work, self-reflection, and critique of audio-visual stimulus.

## PATHWAYS

This subject is designed to equip the students with the essential skills to be an effective learner in the 21<sup>st</sup> century. By developing research skills, critical-thinking skills and creativity, students will find academic success as they head into the senior school.

# MUSIC (Exploratory)

## OVERVIEW

The study of music includes playing, singing, composing, reading, listening to and appreciating a wide range of styles of music. Music participation enhances problem solving, teamwork, self-expression, coordination, memory skills, self-confidence and esteem. As one of the Creative Arts, music also releases the creativity within each of us as part of worship to God in “spirit and truth”.

## COURSE OUTLINE

### Year 7

Music students will gain knowledge and understanding of the elements of music through practical application and music theory, completing two units. In the first unit, students explore rhythm through a variety of rock and percussion instruments using Musical Futures principles. The second unit focuses on exploring the voice, whilst continuing to build ensemble instrumental skills. Students will have opportunities to increase their skills on a chosen instrument and develop confidence to perform to an audience of their peers.

### Year 8

Music students will be given an opportunity to learn a new instrument (guitar, drums, keyboard, and ukulele) or develop their instrument of choice. Students will learn the importance of teamwork, producing group performances. Students begin to study and understand the innerworkings of music, to aid them in both performance and compositional tasks.

## ASSESSMENT

Students are assessed against the Australian Curriculum achievement standards in responding and making at least once a semester.

In responding, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

In making, students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose

## PATHWAYS

Year 7 and 8 Music provides opportunities for students to recognise instrumental/vocal talents they possess that can be further developed through individual instrumental/vocal lessons. Students will also be able to further their skills in performance and composition through the Year 9 Music programme.

# DRAMA (Exploratory)

## OVERVIEW

The Drama program has been designed to give students an opportunity to begin an exploration into the world of drama and the creation of dramatic meaning. This is achieved through the utilisation of drama theory lessons, individual/group engagement and participation in various dramatic activities.

## COURSE OUTLINE

Drama covers:

- Introduction to Drama
- Characters, Scenes and Action

## ASSESSMENT

Students are assessed against the Australian Curriculum achievement standards in responding and making at least once a semester.

In responding, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

In making, students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience

## PATHWAYS

Year 8 Drama provides an essential tool for building confidence for further studies in many curriculum areas where oral presenting skills are needed. It is a stepping stone to Drama in the junior and senior school subjects that are available as ATAR subjects at Highlands.

# LEARNING ENRICHMENT

## OVERVIEW

As a Christian school community, we maintain that every child is a unique individual with God-given gifts and talents. Moreover, we acknowledge that children vary in their physical characteristics, their personality traits, their intellectual capacity and in their social skills. Our goal is to help children recognise and develop their God-given gifts, talents and abilities.

Within our school, the needs of certain children are not always met by the programs being offered in the regular classrooms. The Learning Enrichment teacher can then be called upon to form a team with the classroom teachers, the parents and the children to identify learning needs and how they can best be met either within the regular classroom, or the Learning Enrichment classroom. Our aim is to support students who have a specific learning difficulty or disability, either academically or developmentally. By nurturing a positive attitude, we endeavour to increase their motivation and self-esteem.

- The Learning Enrichment Department may plan modified or alternate programs for students with diagnosed learning disabilities.
- Students with specific identified learning difficulties may receive support in the required area.
- Students, who require assistance with academic and organisational skills, can work in a small group setting in the Learning Assistance classroom.
- Students are given the opportunity to receive individual support for assignments, homework and other course work.
- Students who are currently undertaking external courses or school-based traineeships may receive assistance and support for course work within the Learning Assistance Department.

## ENTRY REQUIREMENTS

Entry to Learning Enrichment may be requested by teachers, students or parents. The Learning Enrichment teacher will assess the student's difficulties and recommend to the Head of Secondary School an appropriate plan of assistance. This plan may include: -

- Monitoring progress in mainstream classes
- Adjustment of subjects being studied
- Individualised or modified programs for some subjects
- Investigating the suitability of private tuition
- Referral for Specialist assessment.

No student who is having difficulty primarily because of failure to complete homework tasks or to apply personal self-discipline, will be accepted into the Learning Assistance Program.

What we endeavour to do in the Middle Years, is to provide a place where young adolescents can grow and develop in an appropriately protected, understanding environment. That does not mean that they will be immune to challenges and hard times. However, we recognise that relationships, responsibilities and reasonable risks are the healthy boundaries in which adolescents grow and develop. We choose to meet the students where they are and challenge them to continue their journey of discovery and development.



## 2022 TERM DATES

### **Term 1**

24 January – 1 April 2022

### **Term 2**

19 April – 17 June 2022

### **Term 3**

11 July – 16 September 2022

### **Term 4**

4 October – 25 November 2022

# USEFUL CONTACTS

**Deputy Principal**  
Mrs Mia Patterson

**Assistant Principal Secondary**  
Mr Michael Proellocks

**Director of Middle Years**  
Mr David Wilcox – davidw@highlands.qld.edu.au

Mrs Anna Schuller.....Careers Counsellor/Director of Curriculum  
Mr John Werth.....Director of Curriculum/Director of STEM  
Mrs Danielle Hognon.....Vocational Education and Training Coordinator  
Mrs Elisabeth Kirby.....Director of Arts  
Mrs Yolande Willemse.....Director of Sports  
Mrs Gayle Dixon.....Director of Learning Enrichment  
Mrs Belinda Bray.....Director of Wellbeing

## Communication:

Email:  
Secondary@highlands.qld.edu.au

Student Services:  
4617 6503  
For absences: StudentS@highlands.qld.edu.au

Campus Reception:  
4617 6555