



St Joseph's College  
TOOWOOMBA

# Curriculum Handbook Year 7 & 8



Let's create  
your best  
future, *together.*

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## General

### Mission Statement

#### Faith Education

St Joseph's College is a Faith Community where Christian principle permeates all aspects of College life. It will endeavour to create an atmosphere where the Christian spirit and Christian values take precedence over all other values, so that the student's gift of faith may be nurtured, internalised, and integrated with the culture of our times.

To these ends, its Religious, Moral and Ethical objectives will be:

- A recognition of the dignity of the individual, by creating an atmosphere of openness and understanding.
- The development of opportunities for a personal commitment to Christ by way of prayer, scripture, liturgy and action.
- The development of such values as truth, honesty, loyalty, concern, service and love of others, through example and instruction.
- The implementation of a program of Religious Education developed by the College and approved by Diocesan authorities.

#### Intellectual Goals

St Joseph's College will cultivate intellectual values in its students and promote in them integrity, respect for the truth, an openness to reality, and respect for scholarly virtues. Each student will be encouraged and assisted to reach the highest level of achievement of which he or she is capable. The curriculum will be monitored and updated to accommodate the needs of the time. The school will endeavour to provide a broadly-based general education that will cater for differing levels of ability. A core curriculum incorporating skills of literacy, numeracy and communication will serve as a basis for further education.

The School's programs will encourage students to develop skills of enquiry, research, explanation and critical awareness. Student progress in these areas will be recognised and applauded. All courses will illustrate the inter-connectedness of human knowledge and continue to stimulate the concept of learning as a life-long process.

#### Personal Development

The College will help its students to grow as individuals with unique gifts and positive self-esteem. It will ensure that recognition is given to many aspects of personal growth, so that academic achievement is not seen to be the only means of success. Genuine relationships at all levels of College life will encourage students to acquire a sense of loyalty to and pride in their school. The College will foster an environment within which students should grow towards an inner-directed sense of discipline.

Leadership and communal responsibility will be fostered through Joey's Way groups and through a structured form of student leadership. Other organisations will provide opportunities for development.

#### Community Orientation

Parents, Students and Staff of St Joseph's College form a Catholic Christian Community in which we demonstrate care and love for each other. This Community will be supportive of all its families. The students' involvement in the wider community will help foster an awareness of the total human family. This consciousness should encourage a respect for all people.





## Administrative Structures and Procedures

The policies and management of the College are the result of a shared decision-making process.

### Implementation

St Joseph's College will continually evaluate the application of Christian principles in all aspects of College life. It will strive to maintain a consonance between the Christian values espoused, and actual policies and practices implemented.

### Vision Statement

Our St Joseph's College is an educational Community focused on the Spirit of Jesus. It aims to nurture in all who join it:

- an alive and deepening search for God present-amongst-us in the world;
- an expectation that to educate each person to his/her potential is a journey to self, and from self, to the world beyond;
- an appreciation that growth which happens differently for each person needs space and time to truly bear fruit;
- a commitment to the life and energy of this community to enable good to happen.

## Middle School

### In the Middle Years, students encounter choice and challenge.

Students are exposed to a full range of core-based subjects and elective opportunities. Students can develop the problem-solving and critical thinking skills required to become successful learners. The progressive scope of our curriculum is at the forefront of innovation and will create your child's best future.

The Middle School Curriculum spans four years of learning commencing in Year 7 and is based on the Australian Curriculum. The following core subjects underpin our curriculum:

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Health and Physical Education

These core subjects are complemented by a mix of compulsory and elective subjects that appeal to each student's personal interest and passion including:

- Design and Technologies- Design, Wood and Metal technologies, Food & Textiles
- Digital Technologies
- Business and Economics
- Languages (French or Japanese)
- The Arts - Drama, Music, Art

Detailed information on the Australian Curriculum can be accessed on the ACARA website:

[www.acara.edu.au](http://www.acara.edu.au).

Contained in this handbook are details of the subject units for Year 7 and 8.

## Elective Structure

Elective Structure at St Joseph's College				
	Term 1	Term 2	Term 3	Term 4
	Core		Core	
Year 7 & 8	Semester Electives over Yr 7 and 8		Semester Electives over Yr 7 and 8	
	Languages or Skills Development		Languages or Skills Development	
Year 9	Core		Core	
	Elective 5 & 6 (Skills Development)		Elective 7 & 8 (Skills Development)	
Year 10	Core		Core	
	Elective 9 & 10 (Skills Development)		Elective 11 & 12 (Skills Development)	

## Teaching & Learning Framework



### The St Joseph's College Teaching and Learning Framework

As an aspirational learning community, St Joseph's College embraces a culture of learning to empower young people to pursue their passions and meet the demands of their future pathways.

The St Joseph's College Teaching and Learning Framework is designed to guide the work of all teachers and learners as we seek to aspire to excellence for all students at the College. The framework clarifies beliefs about successful learners and effective learning in an aspirational community. The framework informs consistent practice with a common language based on evidence and research.



## Religious Education

### Compulsory Core Subject

The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

### Year 7 Description

In Year 7, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue. Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally. Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.

### Year 8 Description

In Year 8, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity.

Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including centered breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

## English

### Compulsory Core Subject

#### Year 7 and 8 Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years and teachers will revisit and strengthen these as needed. In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate, analyse and perform a range of spoken, written and multimodal texts in which the primary purpose is the interpretation of meaning. These include various types of digital media texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the contemporary literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary world literature, including texts from and about Asia.

In Years 7 and 8, literary texts that support and extend students as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative and analytical texts present technical and content information from various sources about specialised topics.

Students, during the two years, create a range of innovative, imaginative, informative and persuasive texts, for example; blogs, vlogs, narratives, persuasive speeches, essays and discussions and are beginning to create literary analyses and transformations of texts.

### Literacy Extension (Invitational)

Our sister program to Literacy Improvement English and Literacy Improvement Humanities is Literacy Extension. This program aims to extend our high potential literacy learners in Year 8 (Semester Two) and Year 9. These students are engaged in learning experiences that develop their skills in a range of ACARA General Capabilities: Literacy, Critical and Creative Thinking, and Personal and Social Capability.

Literacy Extension builds students' awareness of who they are as learners through assisting them to evaluate their own literacy data and learning dispositions, so that they are empowered to set and realise their related goals for speaking and listening, writing, and reading.

Students' ability to critically engage with a range of texts is developed, allowing them to source and identify texts that are reliable, valid, and credible, as well as to scrutinise bias and omission. Students are also challenged to develop their oracy skills and to grow as self-directed learners, being taught how to ask a variety of different question types to successfully drive a discussion. In their speaking and listening interactions with their classmates, students seek to develop their capacity to 'listen to understand,' helping them to appreciate and learn from others' perspectives and ideas.



## Mathematics

### Compulsory Core Subject

Year 7 and 8 Mathematics study a personalised program tailored to their specific needs.

This allows students to build on knowledge and skills gained through primary to build on knowledge and skills gained through primary school and ensure a solid foundation, across all strands of the curriculum. As a result, some students may spend some time learning elements of the curriculum from younger year levels before working at a Year 7 or 8 level.

### Year 7 Level Description

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

### Year 8 Level Description

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- fluency includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- problem-solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

# Science

## Compulsory Core Subject

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

### Incorporating the key ideas of Science

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces and develop the ability to quantify changes and relative amounts.

#### Year 7

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

#### Year 8

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.





## Humanities - Year 7

### Compulsory Core Subjects

#### History

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia and Greece.

#### Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The key inquiry questions for Year 7 are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

#### Geography

There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'.

'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

#### Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 7 are:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

## Humanities - Year 8

### Compulsory Core Subjects

#### History

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. Societies studied include The Vikings, Normans, and the Middle Ages.

#### Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The key inquiry questions for Year 8 are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

#### Geography

There are two units of study in the Year 8 curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'.

'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

#### Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?



## Health and Physical Education

### Compulsory Core Subject

### Year 7 and 8 Description

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. 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.

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games, and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Focus areas to be addressed in Years 7 and 8 include:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities



## Business & Economics

### Elective: Business & Economics, Semester Elective

This elective gives Year 7 and 8 students the opportunity to further develop their understanding of Economics and Business and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals is vital for individual and business success. Students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

The economics and business content at this year level involves two strands: Economics and business knowledge and understanding, and Economics and business skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for both consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist, and in what other ways can people derive an income?
- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?





## Design Technology

### Elective: Design Technology, Semester Elective

This is an Introductory Unit of work in the Design Technologies area of Design. Students are introduced to terms and skills associated with Design.

The St Joseph's College Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Our students will identify the possible benefits and risks of creating solutions. Students will be able to use critical and creative thinking to weigh up possible short-term and long-term impacts.

As students' progress through the Technologies Curriculum - Design, they will begin to identify possible and probable futures, and their preferences for future vocations. They develop solutions to meet needs considering impacts on liveability, economic prosperity and environmental sustainability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preferred futures are contested. This forms the basis for students who may wish to explore this further in Years 9 and 10 where they can elect to do Design over the 2 years.

The Australian Curriculum: Technologies

- Design and Technologies allows students to use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.

The St Joseph's College – Design Technologies Curriculum – Design: allows students to benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

## Food & Textiles Technology

### Elective: Food & Textiles Technology, Semester Elective

The Australian Curriculum: Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future.

Students will have had the opportunity to create different types of designed solutions that address the technologies contexts: Food and fibre production and Food specialisations.

The Design and Technologies Processes and Production Skills strand is based on the major aspects of design thinking, design processes and production processes. The content descriptions in this strand reflect a design process and would typically be addressed through a design brief. The Design and Technologies Processes and Production Skills strand focuses on creating designed solutions by:

- investigating
- generating
- producing
- evaluating
- collaborating and managing.



## Wood & Metal Technology

### Elective: Wood & Metal Technology, Semester Elective

This is an Introductory Unit of work in the Design Technologies area of (wood/metal). Students are introduced to terms and skills as they progress through the semester.

The St Joseph's College Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Our students will identify the possible benefits and risks of creating solutions. Students will be able to use critical and creative thinking to weigh up possible short-term and long-term impacts.

This forms the basis for students who may wish to explore this further in Years 9 and 10 where they can elect to do (Wood Technology and Metal Technology) over the 2 years.

The St Joseph's College – Design Technologies Curriculum: allows students to benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs. The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas. The Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Students will identify the possible benefits and risks of creating solutions. They will use critical and creative thinking to weigh up possible short-term and long-term impacts.

## Digital Technology

### Elective: Digital Technology, Semester Elective

In Year 7 or 8, students will be able to apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general-purpose programming language. This involves students practising problem decomposition and using approaches such as divide and conquer to understand a problem more clearly. Students will use an increasing range of digital tools to plan, manage and communicate their content in which they create. The design thinking process will be applied by using techniques such as mind mapping and graphic organisers, to generate design ideas for user experiences and solution designs. Students review these ideas against design criteria and created user stories throughout their creation of their coding projects.

Students will investigate the properties of wired and wireless networks and their components and their suitability for the transmission of data. Students will investigate personal security controls in order for them to protect their personal data. They will develop an understanding of the impact of phishing and other cyber security threats on people and data.

- Unit 1 – Robotics and Game Creation project
- Unit 2 – Networks and Internet Safety





## Languages - French

**\*Students will complete a semester of each language at Year 7 level then choose either French or Japanese for the whole of Year 8**

### Year 7 and 8 Band Description

#### The nature of the learners

Students are beginning their study of French and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning French. Students' textual knowledge developed through English literacy learning supports the development of literacy in French. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

#### French language learning and use

Learners are encouraged to listen to, speak, read and write French in a range of interactions with the teacher and each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. There is code mixing and code switching, as learners use all available resources to make meaning and express themselves. They use English when they need to, with teachers modelling back the French that would have served the required purpose. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression, and concrete materials. Learners experiment with sounds, intonation patterns and body language, using high-frequency words and expressions, gradually broadening their range of language functions. They notice how French is used differently in different contexts and how French speakers communicate in ways that may be different to their own. As they adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. Learners work collaboratively and independently. They pool language knowledge and resources, plan, problem-solve, monitor and reflect. They make cross-curricular connections and explore intercultural perspectives. They focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as French language learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.



## Languages - Japanese

**\*Students will complete a semester of each language at Year 7 level then choose either French or Japanese for the whole of Year 8**

### Year 7 and 8 Band Description

#### The nature of the learners

Students are beginning their study of Japanese and typically have had little prior exposure to the language and associated culture. Many will have learnt an additional language in primary school, while some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Students' textual knowledge developed through English literacy learning supports the development of literacy in Japanese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

#### Japanese language learning and use

Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s).

Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.

Students reflect on intercultural perspectives and on their experience of intercultural communication, exploring aspects of environment, lifestyle and social practices associated with Japanese culture and making comparisons with their own. They develop metalanguage for discussing the nature of language and culture and monitor and reflect on their language and culture learning through discussion, journaling or contributing to shared digital spaces.





## Visual Art

### Elective: Visual Art, Semester Elective

Students in Year 7 or 8 Visual Arts experience a range of different art forms (2D and 3D as well as 4D - digital intertwined throughout the units). Students are exposed to different materials to develop skills in making artworks through experimentation and exploration with techniques and processes. Students may experience the following art forms:

- Drawing
- Painting
- Printmaking
- Ceramics/Sculpture
- Digital Art
- Design

As an Artist, they develop their ability to think creatively by developing ideas through sketching; problem-solving when exploring new ideas such as through experimentation; they build resilience as they are encouraged to have a growth mindset as they “make mistakes” and in turn build self-esteem and confidence through perseverance and practice.

As an audience, they critically reflect by critiquing artworks of self and decoding artworks of others and respond by investigating artist practice through an art history lens. Through this they learn to be visually literate, an important skill to have in a highly visual world, and therefore can apply this knowledge as consumers within our society.

Students acquire key 21st century employability skills and dispositions that are transferrable within life and will support cross-curricula learning in other subjects including History, Religion and English. Studying visual arts complements many career pathways such as; engineering, architecture, marketing, graphic design, fashion, and health (art therapy).



## Elective: Music, Semester Elective

Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers and performers. Music learning is expressive learning. It has a significant and unique impact on the creative, sensorimotor, cognitive, emotional, sociocultural and personal competencies of students.

Studies have shown that music produces several positive effects on a human's body and brain. (Bilhartz, Bruhn and Olsen, 1999). Music activates both the left and right brain at the same time, and the activation of both hemispheres can maximize learning and improve memory.

### Year 7 and 8 Band Description

By the end of Year 7 & 8 Music, students analyse how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience. They will evaluate the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. Students will describe respectful approaches to composing, performing and/or responding to music.

- Students demonstrate listening and aural skills when composing and performing.
- They compose music that communicates ideas, perspectives and/or meaning. They notate, document and/or record the music they compose.
- They manipulate elements of music when performing their own and/or others' music.
- They demonstrate performance skills when performing music for audiences.

**Students are also able to learn a musical instrument (including voice) and participate in College Musicals, choirs and bands.**



# Drama

## Elective: Drama, Semester Elective

### Year 7 and 8

In this band students develop their knowledge of how ideas and intentions are communicated in and through drama. They build on and refine their knowledge, understanding and skills through drama practices focusing on:

### Elements of Drama

#### Role, character and relationships

- Role and character: e.g. maintaining commitment to role; exploring motivations and various facets of multidimensional characters; developing and analysing multidimensional relationships in the drama
- Situation: improvising with/adapting available materials and technologies to establish setting; using conventions of story in drama

#### Voice and movement

- E.g., sustaining belief in character and situation through voice and movement; revealing character and situation through the use of voice, movement/blocking and props
- Focus: e.g., using a range of devices and effects to highlight specific aspects of the performance for the audience
- Tension: e.g., using foreshadowing and information withholding to create suspense and emphasis
- Space and time: e.g., using rhythm and pace to enhance drama; using blocking (e.g. when and where to move) and stage areas (such as upstage right, downstage centre) in planning and performance

#### Language, ideas and dramatic action

- E.g. manipulating central ideas or themes to give perspectives and ideas to the audience
- Mood and atmosphere: the feeling or tone of physical space and the dramatic action created by or emerging from the performance

#### Audience

- Using narrative and non-narrative dramatic forms and production elements to shape and sustain drama for formal and informal audiences.





## Other Questions

If you have any further questions about The Australian Curriculum, please refer to:

<https://www.australiancurriculum.edu.au/>

and in particular

<https://www.australiancurriculum.edu.au/parent-information/>

At the College there are many staff you can speak to if you have any further questions. These include the classroom teachers, Middle Leaders and the Assistant Principals.

The College also has a Careers Team who are able to meet with both students and parents to discuss future career pathways and School based apprenticeships and traineeships.

## Key Personnel

### Kerrie-Anne Fellenberg

Assistant Principal – Curriculum

Email: [kfellenberg@sjc.qld.edu.au](mailto:kfellenberg@sjc.qld.edu.au)

### Bill Whiting

Program Middle Leader – Middle School Learning Leader

Email: [bwhiting@sjc.qld.edu.au](mailto:bwhiting@sjc.qld.edu.au)

### Karen Tobin

Program Middle Leader – Senior School Learning Leader

Email: [ktobin@sjc.qld.edu.au](mailto:ktobin@sjc.qld.edu.au)

### Kellie-Marie Ford

Assistant Principal Religious Education

Email: [kford@sjc.qld.edu.au](mailto:kford@sjc.qld.edu.au)

### Candice Brazier

Curriculum Leader – Mathematics

Email: [cbrazier@sjc.qld.edu.au](mailto:cbrazier@sjc.qld.edu.au)

### Brian Cantwell

Curriculum Leader – Design Technology

Email: [bcantwell@sjc.qld.edu.au](mailto:bcantwell@sjc.qld.edu.au)

### Mitchell Kilgour

Curriculum Leader–Health & Physical Education

Email: [mkilgour@@sjc.qld.edu.au](mailto:mkilgour@@sjc.qld.edu.au)

### Andrew Fellenberg

Curriculum Leader – Humanities & Business

Email: [afellenberg@sjc.qld.edu.au](mailto:afellenberg@sjc.qld.edu.au)

### Emma Chalmers

Middle Leader – English and Languages

Email: [echalmers@sjc.qld.edu.au](mailto:echalmers@sjc.qld.edu.au)

### Cameron Love

Curriculum Leader – Science

Email: [clove@sjc.qld.edu.au](mailto:clove@sjc.qld.edu.au)

### Chrissy Dwyer

Curriculum Leader – The Arts

Email: [cdwyer@sjc.qld.edu.au](mailto:cdwyer@sjc.qld.edu.au)

### Darcy Goodall

Program Leader – Enhanced Learning

Email: [dgoodall@sjc.qld.edu.au](mailto:dgoodall@sjc.qld.edu.au)

### Leigh Price

Program Leader – eLearning

Email: [lprice@sjc.qld.edu.au](mailto:lprice@sjc.qld.edu.au)

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