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# Year 5 Course Information

## Year 5 General

### Camp

Year 5 students take part in a three-day camp at Allambee. The primary purposes of the camp are to give students the opportunity to be involved in challenging outdoor activities, as well as developing new personal and group skills in a natural environment. These skills include building independent living skills away from the family home. Activities that students will be involved in during the camp include archery, bush hut building, initiatives course, flying fox, giant swing, volleyball, table tennis, trust and initiative activities, vertical challenge ropes, low ropes course, orientation activities and a concert evening. Students are encouraged to build resilience by stepping outside their comfort zones and trying something new, whether that is a challenging activity or a new piece of food.

### Excursions/Incursions

To facilitate a greater understanding of topics studied in class, students will be involved in a range of excursions and incursions throughout the year. Years 5 and 6 students join together to experience activities based on a two-year cycle to match with their Humanities studies.

These experiences include:

- Orientation at Glen Cromie
- Sovereign Hill
- Sound and Light Show (Eureka Rebellion)
- Melbourne Immigration Museum
- Warragul Historical Museum

### Special Events

Throughout the year, all Year 5 students experience a variety of special events that help create long-lasting memories and develop life-long skills. Special events include, but are not limited to:

- Swimming lessons
- Sporting carnivals (internal and School Sport Victoria)
- Middlefest (a student-run stall linked to Humanities Economics and Business)
- Cultural Day
- 'Why Settle Here?' Australian History Day
- Gold Rush: Australian history full day of Humanities-related activities
- Hike to Hohidiai to raise funds for an underprivileged school in Indonesia
- Middle School production
- Portfolio interviews

## **Subject: Year 5 English**

### **Rationale**

Language, in its various forms, is one of the vehicles for nurturing people in their relationship with God. The aim of the Year 5 English curriculum is to develop student knowledge of language and literature, and to consolidate and expand literacy skills. Students explore different forms of literary texts and use these understandings to inform the development of their own texts. They learn to produce texts for a greater range of audiences and to analyse the differences between types of texts, purpose and audience.

### **Areas of Study**

- Purpose of texts
- Make connections to personal experiences
- Components of texts
- Reading skills
- RIBIT (Reading In Bed Is Terrific), which involves a written report and oral presentation on a book of the student's choice
- Listening skills
- Development of characters in texts
- Creation of texts with a focus on the following genre studies: persuasive, narrative, information report, explanatory and poetry
- Grammar and punctuation skill development
- Spelling
- Application of Information Technology skills

## **Subject: Year 5 Mathematics**

### **Rationale**

The mathematical laws, rules and principles that govern the universe and our everyday lives were created and set in motion by God. We work with a variety of text and computer programs to explore the various elements of mathematics from the Australian Mathematics Curriculum.

### **Areas of Study**

- Number and algebra: decimals and fractions, place value, addition and subtraction, multiplication and division, estimation, algebraic thinking, factors and multiples
- Statistics and probability: data investigation, summary statistics, data representations and chance
- Measurement and geometry: metric units, time, perimeter, area, volume, capacity, mass, temperature, formulas, lines, shapes, angles, scales, transformations and location

## **Subject: Year 5 Humanities**

### **Rationale**

Humanities teach students about who they are, who came before us, and how societies and economics operate. It also covers our responsibilities as children of God and how we exercise these responsibilities in society. Arming students with information, decision-making skills and an understanding of historical events from a Christian perspective, provides them with skills to make informed decisions.

The Years 5 and 6 classes work together in Humanities on a two-year cycle of themes, one each term. Each Humanities theme involves the curriculum areas of History, Geography, Civics and Citizenship, and Economics and Business.

### **Areas of Study**

- People and Places: It All Depends (environmental geography)
- Why Settle Here? (Australian history)
- Olympics / Commonwealth Games
- Middlefest (economics and business)
- God's Amazing World (world geography)
- Gold (Australian history)
- Australia Becomes A Nation (civics and citizenship)
- Wonderfully Made (civics and citizenship, and personal, social and community health)

## **Subject: Year 5 Science**

### **Rationale**

Science offers students the opportunity to explore the order, diversity and interdependence of God's creation, as revealed by the Holy Spirit. God created humans with a curious nature—one that questions why things are the way they are.

Science aims to stimulate, respond to and nourish this curiosity, undertaking a variety of activities as students develop their scientific understanding and inquiry skills. The expectation is that they work on developing safe practices, build systematic forms of investigation, develop skills in accurate collection and recording of data, and learn to draw conclusions and communicate their understanding of concepts. In doing so, student confidence in God's plan for the world, and their part in it, will be strengthened.

In Years 5 and 6, Science is arranged in a two-year cycle. One topic per term is completed, and these include units in biological, chemical, physical and earth sciences, based on primary connections.

### **Areas of Study**

- Desert survivors (biological science)
- What's the matter? (chemical science)
- Earth's place in space (earth science)
- Light shows (physical science)
- Marvellous micro-organisms (biological science)
- Change detectives (chemical science)
- Earthquake explorers (earth science)
- It's electrifying (physical science)

## **Subject: Year 5 Bible**

### **Rationale**

The Bible is the Word of God to His people. It teaches students about truth, God's creation, covenants, the Holy Spirit, the Gospel, and our own relationship with God through Christ. The study of the Bible as 'one big story', including Creation, Fall, Redemption and Response, helps us to better understand the character of God, who we are and our purpose in Him. Students develop their understanding and knowledge of biblical passages, characters and events through a range of class activities.

### **Areas of Study**

- Books of the Bible
- The teachings of Jesus
- The Holy Spirit
- Laws for living

## **Subject: Year 5 Physical Education**

### **Rationale**

God has designed individuals with a set of distinctive capabilities. Through a range of physical activities, students develop an understanding of the uniqueness and complexities involved in their individual bodies. We teach a variety of skills through play, practice and the introduction of modified sport. Students learn to apply rules fairly and to behave ethically when participating in different physical situations. They learn to effectively communicate and problem-solve in teams or groups in a movement setting.

### **Areas of Study**

- Moving our bodies: developing skills
- Understanding movement: applying skills
- Learning through movement: working with others

## **Subject: Year 5 Art**

### **Rationale**

Students explore basic colour theory and its close relationship to God's creation and order. They discuss the direct relationship of light and light refraction to the order and relationships of colours as they appear on the colour wheel. They experiment with shading, blending, tinting and contrast. Activities include collage, pastel shading and Pointillism (optical colour blending), using correct terminology. A brief study of Impressionist George Seurat is included.

### **Areas of Study**

- Primary and secondary colours
- Colour opposites
- Warm/cool colours
- Optical colour mixing
- Colour blending
- Colour shading (3D effect)
- Optical art
- Pointillism
- How and why do we see colour?
- God, the creator of colour: biblical perspective

## **Subject: Year 5 AgHort**

### **Rationale**

Students learn the importance of caring for God's creation by participating in organic gardening through developing and growing herbs and vegetables. They focus on soil preparation, seed selection, organic pest control, and nurturing and harvesting their garden. The theories of composting, identifying living and non-living species, and wise water usage are all covered. Students keep a Garden Journal to record and reflect on their learning, and also complete an agriculture-based project about a farm animal of their choosing, focusing on the animal's needs and farming requirements.

### **Areas of Study**

- Organic gardening
- Composting
- Soil preparation
- Planting
- Harvesting
- Weeding
- Animal farming

## **Subject: Year 5 French**

### **Rationale**

Communication is a crucial element to how we live, work and function within society. Learning another language exposes students to some of the wonderful cultures around the world, giving them a greater tolerance and understanding of some of God's people from other parts of the world. It also unlocks a deeper understanding of how the English language works. This course gives students an introduction to basic French vocabulary and grammar. It's a 'taster' to help them select a language to continue with in later years.

### **Areas of Study**

- Introductions
- Numbers to one-hundred
- Animals
- Colours
- Pronouns
- Conjugation of verbs
- Prepositions
- Articles
- French culture



## **Subject: Year 5 Indonesian**

### **Rationale**

God has planned and made the world with great care, with diversity in peoples and places to be admired and understood from His perspective. God wants us to love and care for our fellow human beings, including through language and cultural awareness.

A key process in achieving this is by relating to others with understanding and compassion. In Year 5, topics include family, colours, preferences and food. Students also revise and consolidate their knowledge of Indonesian numbers. Language focus includes physical descriptions, labelling and reading aloud.

Students extend their skills in sentence construction and reading for meaning. Cultural studies introduce students to the different environments in Indonesia, as well as the differences and similarities in families and food between Indonesia and Australia.

### **Areas of Study**

- Indonesian numbers
- Families and introducing family members
- Colours and parts of the body
- Preferences and food

## **Subject: Year 5 Music**

### **Rationale**

In Semester 1, Year 5 Music focuses on preparing students for the opportunity to learn an instrument in Semester 2. Students take part in regular singing to develop their aural perception skills, including intonation and learning music notation in the Treble and Bass Clefs and rhythm durations. Through study of the Elements of Music, students also explore creative possibilities such as composition tasks.

### **Areas of Study**

- Singing
- Music notation
- Composition
- Performance
- Aural perception
- Analysis of music

## **Subject: Year 5 Library**

### **Rationale**

The library aims to foster a deeper understanding of the Christian worldview in students—that of creation, fall, redemption and new creation—through a variety of texts and literature. Students are given opportunities to learn, enjoy reading, nurture their imagination, and create new knowledge. This equips them to be active, discerning citizens. As they build relationships with others and explore God’s world through literature and intentional research, students develop lifelong learning skills.

### **Course in Brief**

The Year 5 course continues to build on the skills from the previous year. Students are encouraged to expand independent reading, supported by class activities. Inquiry research skills will be further developed with guidance, using a wider variety of information sources, including the OPAC and online research tools such as search engines. Godly principles and values are woven through discussions and purposeful teaching.

### **General Aims and Objectives**

- To develop an enjoyment of language used in a broad range of contexts
- To strengthen and encourage independent and recreational reading
- To help students select appropriate resources for recreational and information needs
- To provide opportunities for students to locate information using a range of print and non-print resources including iPads
- To provide opportunities to develop and apply critical thinking skills and knowledge gained through research and literature

### **Areas of Study**

- Classification and study of text types, themes and genre
- Listening and responding to literary texts
- Author and illustrator study
- Character study and development
- Examining titles and criteria for Children’s Book Council Award books
- Library resources and databases: Britannica Schools, online dictionaries, search engines
- Library OPAC, including federated searching
- Using Dewey Decimal System
- Continued consolidation of research skills supporting classroom inquiry topics
- Research skills: note taking, skim reading, key word searching, bibliographies, referencing

# Year 6 Course Information

## Year 6 General

### Camp

Attending camp together provides students with unique learning experiences, both in learning new skills and building on past experiences of being part of a live-in, non-family group. It provides safe opportunities to grow new friendships through cabin groups, meal times and free time interaction, all of which lead to growth in self-reliance, personal decision-making and responsibility.

Social and physical skills develop through a variety of activities offered in a setting different to the home, school or local environment. Other outcomes include growth in personal security, self-esteem and the developing of positive relationships with friends, family and teaching staff. The three-day camp at Adanac CYC in Yarra Junction offers activities including hiking, orienteering, archery, canoeing, flying fox, swimming, indoor games and trampolines.

### Excursions/Incursions

To facilitate a greater understanding of topics studied in class, students will be involved in a range of excursions and incursions throughout the year. Years 5 and 6 students join together to experience activities based on a two-year cycle to match with their Humanities studies.

These experiences include:

- Orientation at Glen Cromie
- Sovereign Hill
- Sound and Light Show (Eureka Rebellion)
- Melbourne Immigration Museum
- Warragul Historical Museum

### Special Events

Throughout the year, all Year 6 students take part in a variety of special events that help to create long-lasting memories and develop life-long skills. Special events include, but are not limited to:

- Swimming lessons
- Sporting carnivals (internal and School Sport Victoria)
- Middlefest (a student-run stall linked to Humanities Economics and Business )
- Cultural Day
- 'Why Settle Here?' Australian History Day
- Gold Rush: Australian history full day of humanities-related activities
- Hike to Hohidiai to raise funds for an underprivileged school in Indonesia
- Middle School production
- Portfolio interviews
- Tradie For a Day Program

## **Subject: Year 6 English**

### **Rationale**

Language, in its various forms, is one of the vehicles for nurturing people in their relationship with God. The aim of the Year 6 English curriculum is to develop students' knowledge of language and literature, and to consolidate and expand their literacy skills. Students explore different forms of literary texts and use these understandings to inform the development of their own texts. They learn to produce texts for a greater range of audiences and analyse the differences between types of texts, purpose and audience.

### **Areas of Study**

- Spelling: basic spelling conventions, increasing and enriching vocabulary
- Reading: for information, to find the main idea, comprehension and for enjoyment
- Writing: creatively in a range of genres to specific audiences
- Grammar: parts of speech, basic language conventions, editing and punctuation
- Text Study and Analysis: film, novel, poetry and reference texts

## **Subject: Year 6 Mathematics**

### **Rationale**

God commanded us to have dominion over creation. In order to do so, we need to better understand the design and mechanics of the universe. Mathematics is one language we use to do this. Students explored the significance of mathematical principles in God's creation and their daily lives.

### **Areas of Study**

- Speed and accuracy of number facts
- Number and processes: whole numbers, decimals, fractions, positive and negative integers
- Problem solving and estimation
- Measurement: length, area, perimeter, mass, volume, capacity and time
- Statistics: data and graphical representations
- Chance and probability

## **Subject: Year 6 Humanities**

### **Rationale**

Humanities teach students about who they are, who came before us, and how societies and economics operate. It also covers our responsibilities as children of God and how we exercise these responsibilities in society. Arming students with information, decision-making skills and an understanding of historical events from a Christian perspective, provides them with skills to make informed decisions.

The Years 5 and 6 classes work together in Humanities on a two-year cycle of themes, one each term. Each Humanities theme involves the curriculum areas of History, Geography, Civics and Citizenship, and Economics and Business.

### **Areas of Study**

- People and places: It All Depends (environmental geography)
- Why Settle Here? (Australian history)
- Olympics / Commonwealth Games

- Middlefest (economics and business)
- God's Amazing World (world geography)
- Gold (Australian history)
- Australia becomes a nation (civics and citizenship)
- Wonderfully Made (civics and citizenship, and personal, social and community health)

## **Subject: Year 6 Science**

### **Rationale**

Science offers students the opportunity to explore the order, diversity and interdependence of God's creation, as revealed by the Holy Spirit. God created humans with a curious nature—one that questions why things are the way they are.

Science aims to stimulate, respond to and nourish this curiosity, undertaking a variety of activities as students develop their scientific understanding and inquiry skills. The expectation is that they work on developing safe practices, build systematic forms of investigation, develop skills in accurate collection and recording of data, and learn to draw conclusions and communicate their understanding of concepts. In doing so, student confidence in God's plan for the world, and their part in it, will be strengthened.

In Years 5 and 6, Science is arranged in a two-year cycle. One topic per term is completed, and these include units in biological, chemical, physical and earth sciences, based on primary connections.

### **Areas of Study**

- Desert survivors (biological science)
- What's the matter? (chemical science)
- Earth's place in space (earth science)
- Light shows (physical science)
- Marvellous micro-organisms (biological science)
- Change detectives (chemical science)
- Earthquake explorers (earth science)
- It's electrifying (physical science)

## **Subject: Year 6 Bible**

### **Rationale**

The Bible is the Word of God to His people. It teaches about truth, God's creation, covenants, the Holy Spirit, the Gospel, and our own relationship with Christ. The study of the Bible as 'one big story', including Creation, Fall Redemption and Response, helps us to better understand the character of God, who we are, and our purpose. Students will develop their understanding and knowledge of biblical passages, characters and events through various class activities.

### **Areas of Study**

- Summarise books of the Bible
- Holy Spirit
- Teachings of Jesus
- Laws for living

## **Subject: Year 6 Physical Education**

### **Rationale**

God has designed individuals with a set of distinctive capabilities. Through a range of physical activities, students develop an understanding of the uniqueness and complexities involved in their individual bodies. We teach a variety of skills through play, practice and the introduction of modified sport. Students learn to apply rules fairly and to behave ethically when participating in different physical situations. They learn to effectively communicate and problem-solve in teams or groups in a movement setting.

### **Areas of Study**

- Moving our bodies: developing skills
- Understanding movement: applying skills
- Learning through movement: working with others

## **Subject: Year 6 Drama**

### **Rationale**

God is creative and relational, and students have been created in His image. Drama allows them to explore different ways in which they communicate with one another while expanding on their creative gifts. They explore how drama has been used in different ways by different cultures throughout history, including an exploration of how Australian Aboriginals used drama and dance to pass on important information.

Students also consider how the same story can be told in different ways by scriptwriters while retaining the same plot. Finally, they create their own original play, based on a traditional story, and use it to learn about the elements of drama as they work up to creating a group performance.

### **Areas of Study**

- The purpose of drama
- Scriptwriting
- Elements of drama (e.g. props, costumes)
- Performance skills
- Theatre sports

## **Subject: Year 6 Food Technology**

### **Rationale**

God has designed our bodies to worship and honour Him in all areas of our lives. One of the ways in which we do this is by taking care of our bodies, as they are temples of the Holy Spirit. Understanding healthy, nutritious eating is a vital part of this, and learning to make food that fits into this category is important.

### **Areas of Study**

- Work cooperatively to develop practical skills
- Understand safe and hygienic kitchen and food-handling practices
- Follow a recipe that uses basic food terminology
- Learn the correct names of equipment and how to use each
- Understand basic nutrition and the importance of a healthy diet

## **Subject: Year 6 French**

### **Rationale**

Communication is a crucial element to how we live, work and function within society. Learning another language exposes students to some of the wonderful cultures around the world, giving them a greater tolerance and understanding of some of God's people from other parts of the world. It also unlocks a deeper understanding of how the English language works. This course gives students an introduction to basic French vocabulary and grammar. It's a 'taster' to help them select a language to continue with in later years.

### **Areas of Study**

- Introductions
- Numbers to one-hundred
- Animals
- Colours
- Pronouns
- Conjugation of verbs
- Prepositions
- Articles
- French culture

## **Subject: Year 6 Indonesian**

### **Rationale**

God has planned and made the world with great care, with diversity in peoples and places to be admired and understood from His perspective. God wants us to love and care for our fellow human beings, including through language and cultural awareness.

A key process in achieving this is by relating to others with understanding and compassion. In Year 6, topics include family, colours, preferences and food. Students also revise and consolidate their knowledge of Indonesian numbers. Language focus includes physical descriptions, labelling and reading aloud.

Students extend their skills in sentence construction and reading for meaning. Cultural studies introduce students to the different environments in Indonesia, as well as the differences and similarities in families and food between Indonesia and Australia.

### **Areas of Study**

- Indonesian numbers
- Families and introducing family members
- Colours and parts of the body
- Preferences and food

## **Subject: Year 6 Music**

### **Rationale**

In Semester 1, Year 6 Music focuses on developing instrumental technique and theory knowledge to enable performance of a wider repertoire as a continuation of the work completed in Year 5 Music. Importance is placed on enhancing ensemble skills as well as accuracy, control, fluency and tone quality. Students are encouraged to perform with these aspects in mind.

Music in Semester 2 continues to look at the elements of music with more focus on melody and rhythm in particular.

### **Areas of Study**

- Music notation
- Composition
- Performance
- Aural perception
- Elements of music

## **Subject: Years 6–8 Enrichment**

### **Rationale**

For two periods each week, Middle School students in Years 6–8 have the opportunity to gain a small taste of different learning areas that they will not general encounter in the mainstream curriculum. This allows them to discover skills and gifts, extend existing skills, or even discover something they'd enjoy pursuing professionally.

### **Areas of Study**

The Enrichment choices change each term and vary to a degree from year-to-year, but the following list is indicative of the range of options that are offered to students:

- Bush craft
- Photography
- Photo editing
- Geocaching
- Golf
- Dance
- MasterChef
- Recycled art
- Scrapheap challenge
- Kickboxing
- Fitness
- Computer coding
- Equip (study skills)
- Science fiction VS science
- Crest science competition
- Indonesian cultural extension
- Community service
- Baking
- Captivating girls group
- Wood Technology
- Textiles and sewing
- Cartooning
- Lego
- Aviation
- Cheerleading
- Small business
- Quilling
- Ancient Greek
- New Kids on the Block (Chair orientation)
- Puppet making
- Knots
- Calf rearing
- Banner making
- Campus art works
- Initiative activities
- Canvas art
- Calligraphy



# Year 7 Course Information

## Year 7 General

### Camp

Year 7 students from both the Drouin and Leongatha campuses take part in a five-day trip to Canberra. They visit a multitude of venues and participate in a variety of activities predominantly aimed at developing their understanding of the structure and history of Australia's political system. Other sites are visited that allow for extension of knowledge in other subject areas such as science, sport and the arts.

### Excursions/Incursions

In order to facilitate a greater understanding of topics studied in class, students will be involved in a range of excursions and incursions throughout the year. Years 7 and 8 students join together to experience these adventures, which are based on a two-year cycle to match with units of Humanities, Rotations or Enrichment.

These experiences include:

- Aboriginal Cultural Infusion
- History Up Close (medieval incursion)
- Orientation at Glen Cromie
- Varied activities through some Enrichment and Rotations subjects

### Special Events

Throughout the year, all Year 7 students experience a variety of special events that help to create long-lasting memories and develop life-long skills. Special events include, but are not limited to:

- Gender Week
- Medieval Battle
- Medieval Feast
- Real Game
- Identity Day
- Cultural Day
- Middle School production
- Sport days (internal and School Sport Victoria)
- Portfolio interviews

## **Subject: Year 7 English**

### **Rationale**

God has created us to communicate with one another in a variety of ways, in order to express ourselves, spread His love, and share the gospel effectively. Being exposed to a variety of texts enables students to improve and develop their communication skills. Students develop the skill of writing a variety of text types expressively, coherently and accurately for a specified audience. In this, they develop appropriate grammatical conventions and punctuation.

Reading comprehension is further developed, and students learn to interpret and evaluate a variety of texts to make inferences and identify underlying values and themes. They are encouraged to express ideas in their own words and present tasks, which reflect understanding and further development of English conventions. Students work on using correct spelling, and draw upon their own knowledge of spelling patterns to attempt unfamiliar words.

### **Areas of Study**

- Genre writing
- Poetry
- Media
- Spelling
- Grammar
- Film and text response
- Film and text analysis
- Film and text review
- Reading comprehension

## **Subject: Year 7 Mathematics**

### **Rationale**

God commanded us to have dominion over creation. In order to do so, we need to better understand the design and mechanics of the universe. Mathematics is one language we use to do this. Students explore the significance of mathematical principles in God's creation and their daily lives. Students are also required to complete weekly Maths Mate homework sheets and automatic response tasks.

### **Areas of Study**

Revision and extension of:

- Number
- Patterns and algebra
- Measurement
- Geometry
- Statistics
- Probability

## **Subject: Year 7 Humanities**

### **Rationale**

God has a purpose and plan for each of our lives. Through the study of Humanities, students consider the past, present and future in order to better understand that plan. Humanities units are presented from a biblical worldview aimed at identifying the pattern of Creation, Fall, Redemption and Response.

The Years 7 and 8 classes work together in Humanities on a two-year cycle of themes, one each term, covering aspects of history, geography, economics, and civics and citizenship. Each theme provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life. The subject helps students develop information and communication technology skills, and an appreciation and respect for social, cultural and religious diversity and different perspectives. It also fosters an understanding of ethical research principles, a capacity for teamwork, and an ability to solve problems and to think critically and creatively. Students plan inquiries that involve collecting, evaluating, analysing and interpreting information, and suggest responses to what they have learnt.

### **Areas of Study**

- Appreciating cultural diversity
- Appreciating medieval societies
- Exploring liveability
- Exploring the law
- Investigating God's diverse world
- Learning from the past (ancient civilizations)
- Preparing for the future
- Understanding population changes

## **Subject: Year 7 Science**

### **Rationale**

In Years 7 and 8, 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 are encouraged to develop wonder at the greatness of God and marvel at His good creation. They use and develop models such as food chains, food webs and the water cycle. They consider forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources, and humanity's role in being a good steward of God's gifts in this area. They investigate relationships in the earth-sun-moon system.

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 ethical decision-making processes. Students are introduced to cells and explore the organisation of body systems. Similarly, they distinguish between chemical and physical change. They begin to classify different forms of energy, and use experimentation to explain God's creative work. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view. This study is aimed at strengthening student confidence in God's plan for the world and our part in it.

### **Areas of Study**

- Safety techniques
- Mixtures
- Forces in action
- Simple machines
- Earth and space
- Classification

- Ecosystems
- Renewable resources
- Cells and body systems
- Rock formations
- Energy transformations
- States of matter

## **Subject: Year 7 Bible**

### **Rationale**

Students become familiar with the 'big picture' of the Bible as God's revealed plan for His people. They develop an understanding of God's work of creation, explore the impact of the fall, develop their understanding of God's work of redemption, and discover their role in the restoration of God's kingdom. Through close reading of the Bible, stories about key people will help students to learn about God and how people respond to God, and to develop ways to apply their understanding to their own lives. Students will have the opportunity to ask questions and explore issues of faith and belief through their participation in the Youth Alpha course.

### **Areas of Study**

- Creation, Fall, Redemption, Restoration
- Overview of Old Testament
- Youth Alpha course
- Gospel study (Luke or John)

## **Subject: Year 7 Physical Education**

### **Rationale**

God has designed individuals with a set of distinctive capabilities. Through a range of physical activities, students develop an understanding of the uniqueness and complexities involved in their individual bodies. They develop specialised movement skills and understanding in a range of physical settings.

Students reflect on and refine personal and social skills as they participate in a range of physical activities which may include: netball, soccer, badminton, Tchoukball, athletic sports, volleyball, softball, basketball, lacrosse, Australian Rules football, Ultimate Frisbee and a variety of indoor games. Students learn to apply rules fairly and to behave ethically when participating in different physical situations.

### **Areas of Study**

- Moving our bodies: developing skills
- Understanding movement: applying skills
- Learning through movement: working with others

## **Subject: Year 7 Art**

### **Rationale**

Students are involved in various drawing exercises, using a range of drawing materials, where they practice and develop several key elements including perspective, proportion, and how to achieve three-dimensional results using shading techniques. Through this study, students discover the complexity and creativity used in good design. God is the original designer and we are made in His image. We are all able to design and draw, and this unit unlocks some of the key aspects to drawing well. This is presented in a portfolio that includes a gridding exercise, a sketched detail observation piece, and a shading example with a light source, among other tasks.

### **Areas of Study**

- Drawing mathematically
- Using visual cues of proportion
- Using a light source to create an illusion of dimension
- Focal point and perspective
- Finding basic skeletal shape
- Creating textural effects with a pencil

## **Subject: Year 7 AgHort**

### **Rationale**

Students focus on the importance of caring for God's creation, particularly sheep, and the steps in doing so. Time is spent researching and documenting the theory and practices of sheep husbandry. Students then implement this learning by caring for the school's sheep at the Drouin East Campus. Students also further develop their organic gardening skills by planting, tending to, and harvesting herbs and vegetables in our vegetable gardens.

### **Areas of Study**

- Herding
- Catching
- Foot pairing
- Drenching
- Lambing
- Organic gardening

## **Subject: Year 7 Materials Technology**

### **Rationale**

In Materials Technology, students are introduced to the workshop. With safety a focus during every activity, they complete a safety poster to highlight the importance of dealing appropriately with hazards.

Using the production process, which includes creating a design brief, and researching and drawing their own plans, students are beginning their preparation for later study in Product Design and Technology, or a career path that may involve an apprenticeship. Throughout the term, a variety of hand tools and some powered machinery will be used to broaden student understanding of safe work practises, tool terminology and timber characteristics.

### **Areas of Study**

- Safety in the workshop
- Design
- Production
- Assessment

## **Subject: Year 7 Food Technology**

### **Rationale**

God has designed our bodies to worship and honour Him in all areas of our lives. One of the ways in which we do this is by taking care of our bodies, as they are temples of the Holy Spirit. Understanding healthy, nutritious eating is a vital part of this, and learning to make food that fits into this category is important.

### **Areas of Study**

- Working independently to develop practical and cooperation skills
- Using correct techniques and equipment to complete a Basic Cooking Processes course
- Understanding food choices that contribute to a balanced diet and good nutrition
- Preparing foods from all areas of the *Australian Guide to Healthy Eating*
- Using safe and hygienic work practices in the kitchen

## **Subject: Year 7 French**

### **Rationale**

Communication is a crucial element to how we live, work and function within society. Learning another language exposes students to some of the wonderful cultures around the world, giving them a greater tolerance and understanding of God's people from other parts of the world. It also unlocks a deeper understanding of how the English language works.

In Year 7, students commence a two-year introductory French language course focusing on basic grammar and vocabulary, and investigating some aspects of French culture. This course provides students with a solid foundation of the French language for them to build on in the future.

### **Areas of Study**

- Numbers to one-hundred
- Greetings
- School vocabulary
- Family vocabulary
- Relationships vocabulary
- Food vocabulary
- Conjugation of verbs
- Questions grammar

## **Subject: Year 7 Indonesian**

### **Rationale**

Students in Year 7 learn about making suggestions regarding activities they like to do, including their hobbies, and having a discussion about their leisure-time activities and how often they do them. Students also learn about asking, giving, and following directions, and about places in the city. Culturally, students learn different ways to ask for and give directions.

### **Areas of Study**

- Hobby and activities
- Interviewing others about their preferences
- Using common frequency words (e.g. often, seldom, rarely, sometimes, usually)
- Locations and places in the city
- Following and giving directions

## **Subject: Year 7 Music**

### **Rationale**

Year 7 Music concentrates on further development of aural perception skills and understanding of musical construction to enable students to become more aware of how music works. Music in Australia, studied during Semester 2, also provides students with a greater awareness of how music has shaped society in Australia.

### **Areas of Study**

- Aural perception
- Music notation
- Elements of music
- Performance
- Composition
- Music in Australia

## **Subject: Years 6–8 Enrichment**

### **Rationale**

For two periods each week, Middle School students in Years 6–8 have the opportunity to gain a small taste of different learning areas that they will not general encounter in the mainstream curriculum. This allows them to discover skills and gifts, extent existing skills, or even discover something they'd enjoy pursuing professionally.

### **Areas of Study**

The Enrichment choices change each term and vary to a degree from year-to-year, but the following list is indicative of the range of options that are offered to students:

- Bush craft
- Photography
- Photo editing
- Geocaching
- Golf
- Dance
- MasterChef
- Recycled art
- Scrapheap challenge
- Kickboxing
- Fitness
- Computer coding
- Equip (study skills)
- Science fiction VS science
- Crest science competition
- Indonesian cultural extension
- Community service
- Baking
- Captivating girls group
- Wood Technology
- Textiles and sewing
- Cartooning
- Lego
- Aviation
- Cheerleading
- Small business
- Quilling
- Ancient Greek
- New Kids on the Block (Chair orientation)
- Puppet making
- Knots
- Calf rearing
- Banner making
- Campus art works
- Initiative activities
- Canvas art
- Calligraphy

# Year 8 Course Information

## Year 8 General

### Camp

The camp is held at Coolamatong, near Paynesville. It is five days of outdoor, adventure activities and is aimed to cater for all levels of physical ability. It is jam-packed with plenty of fun and educational opportunities. This camp is designed to introduce students to overnight hiking, in preparation for camps in higher year.

### Excursions/Incursions

In order to facilitate a greater understanding of topics being studied in class, students will be involved in a range of excursions and incursions throughout the year. Years 7 and 8 students join together to experience these adventures which are based on a two-year cycle to match with units of Humanities, Rotations or Enrichment.

These experiences include:

- Aboriginal cultural infusion
- History up close (Medieval incursion)
- Glen Cromie Park
- Varied activities through some Enrichment and Rotations subjects

### Special Events

Throughout the year, all students experience a variety of special events that help to create long-lasting memories and develop life-long skills.

Events Year 8 students are involved in include, but are not limited to:

- Gender Week
- Medieval Battle
- Medieval Feast
- Real Game
- Identity Day
- Cultural Day
- Middle School production
- Sports Days (internal and School Sport Victoria)
- Portfolio interviews



## **Subject: Year 8 English**

### **Rationale**

God has created us to communicate with one another in a variety of ways, in order to express ourselves, spread His love and share the gospel effectively. Being exposed to a variety of texts enables students to improve and develop their communication skills. Students develop the skill of writing a variety of text types expressively, coherently and accurately for a specified audience. In this, they develop appropriate grammatical conventions and punctuation. Reading comprehension is further developed, and students learn to interpret and evaluate a variety of texts to make inferences and identify underlying values and themes. They are encouraged to express ideas in their own words and present tasks, which reflect understanding and further development of English conventions. Students work on using correct spelling, and draw upon their own knowledge of spelling patterns to attempt unfamiliar words.

### **Areas of Study**

- Genre writing
- Poetry
- Media
- Spelling
- Grammar
- Film and text response
- Film and text analysis
- Film and text review
- Reading comprehension

## **Subject: Year 8 Mathematics**

### **Rationale**

God commanded us to have dominion over creation and, in order to do so, we need to better understand the design and mechanics of the universe. Mathematics is one language we use to do this. Students explore the significance of mathematical principles in God's creation and their daily lives. Students are also required to complete weekly Maths Mate homework sheets and automatic response tasks.

### **Areas of Study**

Revision and extension of:

- Number
- Patterns and algebra
- Measurement
- Geometry
- Statistics
- Probability

## **Subject: Year 8 Humanities**

### **Rationale**

God has a purpose and plan for each of our lives. Through the study of Humanities, students consider the past, present and future in order to better understand that plan. Humanities units are presented from a biblical worldview aimed at identifying the pattern of Creation, Fall, Redemption and Response.

The Years 7 and 8 classes work together in Humanities on a two-year cycle of themes, one each term, covering aspects of history, geography, economics and civics and citizenship. Each theme provides students with opportunities to develop a wide range of general skills, capabilities, and dispositions that can be applied in everyday life. The subject helps students develop information and communication technology skills, an appreciation and respect for social, cultural and religious diversity and different perspectives. It also fosters an understanding of ethical research principles, a capacity for teamwork, and an ability to solve problems and to think critically and creatively. Students plan inquiries that involve collecting, evaluating, analysing and interpreting information, and suggest responses to what they have learnt.

### **Areas of Study**

- Appreciating cultural diversity
- Appreciating Medieval societies
- Exploring liveability
- Exploring the law
- Investigating God's diverse world
- Learning from the past (ancient civilizations)
- Preparing for the future
- Understanding population changes

## **Subject: Year 8 Science**

### **Rationale**

In Years 7 and 8, 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 are encouraged to develop wonder at the greatness of God and marvel at His good creation. They use and develop models such as food chains, food webs and the water cycle. They consider forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources, and humanity's role in being a good steward of God's gifts in this area. They investigate relationships in the earth-sun-moon system.

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 ethical decision-making processes. Students are introduced to cells and explore the organisation of body systems. Similarly, they distinguish between chemical and physical change. They begin to classify different forms of energy, and use experimentation to explain God's creative work. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view. This study is aimed at strengthening student confidence in God's plan for the world and our part in it.

### **Areas of Study**

- Safety techniques
- Mixtures
- Forces in action
- Simple machines
- Earth and space
- Classification

- Ecosystems
- Renewable resources
- Cells and body systems
- Rock formations
- Energy transformations
- States of matter

## **Subject: Year 8 Bible**

### **Rationale**

Students become familiar with the 'big picture' of the Bible as God's revealed plan for His people. They develop an understanding of God's work of creation, explore the impact of the fall, develop their understanding of God's work of redemption, and discover their role in the restoration of God's kingdom. Through close reading of the Bible, stories about key people will help students to learn about God and how people respond to God, and to develop ways to apply their understanding to their own lives. Students will have the opportunity to ask questions and explore issues of faith and belief through their participation in the Youth Alpha course.

### **Areas of Study**

- Creation, Fall, Redemption, Restoration
- Key people of the Bible
- Youth Alpha
- Book study (James, Hebrews, etc.)

## **Subject: Year 8 Physical Education**

### **Rationale**

God has designed individuals with a set of distinctive capabilities. Through a range of physical activities, students develop an understanding of the uniqueness and complexities involved in their individual bodies. They develop specialised movement skills and understanding in a range of physical settings.

Students reflect on and refine personal and social skills as they participate in a range of physical activities which may include: netball, soccer, badminton, Tchoukball, athletic sports, volleyball, softball, basketball, lacrosse, Australian Rules football, Ultimate Frisbee and a variety of indoor games. Students learn to apply rules fairly and behave ethically when participating in different physical situations.

### **Areas of Study**

- Moving our bodies: developing skills
- Understanding movement: applying skills
- Learning through movement: working with others

## **Subject: Year 8 Art**

### **Rationale**

God is the original designer and we are made in His image. We are creative beings and we are all capable of creating original pieces of work.

Year 8 students are involved in various exercises practicing and developing key elements including colour, tone, space, shape, line and texture. Through these studies, students discover the complexity and creativity used by artists in creating good design. They are required to analyse the choices of design elements made by several established artists, and reflect on the impact these have on the visual communication of each art work.

### **Areas of Study**

- The seven elements of art
- Creating illusion
- Good design
- Analysis of famous paintings
- Personal choices and style in art expression
- Making design choices in visual communication

## **Subject: Year 8 AgHort**

### **Rationale**

Students focus on the importance of caring for God's creation, particularly sheep, and the steps in doing so. Time is spent researching and documenting the theory and practices of sheep husbandry. Students then implement this learning by caring for the school's sheep at the Drouin East Campus. Students also further develop their organic gardening skills by planting, tending to, and harvesting herbs and vegetables in our vegetable gardens.

### **Areas of Study**

- Herding
- Catching
- Foot pairing
- Drenching
- Lambing
- Organic gardening

## **Subject: Year 8 Materials Technology**

### **Rationale**

In Materials Technology, students are reintroduced to the workshop. Knowing that safety is a focus for every activity, they complete an activity to highlight the importance of safety, and the ways in which hazards can be dealt with appropriately.

Using the production process, which includes a preparing a design brief, researching, drawing their own orthographic plans and evaluating, students are continuing their preparation for later study in Product Design and Technology, or a career path that may involve an apprenticeship. Throughout the term, a variety of hand tools and some powered machinery will be used to expand understanding of safe work practices, joinery, methods of tool use and timber characteristics.

### **Areas of Study**

- Safety in the workshop
- Design
- Production
- Assessment

## **Subject: Year 8 Food Technology**

### **Rationale**

God has designed our bodies to worship and honour Him in all areas of our lives. One of the ways in which we do this is by taking care of our bodies, as they are temples of the Holy Spirit. Understanding healthy, nutritious eating is a vital part of this, and learning to make food that fits into this category is important.

### **Areas of Study**

- Working independently to develop practical and cooperation skills
- Using correct techniques and equipment to complete a Basic Cooking Processes course
- Understanding food choices that contribute to a balanced diet and good nutrition
- Preparing foods from all areas of the *Australian Guide to Healthy Eating*
- Using safe and hygienic work practices in the kitchen

## **Subject: Year 8 French**

### **Rationale**

Communication is a crucial element to how we live, work and function within society. Learning another language exposes students to some of the wonderful cultures around the world, giving them a greater tolerance and understanding of God's people from other parts of the world. It also unlocks a deeper understanding of how the English language works.

In Year 8, students continue a two-year introductory French language course focusing on basic grammar and vocabulary, and investigating some aspects of French culture. This course provides students with a solid foundation of the French language for them to build on in the future.

### **Areas of Study**

- Time and date
- Travel
- Recreation
- Animals
- Transport
- French grammar

## **Subject: Year 8 Indonesian**

### **Rationale**

Students in Year 8 learn about making suggestions regarding activities they like to do, including hobbies, and having a discussion about their leisure time activities and how often they do them. Students also learn about asking, giving, and following directions, and about places in the city. Culturally, students learn different ways to ask for and give directions.

### **Areas of Study**

- Hobby and activities
- Interviewing others about their preferences
- Using common frequency words (e.g. often, seldom, rarely, sometimes, usually)
- Locations and places in the city
- Following and giving directions

## **Subject: Year 8 Music**

### **Rationale**

Year 8 Music explores the realm of film music, with a particular focus on the role of film music composers and the ways in which they create music to establish mood, character or sense of time and place. Students have the opportunity to use their understanding of film music to create compositions exploring different aspects of the genre. A variety of creative tasks throughout the year will provide students with a chance to utilise knowledge and skills attained and developed throughout Middle School to create their own pieces of music.

### **Areas of Study**

- Film music
- Role of the film music composer
- Composition
- Analysis of music
- Performance
- Aural perception

## **Subject: Years 6–8 Enrichment**

### **Rationale**

For two periods each week, Middle School students in Years 6–8 have the opportunity to gain a small taste of different learning areas that they will not general encounter in the mainstream curriculum. This allows them to discover skills and gifts, extent existing skills, or even discover something they'd enjoy pursuing professionally.

### **Areas of Study**

The Enrichment choices change each term and vary to a degree from year-to-year, but the following list is indicative of the range of options that are offered to students:

- Bush craft
- Photography
- Photo editing
- Geocaching
- Golf
- Dance
- MasterChef
- Recycled art
- Scrapheap challenge
- Kickboxing
- Fitness
- Computer coding
- Equip (study skills)
- Science fiction VS science
- Crest science competition
- Indonesian cultural extension
- Community service
- Baking
- Captivating girls group
- Wood Technology
- Textiles and sewing
- Cartooning
- Lego
- Aviation
- Cheerleading
- Small business
- Quilling
- Ancient Greek
- New Kids on the Block (Chairo orientation)
- Puppet making
- Knots
- Calf rearing
- Banner making
- Campus art works
- Initiative activities
- Canvas art
- Calligraphy

# Years 7–8 BATS Course Information

## Years 7–8 BATS General

### What is BATS?

BATS (Business and Technology Students) is a specialist Years 7–8 class that caters particularly for students who are bodily kinaesthetic learners. Students undertake a range of activities that are markedly different to the mainstream Middle School classes. The program is taught using a thematic and integrated approach. Literacy and numeracy are high priorities and other subjects are presented with real-life applications and relevance. Some of the learning is centred around small business activities.

### What subjects are taught in BATS?

In addition to practical learning activities, students in the BATS class study a range of more formal subjects, similar to students in the mainstream classes. BATS Science is quite different to the Science that other Years 7–8 students study (see outline below). Also, in order to accommodate BATS Business (see outline below), the students in the BATS class do not study French or Indonesian.

## Subject: Years 7/8 BATS Science

### Rationale

Science in the BATS class operates on a two-year rotation of subjects. Throughout both years, there is a specific focus on energy in order to prepare for involvement in the annual RACV Energy Breakthrough, during which student understanding of energy is questioned and tested by a panel of judges.

Students explore different energy sources including renewable and non-renewable types, and how these affect the world at present, as well as how they will affect our world in the future. The unit also requires students to put their knowledge to the test by delivering a group tutorial to young children. This task involves a functional model, worksheet and speech for the children to complete. Students also complete a unit about small engines, including how they work and the effect they have on the environment.

Students also complete a chemistry unit, covering different chemical changes and properties. Organisms and cells are also studied, and students complete a number of research tasks regarding these topics.

BATS Science also includes a number of hands-on, practical activities including examining the discoveries of ancient scientists and how their inventions have changed our way of life.

### Areas of Study

- Chemical substances
- Chemical changes
- Cells
- Renewable and non-renewable energy
- Origins of energy sources
- Ancient scientists
- How ancient discoveries have altered Science
- Potential energy
- Organisms
- Greenhouse effect
- Fossil fuels
- Energy Efficient Vehicles (RACV Energy Breakthrough)
- Propulsion
- Inertia
- Friction
- Small engines unit

## **Subject: Years 7/8 BATS Business**

### **Rationale**

Students in BATS Business focus on advertising, organising and running Mothers Day markets at both Junior School and Middle School. This involves purchasing, stock control, customer service, food handling, money handling and public relations.

Students are also involved in a number of catering events, through which they learn skills such as ordering, food handling compliance, and systems of serving and money handling.

### **Areas of Study**

- Price per unit
- Profit and Loss
- Marketing and Public Relations
- Cost and retail
- Effects on markets
- Market research
- Keeping useful business data
- Interpreting data and graphing data
- Packaging and presentation of goods
- Food handling rules and regulations
- Comparing prices
- Money handling
- Customer service
- Phone answering and ordering
- Business tricks of the trade
- Systems and organisation
- Working together under pressure