Assisi Catholic College

# Curriculum Guide

**Years 7 and 8 2021**

## Middle Years of Schooling

*In the Middle Years at Assisi Catholic College, we recognise the needs of our young adolescents by formalising a curriculum that allows each student to grow and learn uniquely within a community.*

**ShApe Your Tomorrow**

# INTRODUCTION

In the Middle Years at Assisi Catholic College, we recognise the needs of our young adolescents by formalising a curriculum that allows each student to grow and learn uniquely within a community. As a College, we develop learning experiences that are enjoyable and engaging to meet our young adolescents' needs based on the principles of Middle Schooling derived from the National Middle Schooling Project.

## Effective Middle Schooling practices acknowledge student's needs:

- Identity
- Relationships
- Purpose
- Empowerment
- Success
- Rigour
- Safety

## Effective Middle Schooling curriculum is:

- **Learner-centred**
  Coherent curriculum is focused on the identified needs, interests and concerns of students, and emphasises self-directed and co-constructed learning.
- **Collaboratively organised**
  Teams of teachers, who know and understand their students well, employ powerful pedagogical strategies to challenge and extend students within a supportive environment.
- **Outcome-based**
  Progress and achievement are recorded continuously in relation to explicit statements of what each student is expected to know and be able to do.
- **Flexibly constructed**
  Arrangements are responsive to local needs and circumstances, and reflect creative use of time, space and other resources.
- **Ethically aware**
  Justice, care, respect and a concern for the needs of others are reflected in the every-day practice of students, teachers and administrators.
- **Community oriented**
  Parents and representatives from other community institutions and organisations beyond the school are involved in productive partnerships.
- **Adequately resourced**
  Experienced teachers and support staff are supported by high quality facilities, technology, equipment and materials.
- **Strategically linked**
  The Middle Years of schooling, although a discrete phase within the K-12 continuum, is intrinsically connected to the early and later years.

## Middle Years Curriculum

Curriculum is timetabled on a fortnightly cycle of Week A and Week B with a four-period day. Pastoral Care (PC) is held each morning for 15 minutes and an Extended Learning Opportunity (ELO) class each week for 45 minutes.

## Core Subjects

**Years 7 and Year 8 students are required to study the following Core Key Learning Areas:**

- Religious Education
- English
- Mathematics
- Science
- History
- Geography
- Italian
- Health & Physical Education
- Sport

## Elective Subjects

**Year 7 students will complete two of the following elective subjects per Semester:**

- Economics and Business
- Design Technology
- Drama and Dance
- Music

**Year 8 students will complete two of the following elective subjects per Semester:**

- Civics
- Food and Textiles
- STEM
- Visual and Media Arts

**Futsal (5-a-side Soccer)** is an elective subject that students can apply for to study in Years 7, 8 and 9. Students apply for a position in the Year 7 Class in the preceding year and are required to trial to attain a position in the class. In subsequent years, students can continue to study Futsal, but trials are also held at the end of each school year for any non-Futsal student wishing to apply for available positions in either the Year 8 or 9 Class. Students who have been selected for the Futsal High Performance Program will complete only one elective each Semester.

# YEARS 7 AND 8 CORE SUBJECTS

# RELIGIOUS EDUCATION

## Course Description

### Year 7

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.

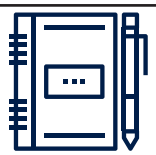
They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue. Students explore contextual information about sacred 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.

### Year 8

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 believer's 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 centred 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.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Journaling<br>➢ Written review's<br>➢ Exams<br>➢ Research assessment |
| **Pathways to Senior Subjects** | ➢ Study of Religion<br>➢ Religion and Ethics<br>➢ Certificate 4 in Christian Ministry |



# ENGLISH

## Course Description

In Years 7 and 8, students engage with a variety of texts for enjoyment; listening, reading, viewing, interpreting, evaluating and presenting spoken, written and multimodal texts. They will develop skills to entertain, inform and persuade an audience through creating of a range of texts. Their learning experiences relate to the school curriculum, local community, regional and global contexts.

### Year 7

In Term 1, students read, interpret and analyse the novel, 'Harry Potter and The Philosopher's Stone' and explore the fantasy genre. Students will respond to the literature through creating their own imaginative narrative. In Term 2, students explore the development of storytelling as a means of unlocking the past. They will respond to a range of Indigenous-themed texts using persuasive language. They will develop an understanding and appreciation of Australian Indigenous culture. In Term 3, students explore folktales/ fables/myths and legends from the Asia and Oceania regions. They view a feature film and analyse the role of a hero through visual and written texts. Finally, in Term 4 students consolidate their appreciation of the importance of storytelling and read the graphic novel, 'A Monster Calls'. They interpret and analyse language features and themes in visual and written texts and respond through a multi-modal presentation.

### Year 8

In Term 1, students analyse how satirical TV shows use humour, satire and parody to challenge conventional views and highlight important issues. They will also examine how these shows deal with stereotypes through language features, images and vocabulary. In Term 2, students will respond in an imaginative genre to reading the novel 'Wonder'. Themes of resilience, acceptance and difference will be examined. The narrative perspective will be the focus of this novel study. In Term 3, students study Asian literary texts focussing on the culture of the country. They will analyse the literature and also write a travel journal. Finally, in Term 4 persuasive language is studied in the context of media texts. Students will read the novel, 'Blueback' and examine issues related to the environment.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Journaling<br>➢ Yarning/Literature Circles<br>➢ Readers Cup<br>➢ Narrative Writing<br>➢ Persuasive Essay<br>➢ Persuasive Speech<br>➢ Analytical Essay<br>➢ Monologue<br>➢ Multimodal Presentation<br>➢ Exams |
| **Pathways to Senior Subjects** | ➢ An "at standard" achievement in English is a pre-requisite for a number of subjects in the Senior Years.<br>➢ Essential English<br>➢ English<br>➢ Literature |

# MATHEMATICS

## Course Description

### Year 7

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

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.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Exams<br>➢ Research assessment |
| **Pathways to Senior Subjects** | ➢ Essential Mathematics<br>➢ General Mathematics<br>➢ Mathematic Methods<br>➢ Specialist Mathematics |

# SCIENCE

## Course Description

### Year 7

The Year 7 Science course aims to introduce students to scientific inquiry-based learning and gives them the opportunity to investigate issues through research, observation and experimentation. The Middle Years Science Curriculum explores the connection between science and everyday life. Students have the opportunity to explore the Middle Years Science Laboratories, learn essential safety aspects and scientific skills, as well as obtain their Bunsen Burner Licence in Term 1. Students will then learn about the solar system and how the seasons and eclipses are related to the relative positions of the sun, Earth and Moon. They will explore Earth's renewable and non-renewable resources, as well as how and why water is a precious resource. The Chemistry aspect of Year 7 enables students to investigate mixtures and pure substances. They will work collaboratively to conduct an experimental investigation which will aim to separate a mixture, using a variety of separation techniques. Students will explore the interactions between organisms in an ecosystem, including the effects of human activities on food chains and food webs. They will use and create a dichotomous key in Biology, which will enable them to be able to organise and classify organisms. Finally, students will investigate the Physical sciences by looking at how a change in an objects motion is caused by unbalanced forces, including gravity, that act on the object.

### Year 8

Throughout this year, students will continue to study a variety of sciences, including: Biology, Chemistry, Physics and Earth Sciences. The Year 8 Science curriculum continues to encourage inquiry and curiosity in learners, as well as giving them the opportunity to develop an understanding of the resources required by an individual in a rapidly changing scientific and technological society. In the Earth and Space Science component, students will have the opportunity to study Geology. They will develop an understanding of rock formation and the rock cycle, as well as having the opportunity to explore how sedimentary, igneous and metamorphic rocks are formed by processes that occur within Earth, over a variety of timescales. In Chemistry, students will understand and explore the properties of the different states of matter and explain this in relation to changes of state and particle theory. In the Physics Unit of study, students will investigate how energy appears in different forms and how energy transfers and transformations cause change within systems. For the Biology component, students will learn that cells are the basic units of living things and they have specialised structures and functions. They will then apply this knowledge to organs and body systems and how they enable multi-cellular organisms to survive.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Journaling<br>➢ Written review's<br>➢ Experimental investigations<br>➢ Scientific Reports<br>➢ Exams<br>➢ Research assessment<br>➢ Multimedia presentation |
| **Pathways to Senior Subjects** | ➢ Biology<br>➢ Chemistry<br>➢ Physics |

# HISTORY

## Course Description

### Year 7

In Year 7 History, students begin to learn the foundational skills of critical analysis. In a world with so much access to unreliable information, students learn how to make judgements on the reliability of sources of information and the perspectives and bias that may exist in texts. Other skills include evaluating how significant events have impacted our current society and what inventions and ideologies continue to influence our society. They also develop a sense of empathy and try to understand why people of the past made certain decisions.

The topics that will be explored are the ancient history of Australia, including the issues around archaeology and scientific treatment of human bones in the current context. In the second term of study, the focus moves to Ancient Rome where students culminate their learning in a Night of the Notables where parents can attend a Roman Banquet at the college and experience what students have been leaning.

### Year 8

In Year 8 History, the students continue to build and develop their skills of reliability, analysis and evaluation, and delve further into the concepts of perspectives and empathy.

Their time period for the application of these skills is the Middle Ages. Firstly, the Samurai of Medieval Japan will be studied before exploring how this feudal system of rule broke down and the Japan of today began to emerge. In the second unit, the focus will shift to the Black Death pandemic of the 14th century. We will explore the changes and effects on society and the myths and theories that emerged from the time. We will also compare the similarities and differences between the Black Death outbreak and the Covid-19 pandemic.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Journaling<br>➢ Independent and guided source analysis<br>➢ Seen source exam<br>➢ Ongoing observation and feedback on class work<br>➢ Research assessment<br>➢ Speech<br>➢ Presentation evening |
| **Pathways to Senior Subjects** | ➢ Modern History |

# GEOGRAPHY

## Course Description

### Year 7

In Year 7 Geography, we explore the liveability of our local community and social, environmental and economic impacts that we have on the world around us. In our data infused world, students will begin to learn the basic skills of collecting, representing and interpreting data starting on a local scale and broadening out the a more global sphere in the second term. Water availability and scarcity will be investigated in the second half of the course. Students will look at what solutions to water scarcity issues that various organisations are implementing.

### Year 8

In Year 8 Geography, students will look at the devastating social, economic and environmental impact that natural disasters have on communities and how quickly society can recover from these events. In the second half of the course, students will look at our globalising world and the emergence of slums and megacities. They will explore the human and environmental impact that populated cities have on the world.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Sway portfolio<br>➢ Examination<br>➢ Seen source examination<br>➢ Article<br>➢ Sketches<br>➢ Graphing<br>➢ Mind Maps<br>➢ Data representation<br>➢ Written analysis |
| **Pathways to Senior Subjects** | ➢ Geography<br>➢ Modern History |


# ITALIAN

## Course Description

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal when learning Italian is communication. Students do not simply learn Italian — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Italian is a phonetic language and has many commonalities and connections with English. Students will become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They will learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). Students will identify cultural references in texts and consider how language reflects practices, perspectives and values. They will reflect on the process of moving between languages and cultures and developing their capability as learners of Italian.

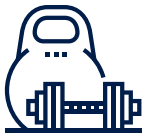
## Year 7 – Buongiorno Italia!

In Year 7, students will be introduced to the fascinating language and culture of Italy. They will develop basic communication skills to understand, read, write and speak Italian, while studying topics related to their personal, social and school worlds. In particular, students will learn about our College's connection with the region of Umbria and our Italian Sister School in Assisi.

## Year 8 – Buon appetito

In Year 8, students will take a gastronomical tour of Italy. They will explore aspects of language and culture through the study of Italian cuisine. Students will further develop basic communication skills to understand, read, write and speak Italian. By the end of the semester, they will be able to confidently order food from an Italian restaurant and host their own cooking show.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Dialogues<br>➢ Speeches<br>➢ Pronunciation tests<br>➢ Vocabulary tests<br>➢ Grammar tests<br>➢ Writing tasks<br>➢ Reading comprehension tasks<br>➢ Listening comprehension tasks |
| **Pathways to Senior Subjects** | ➢ Italian |



# HEALTH & PHYSICAL EDUCATION

## Course Description

### Year 7 and Year 8

The HPE focus for Year 7 students' is 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 also have the opportunity to discover and develop skills in a range of activities and selected sports in the practical component of the subject.

The curriculum for Year 8 continues to support students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They 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 activities that shape cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Written review's/reports<br>➢ Multimodals<br>➢ Performance critique/evaluations<br>➢ Ongoing observation of practical performances and application<br>➢ Research assessment<br>➢ Performance in a range of sports such as Basketball, Touch, Oztag, Volleyball, Softball, Inclusive games |
| **Pathways to Senior Subjects** | ➢ Physical Education<br>➢ Health<br>➢ Recreation and Certificate III in fitness |

# YEAR 7 ELECTIVE SUBJECTS



# YEAR 8 ELECTIVE SUBJECTS



Futsal (5-a-side Soccer) is an elective subject that students can apply for to study in Years 7, 8 and 9. Students apply for a position in the Year 7 Class in the preceding year and are required to trial to attain a position in the class.

# ECONOMICS & BUSINESS

## Course Description

By the end of the Semester, students will have the opportunity to explore and use a range of basic financial management concepts in the areas of Earning, Saving, Spending, and Investing, through an online financial literacy game called ESSI (standing for Earning, Saving, Spending, and Investing) Money. Through game play based on a 'virtual reality', students achieve an understanding of how decisions made over a period of time can have both positive and negative impacts on their financial situation. The game allows students to practice real life financial transactions and experience the consequences in a safe, fun and challenging way. Players are encouraged to strategise and reflect on decisions made throughout the game by setting goals, creating a budget and making regular diary entries.

The following key learning areas are addressed:

- Earning – Applying for jobs, planning a career path and receiving and managing wages
- Saving – Choosing opening and managing a range of banking products (including term deposits, and savings accounts), setting goals and budgets
- Spending – Operating a transaction account managing income and living expenses, choosing a credit card and managing credit responsibility
- Investing – setting investment goals, buying and selling shares, financial planning and risk assessment

Students will also have the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. Identifying the needs and wants of consumers, as well as the rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the way's individuals work now and into the future.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Exams<br>➢ Journaling<br>➢ Business report |
| **Pathways to Senior Subjects** | ➢ Business |

# DESIGN TECHNOLOGY

## Course Description

### Materials

Students investigate the nature and functions of available materials and resources through the application of inquiry, research, and problem-solving methodologies. The course provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work in a safe, new and exciting environment. Students will be able to confidently transfer their skills and problem-solving abilities to future life situations. Design Technology also aims to assist in the development of fine motor coordination, confidence and self-esteem through building a range of achievement orientated practical projects.

### Design

In this unit students will be challenged by investigating, planning and proposing solutions to a variety of individual design scenarios. In communicating their creative and innovative design journey, students will generate and clarify ideas through annotated concept sketches and drawings, as well as prototype modelling. They will experience architectural, industrial and graphic design briefs as well as emerging technologies such as laser cutting and sticker printing. Finally, the students will communicate and evaluate all design solutions in a presentation folio.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Journal/Folio<br>➢ Ongoing observation<br>➢ Practical Expertise |
| **Pathways to Senior Subjects** | ➢ Design<br>➢ Engineering<br>➢ Industrial Technology Skills<br>➢ Certificate 1 in Construction<br>➢ Certificate 1 in Engineering<br>➢ Certificate 2 in Engineering |

# DANCE AND DRAMA

## Course Description

In Year 7 students begin a journey to understand the foundations and elements of Dance and Drama and explore the connection between the two performance genres. These transferrable skills allow for students to work as a team, refine their craft and knowledge of dance and drama as well as combine the two genres to create a Collage performance at the end of the unit.

Term One will be split into two five-week units dividing Dance and Drama. Students will participate in role play, choreographed movement, improvisation, stylised movement and mime, as well as scripted drama and the exploration of dance crazes throughout history.

Term Two will bring the two genres together and students will experiment with the elements of Drama and Dance to devise original performances. Students will be encouraged to explore current issues as a stimulus for their performances.

Drama and Dance are effective vehicles for students to develop confidence, creativity and communication skills for the real world. By marrying the powerful performance genres of Dance and Drama we are allowing students to experience the impact that the performing arts can have in our world.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Journaling<br>➢ Written reviews<br>➢ Performance critique/evaluations<br>➢ Exams<br>➢ Ongoing observation of practical performances and application<br>➢ Research assessment<br>➢ Performances<br>➢ Choreography<br>➢ Improvisation<br>➢ Scripted drama<br>➢ Devising performances<br>➢ Script writing |
| **Pathways to Senior Subjects** | ➢ Dance<br>➢ Drama |

# MUSIC

## Course Description

In Year 7, students engage with music from a variety of styles, cultures, times and locations. They are introduced to the fundamental elements of music and build on their understanding of these through theoretical and practical learning experiences. Students are provided with a range of creative and collaborative assessment opportunities, allowing them to

express their true selves and further demonstrate an understanding of the music elements through the dimensions of performance, composition and musicological analysis.

As they make and respond to music, students explore the way intended meaning can be communicated through the purposeful manipulation of musical concepts including rhythm, melody, harmony, dynamics, form and structure, timbre and texture. They consider social, cultural and historical contexts of music and evaluate the expressive techniques used in the music they listen to and experience in performance. Moreover, students are exposed to high-quality instrumental equipment and modern recording technologies to help guide their creative practices and engage with music through a contemporary and 'hands on' approach.

The subject offers a variety of transferable, 21st century skills to all students and provides them with an opportunity to develop confidence and musicianship; all whilst building positive working relationships with like-minded peers through a shared curiosity for the music artform.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Critical listening of repertoire across a range of styles to develop aural skills<br>➢ Development of live performance assessment in peer groups<br>➢ Use of digital technologies in composition to explore modern Pop music and experiment with audio loops and samples<br>➢ Regular performance/composition critiques and evaluations<br>➢ Music theory exam and rhythmic dictation exercises<br>➢ Use of classroom instruments to experiment with music elements and concepts through singing and playing<br>➢ Ongoing observation and application of practical performance skills |
| **Pathways to Senior Subjects** | ➢ Music |

# CIVICS

## Course Description

In our semester of civics and citizenship, our soon to be voters will begin to comprehend the basics of the Australian democracy. Students will explore the different levels of government and the roles of different parliaments in an Australian context. They will also learn the role of the constitution in Australian governing and the processes needed to change the constitution. The unit will culminate in understanding local issues and what processes we need to enact to make changes to society.

In the second term, students will explore Australian identity through the lens of an Indigenous perspective and learn what it means to be a citizen in a multicultural society.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Roleplay<br>➢ Digital quizzes<br>➢ Group work and collaboration<br>➢ Scenarios<br>➢ Written responses<br>➢ Presenting verbal arguments |
| **Pathways to Senior Subjects** | ➢ Modern History<br>➢ Geography<br>➢ Legal Studies |

# FOOD AND TEXTILES

## Course Description

### Food Technology

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation and nutritional considerations. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students will develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

During the elective rotation students will design a food product suitable for sale in our school bistro. The unit provides opportunities for the development of design skills and food preparation skills and emphasises the importance of safe work practices. Students will cook and produce a variety of healthy snack foods and light teenage meals such as Fried Rice, Chicken Burger, Chocoanna Muffins, Asian Noodle Stir Fry etc.

### Textiles

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles. They will also develop confidence and proficiency in the design, production and evaluation of textile items.

During the elective rotation students will design an original cushion cover. The unit explores knowledge and understanding of basic sewing construction techniques such as the construction of seams and how to insert a zipper correctly while following correct textile safety rules. Students will evaluate the functional and aesthetic qualities of their cushion design.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Journaling<br>➢ Written evaluation<br>➢ Weekly Practical cooking activities<br>➢ Individual Practical Exam<br>➢ Product Construction (Cushion) |
| **Pathways to Senior Subjects** | ➢ • ATAR – Food and Nutrition<br>➢ • ATAR - Design<br>➢ • Applied – Fashion<br>➢ • Cert II Kitchen Operations<br>➢ • Cert II Hospitality |

# STEM

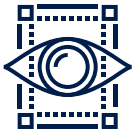
## Course Description

STEM is a 21st Century curriculum that involves teaching Science, Technology, Engineering and Mathematics in a holistic environment, using project-based activities. STEM uses an interdisciplinary and applied approach to learning, that aims to engage students and give them clearer meaning and purpose to these disciplines. STEM involves a real-world problem solving and inquiry-based approach, where students develop and apply their knowledge and skills through project-based challenges. Year 8 Students will study the STEM elective over a period of two terms. Their challenge will be to research, design and create a new working research station in Antarctica.

The first part of the project will include collaborative brainstorming of ideas, research and data collection. This will enable students the opportunity to replicate real-world, problem-solving situations and draw on the strengths and ideas of different individuals to be able to work effectively as a team. Ideas will need to be tested and refined, as skills are developed, and new information and knowledge is obtained. A portfolio will be developed by each group and these will be presented back to the class in a way that enables the sharing of information to be used for the next part of the project.

The next and final part of the Year 8 STEM project will require the students to use the compiled reports from the initial stage and design a new Research Station Facility for the Australian Research Base. Students will need to consider the design of the structure, power supply, waste management, materials used, climate limitations, and the impact on the environment of the new Research Station. It will also need to be determined by the students which type of research will be carried out there, as well as the required living, work and service spaces that the occupants will need. They will then use this information to design and create a new Research Station to suit the climate and living/working conditions in Antarctica.

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Journaling<br>➢ Practical critique/evaluations<br>➢ Ongoing observation of practical activities and challenges<br>➢ Problem-solving activities<br>➢ Research<br>➢ Portfolio construction<br>➢ Excursions and/Incursion<br>➢ Use of computer design software<br>➢ Project Portfolio, Scientific Report and 3D Walkthrough will be the summative assessment tasks for this project |
| **Pathways to Senior Subjects** | ➢ Physics<br>➢ Biology<br>➢ Chemistry<br>➢ Engineering<br>➢ Design<br>➢ General Mathematics<br>➢ Mathematical Methods<br>➢ Specialist Mathematics |



# VISUAL AND MEDIA ARTS

## Course Description

### Visual Arts

Students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. Students evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their artmaking in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate their use of visual conventions, techniques and processes to communicate meaning in their artworks.

### Media Arts

Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse social and ethical responsibility of the makers and users of media artworks. Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. Students collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

| | |
|---|---|
| **Examples of Activities and Assessment** | **Visual Arts**<br>➢ Folio of Artworks - Exploring the visual conventions (combination of components and approaches such as elements, design principles, composition and style) completing a variety of drawing activities using a variety of media<br>➢ Resolved Major Artwork - through developing idea, researching, resolving and reflecting (Artist Statement)<br>➢ Visual Diary<br>**Media Arts**<br>➢ Folio of Media Works: Students apply their knowledge, understanding and skills to plan and create a series of 'Surrealist' media works<br>➢ Workbook/Evaluation<br>➢ Film Analysis - Students explore 'Surrealism' and its influence on the Film and Media Industry. They discuss points of view, technical and symbolic elements with reference to media works. |
| **Pathways to Senior Subjects** | ➢ Visual Art<br>➢ Film Television and New Media |

# FUTSAL

Course Description

The Futsal High Performance Program is offered to Assisi students who have shown (or intend to show) ability and a commitment to play Futsal or any of the associated games that share Futsal skills (e.g. Football, Fut-volley, Fut-tennis and Beach Soccer). The program operates as an "Elective" subject but students applying for a position in the program must meet criteria regarding demonstrated ability and proven or declared commitment.

Students wishing to choose this elective must fill out an official 'Futsal High Performance Program' Application Form and submit it for consideration by the Director of Futsal. Successful applicants will be asked to attend a trial before acceptance is granted into the course.

The overall objectives of the Futsal Program are threefold:

1. To develop the Futsal skills, tactics and strategies of students to a high level;
2. To use Futsal as a "tool" for educating students in life and curriculum matters;
3. To prepare students for employment in aspects of the Sports/Event Management industry.

To understand the philosophy behind offering Futsal as a subject at Assisi College, it is essential to understand the progression the studies intend to follow. Students in the Middle Years Program (Years 7 to 9) will learn the skills, tactics and strategies of the game in order to subsequently use them in the Senior Years Program (Years 10 to 12), which will focus on the Senior students coaching these skills, tactics and strategies to students in the Junior Years Program (Years 4 to 6).

Senior Students will also undertake studies in how to plan, operate and implement tournaments for Junior and Middle Year students to compete against other schools in the local community.

All Units of Work in the Middle Years (Years 7-9) are built around 5 Key Components:

1. Practical Component: understanding and applying the skills, tactics and strategies of the game
2. Physiological Component: improving all components of fitness, emphasising the specific fitness requirements of Futsal (e.g. agility, flexibility, speed, power, anaerobic capacity) as well as learning about the prevention and management of injuries.
3. Analytical Component: analysing and evaluating to identify weaknesses of individual and team play (using video footage, statistics, computer databases or by observing games live) and then proposing and implementing strategies (e.g. a training program) to strengthen the identified weaknesses.
4. Event Management: preparing, organising, implementing and reviewing coaching sessions, tournaments and exhibitions within the school and externally in the local community.
5. Psychological Component: studying and applying the mental aspect of the game, including Sports Psychology and the processes of dealing with positive and negative social situations arising from involvement in playing, coaching and organising Futsal (e.g. coping with the contrasting situations of losing and winning, dealing with the various challenges of coaching young children, handling the general public when managing events).

| | |
|---|---|
| **Examples of Activities and Assessment** | ➢ Ongoing Assessment of Skill Acquisition and Tactical Awareness<br>➢ Creating Videos to Analyse and Promote Futsal<br>➢ Sitting Exams e.g. Rules Tests<br>➢ Organising small Futsal Events e.g. a tournament |
| **Pathways to Senior Subjects** | ➢ Futsal is an ATAR Applied Subject studied in Year 11 and 12 using the guidelines of the Sport and Recreation Syllabus. |

# thank you

## Get in touch

**jbrown@assisi.qld.edu.au**

**+61 7 5656 7100**
Assisi Catholic College

**http://www.assisi.qld.edu.au**