



HOLY SPIRIT COLLEGE

FITZGIBBON

Curriculum Handbook

Years 7 & 8

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Introduction

Holy Spirit College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. This document provides information for students on subjects and important contact information.

Holy Spirit believe that the individual child and their individual life-long learning journey should be catered for within the school curriculum. Allowing the students to operate at their level and building on their prior learning does much to build their confidence and self-esteem.

Years 7 & 8 students enjoy a broad curriculum that continues to strengthen their skills and understanding in each subject area.

Holy Spirit College is implementing a College-wide approach to Project Based Learning (PBL). The College is continuing to explore professional learning and partnership opportunities with a view to training all staff in this authentic learning approach. The practice and philosophy of Project Based Learning will be embedded into pedagogy, assessment and reporting across many subject areas in the Middle Years (Years 7, 8 and 9) to improve knowledge and skills, serving as a solid foundation for independent learning, especially in the Senior Years (Years 10, 11 and 12).

Australian Curriculum v9.0 is not a new curriculum but a revised curriculum and will continue to build on teachers' current knowledge, understanding and use of v8.4. Holy Spirit College will directly plan from the ACARA Australian Curriculum (as per Ministerial advice) and an implementation plan has been developed for 2023-2025.

The staff at Holy Spirit College are committed to encouraging and supporting students to achieve high academic standards and, also, to developing a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning & Pastoral programs focus upon encouraging and supporting students to:

- Set clear goals;
- Plan strategies to achieve the results they want;
- Understand that effort is not merely an optional extra but is an essential ingredient to achieving dreams.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Hope, Compassion and Wisdom by Igniting Spirit and Inspiring Minds*.



Stephan le Roux
Principal

Vision

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world.

Mission

At Holy Spirit College we are:

- accountable as caretakers of creation
- empowered to be critical and innovative learners
- a community that celebrates and supports the uniqueness of each person
- called to be of service to those in need

Values

Holy Spirit College is a faith community of:

- Hope
- Compassion
- Wisdom

Student Dispositions

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world. To do this, we must show 'hope', 'compassion' and 'wisdom' in all we say and do when we are engaged in our learning or interacting with our community.

Ways of Learning

MINDFUL

- Listen to the Ideas of others
- Share your learning
- Reflect on your efforts
- Learn from your mistakes
- Set goals to improve

INSPIRED

- View Challenges as opportunities
- Change your ideas in light of new evidence
- Be active and engaged in your learning
- Find joy in and be passionate about your learning

NOVEL

- Explore new ways of doing things
- Ask questions
- Seek challenges
- Think critically
- Solve problems
- Seek ways to improve

DARING

- Take risks with your learning
- Offer answers or points of view when you try new things
- Believe in yourself

At Holy Spirit College, we want you to inspire your **MIND**...

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Ways of Being

SERVICE

- Reach out to help others in need
- Understand the needs of your local and wider community
- Be a servant of the Holy Spirit

PASSION

- Apply spirit and enthusiasm to all you do
- Be brave enough to be bad at something new
- Be HOPEful and see mistake making as an opportunity for learning

INCLUSION

- Everyone is included and is a valued part of the community
- Show COMPASSION in the way you treat others even when you disagree with them

RESPECT

- Treat people the way you wish to be treated
- Be accountable for taking care of our beautiful school and wider community environment

INTEGRITY

- Do the right thing, even when no one is watching
- Be honest, truthful and stand up to inequality
- Take pride in your achievements and appearance

TRUTH

- Use WISDOM to think critically before accepting something as accurate
- Share information in a kind, sincere, generous and honest way
- Be your best self, even when faced with obstacles

At Holy Spirit College, we want you to ignite your **SPRIT**...

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Curriculum Structure

Students in Years 7 & 8 study core subjects and specialised elective areas. We foster a middle-schooling approach that provides an environment that stimulates intellectual curiosity alongside a strong pastoral focus that builds relationships with young adolescents.

The Australian Curriculum forms the basis for all subject areas in this phase of learning. We also offer programs that enhances all learning with topics such as study skills, time management, safe use of technology, careers and many other areas.

The following subjects are the core subjects and are studied for the whole year:

- Religious Education
- English
- Mathematics
- Science
- History / Geography / Civics & Citizenship / Economics and Business (Semester based)
- Physical Health Education
- Personal & Social Development
- Languages: Japanese

The following subjects are each studied for one term:

- Design Technologies (Materials and Technologies / Food Specialisation)
- Digital Technologies
- The Arts (Drama, Media Arts, Music, Visual Arts)

In addition, students will experience a range of learning outside of the Australian Curriculum to give them the tools to best engage with their learning, foster their wellbeing and develop 21st century skills.

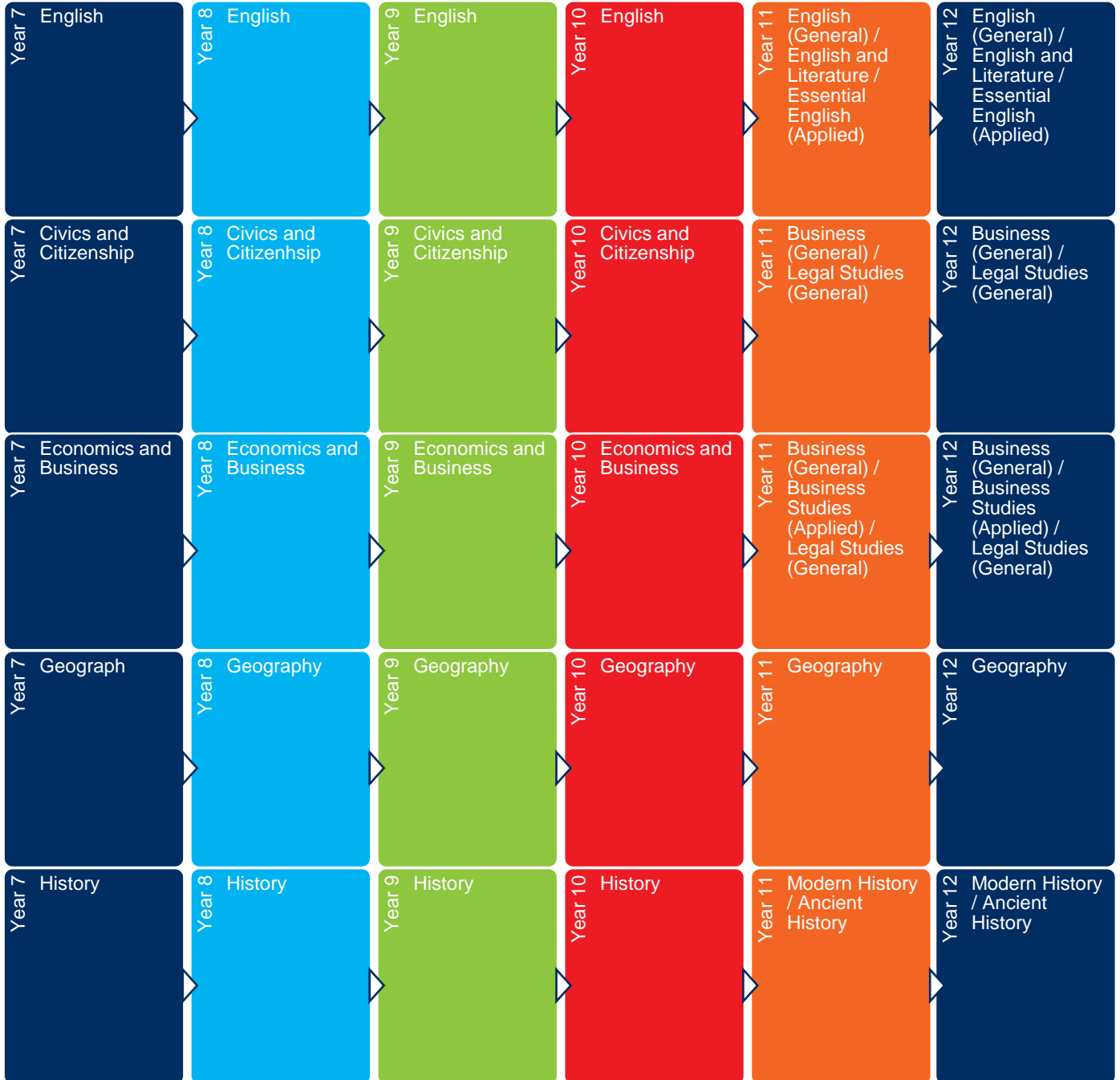
- Personal & Social Development
 - Students will complete learning activities which will help them to unpack the Holy Spirit College *Ways of Being* as well as the following:
 - Healthy relationships & digital citizenship
 - Being effective learners
 - Healthy lifestyles
 - Resilience
 - Pathways / Careers
- Learning2Learn
 - Students will complete learning activities which will help them gain insight into their strengths and areas for development as learners as well as unpack the Holy Spirit College *Ways of Learning* dispositions.

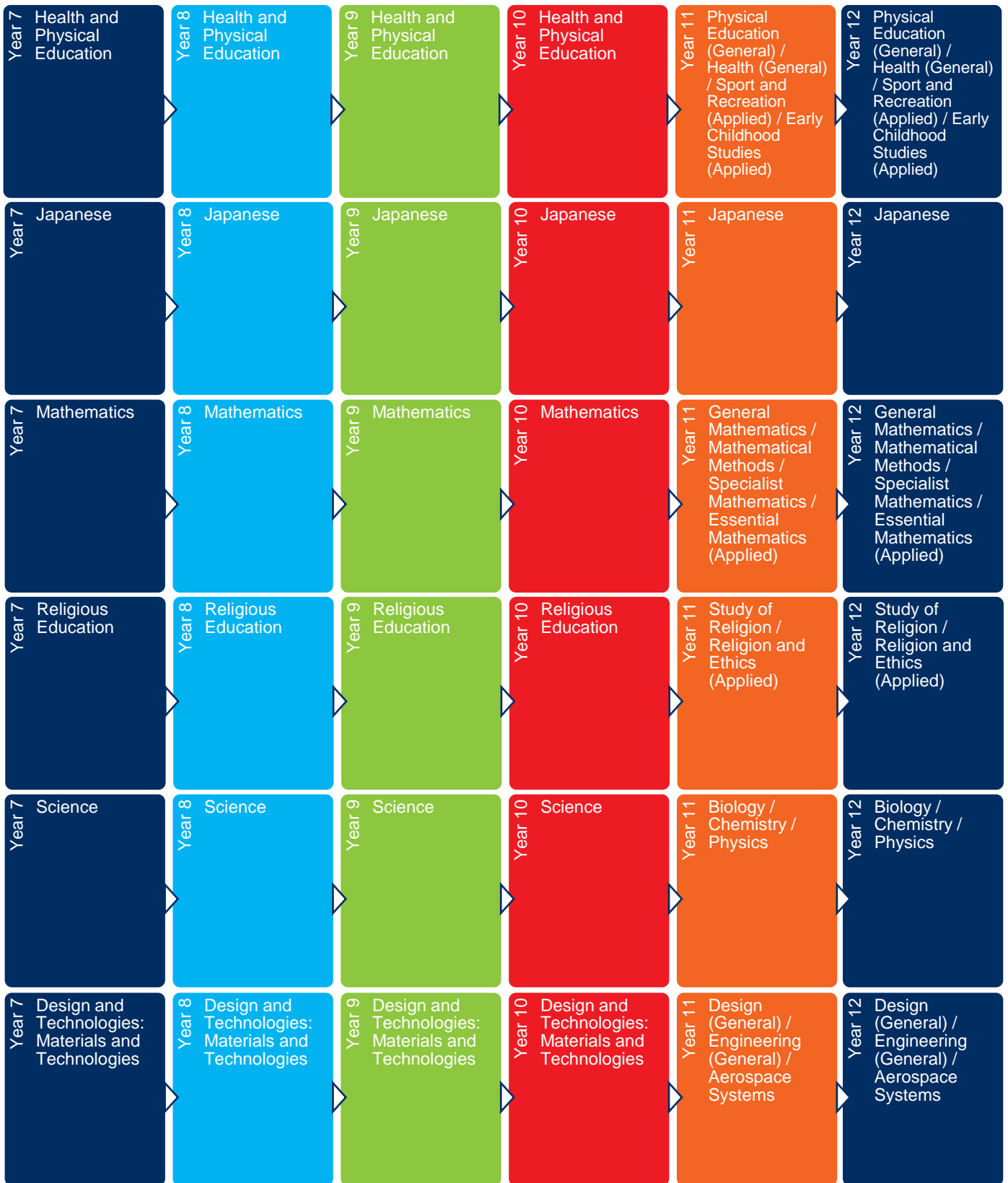
This curriculum handbook outlines the skills, knowledge and assessments for each of the key learning areas and individual subjects.

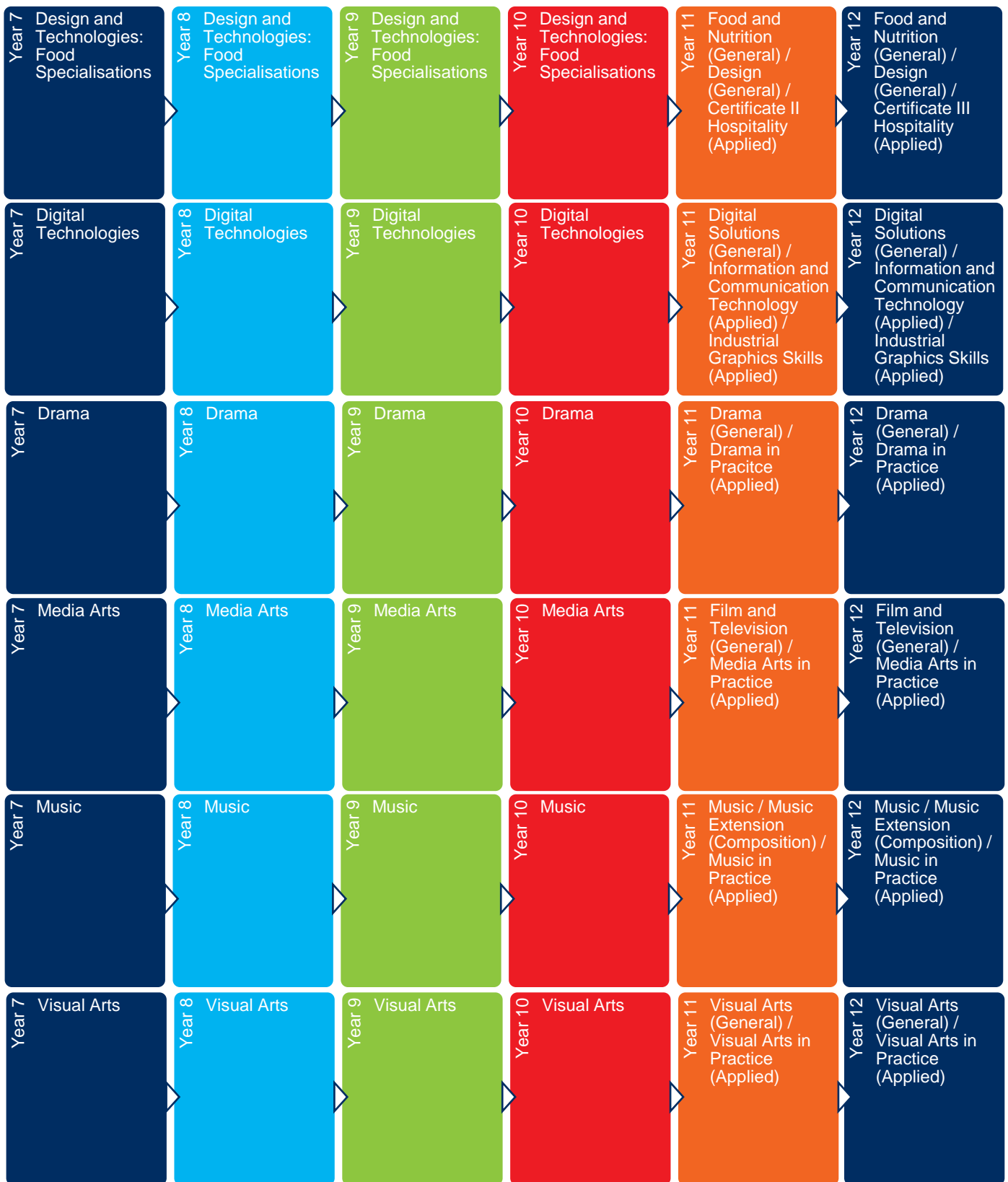
After being exposed to a range of different learning areas and skillsets in Years 7 & 8, students will be able to choose specialist subject areas in Years 9 & 10 in preparation for Senior.

Subject Pathways

*Years 11 & 12 subjects are **indicative only** and are **subject to change** due to student interest and changes in courses. They should not be read as the subjects that will be offered and are **provided as a guide** only to assist in subject progression and potential selection.







Vocational Educational & Training (VET)

Possible Certificate courses:

- Certificate IV in Crime and Justice
- Certificate III in Early Childhood and Care
- Certificate III in Information, Digital Media and Technology (Networking)
- Certificate III in Sport and Recreation
- Certificate II in Hospitality
- Certificate III in Hospitality
- Certificate II in Health Support Services
- Certificate III in Health Services Assistance
- Certificate II in Infrastructure and Resourcing (Work Preparation)
- Certificate II in Sampling and Measurement
- Certificate III in Laboratory Skills
- Certificate II in Tourism
- Certificate III in Business

Important Contacts

To learn more about the Years 7 & 8 curriculum, please refer to the below contacts. For all subject-specific questions, please contact the classroom teacher.

Role	Name	Email
Deputy Principal	Andrew McEwan	andrew.mcewan@bne.catholic.edu.au
Assistant Principal Religious Education	Karen Davidson	Karen.Davidson@bne.catholic.edu.au
Learning & Teaching Leader – Pedagogy (Year 7)	Sarah Brown	Sarah.brown@bne.catholic.edu.au
Learning & Teaching Leader – Student Engagement (Year 7)	Cassie Geissmann	Cassie.geissmann@bne.catholic.edu.au
Learning & Teaching Leader – Pedagogy (Year 8)	Sophie Cox	Sophie.cox@bne.catholic.edu.au
Learning & Teaching Leader – Student Engagement (Year 8)	Mike Dwyer	MDwyer11@bne.catholic.edu.au
Support Teacher – Inclusive Education	Matt Capp	mcapp@bne.catholic.edu.au

Embedding the Catholic Perspective

Holy Spirit College extends the faith and learning formation of its students in the tradition of Catholic education excellence. With our recontextualised approach to faith and learning development, our teachers engage our students in investigating themselves, their world and how they act and interact in their world guided by their own understandings, the accumulation of what is known and the exploration of what is possible, guided by our Catholic ethos. The transformative process of learning and teaching is captured in the vision of Brisbane Catholic Education to *Teach, Challenge and Transform*. This vision is realised through everyday witness; learning and teaching that challenges and transforms the culture and the world in which we live.



Informing the Catholic perspectives in our learning and teaching, Holy Spirit College is guided by the foundations of Catholic Social Teaching. In their teaching, our teachers look for explicit opportunities to present these foundations in the curriculum context.

Book List

Subject	Item(s)
English	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)
Humanities and Social Sciences	
Civics and Citizenship	A4 Display Book (20 Pocket)
Economics and Business	A4 Display Book (20 Pocket)
Geography	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)
History	A4 Exercise Book (96 Page)
Health and Physical Education	A4 Exercise Book (48 Page)
Languages	
Japanese	Nil
Mathematics	A4 Exercise Book (128 Page) A4 Grid Book (5mm) 2 medium dry erase whiteboard markers 360-degree protractor Maths set Scientific calculator (Casio FX100 AU Plus) IF NOT ALREADY PURCHASED IN YEAR 7
Religious Education	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
Science	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
Technologies	
Design and Technologies: General	A4 Display Book (20 Pocket)
Design and Technologies: Food and materials	Nil
Digital Technologies	Nil
The Arts	
Drama	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
Media Arts	Nil
Music	A4 Display Book (20 Pocket)
Visual Arts	A4 Visual Art Diary Pencils (1 x 2B) and (1 x 4B)
General requirements for all subjects	
Highlighters (5 x mixed colours) Pencil Case Eraser Pencil Sharpener 30cm Ruler Scissors	Pens (2 x blue) (2 x black) (2 x red) Pencils (2 x HB) (2 x 2B) Coloured Pencils (pack of 12) Glue Stick Earphones/Earbuds for class use

The College uses MK Educational Supplies and you can order from this link: [Years 7 & 8 booklists](#)

Subject Information

English (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	What to Write?	My Opinion Matters	Fantastic Stories	Poetry with Impact
Learning Focus	This unit focuses on deconstructing narratives to investigate the devices, structures and conventions that make for dynamic reading. Sentence types will be unpacked, as well as relevant grammar explored so that students can construct their own narrative based on a stimulus.	This unit focuses on the study of techniques of persuasion and how message and meaning can be communicated through the careful combination of these techniques. The language of Persuasion will be investigated: language choice, rhetorical questions, direct address, appeal, repetition and evidence. Students will investigate uses and applications of persuasive techniques in both formal and informal communication. A cross-curricular priority with Civics and Citizenship topics will occur.	This unit focuses on reading a novel for enjoyment, as well as appreciating the novel by analysing its elements. Each student (class) will choose their own novel, with appropriate plans for adjustments and extension. The novel will be deconstructed in terms of plot, setting, characters, theme, style, symbolism and point of view of one of the characters.	This unit will delve into the literature of First Nations people with an emphasis on poetry. It will introduce the students to the way verse is used as a language mode to express ideas and issues and to influence audiences for different purpose. Different types of texts will be explored as well as the style elements for which each different type of short form poetry. Students will identify language features and text structures writers use in creating short form poetry.
Assessment	Narrative – Seen Stimulus Planned and Written in-class under exam conditions.	Persuasive Written – Formative Exam – Unseen Stimulus Persuasive Speech/Multimodal	Analytical Essay – Assignment.	Slam Poetry – Presentation/Performance Live audience or recorded.
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	Refer to Subject Pathways			

English (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.</p> <p>Australia is a linguistically and culturally diverse country, with links to Asia. Participation in many aspects of Australian life is dependent on effective communication in Standard Australian English. This is central to the study of the English curriculum and all other learning areas. In addition, proficiency in English is invaluable globally.</p> <p>The English curriculum helps students to engage imaginatively and critically with literature and appreciate its aesthetic qualities. They explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature.</p> <p>The study of English plays a key role in the development of literacy, which gives young people the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	Project Based Learning	A picture tells a thousand words	Fractured Fables	First Nations Stories
Learning Focus	The following aspects of the year 8 achievement standards are covered in this unit:	The following aspects of the year 8 achievement standards are covered in this unit:	The following aspects of the year 8 achievement standards are covered in this unit:	The following aspects of the year 8 achievement standards are covered in this unit:

	<ul style="list-style-type: none"> They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features. 	<ul style="list-style-type: none"> Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features. 	<ul style="list-style-type: none"> They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice. They explain the effects of language features including intertextual references and literary devices, and visual features. They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features. 	<ul style="list-style-type: none"> They select and vary text structures to organise, develop and link ideas. They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features. They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas.
Assessment	Persuasive and Informative Writing	Panel discussion- Explaining Visual Literacy	Creative writing – Fractured Fairytales	In class Analytical Assignment - Texts reflecting contexts
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	Refer to Subject Pathways			

Humanities and Social Sciences

Civics and Citizenship (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	<p>The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.</p> <p>Unit (6-week rotation)</p>
Title	Civics and Citizenship
Learning Focus	<p>The following aspects of the Year 7 achievement standards are covered by this unit:</p> <ul style="list-style-type: none"> Students explain features of Australia's Constitution, including the process for constitutional change. When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia's political and legal systems. Students consider different points of view on civics and citizenship issues. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. Students identify ways they can be active and informed citizens.
Assessment	Group work – class presentation that gives a solution to a given scenario and explain how it relates to one of the curriculum topics covered during the course. Your presentation could be a media interview with experts, a poster to describe to the class, a play, a movie, a song, or another idea that your group decides on.
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching
Subject Pathways	Refer to Subject Pathways

Civics and Citizenship (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential for students to become active and informed citizens who can participate in and sustain Australia's democracy.</p> <p>Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster and Washington systems, and the liberal democratic values that underpin it, such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.</p> <p>The curriculum recognises that Australia is a secular nation with a culturally diverse, multi-faith society and a Christian heritage. The curriculum promotes inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of First Nations Australians and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position and international obligations, and the role of citizens today, both within Australia and in an interconnected world.</p> <p>Through the study of Civics and Citizenship, students develop inquiry skills, values and dispositions that enable them to be active and informed citizens who question, understand and contribute to the world they live in. The curriculum offers opportunities for students to develop a wide range of skills by investigating contemporary civics and citizenship issues and fostering civic participation and engagement.</p> <p>The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It fosters responsible participation in Australia's democracy and explores ways in which students can actively shape their lives, value belonging to a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.</p>	
	Unit 1	Unit 2
	(1 Semester Duration)	
Title	Democracy in Action	Australia's National Identity
Learning Focus	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the roles of political parties and elected representatives in Australian government • Explain the characteristics of laws, how laws are made and the types of law in Australia • Analyse information and identify and describe perspectives and challenges related to political and legal issues • Use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments 	<p>Students will:</p> <ul style="list-style-type: none"> • Explain how Australians are informed about and participate in their democracy • Identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity • Develop questions and locate, select and organise relevant information from different sources to investigate contemporary civic issues • Analyse information and identify and describe perspectives and challenges related to political, legal or civic issues • Explain the methods or strategies related to civic participation or action • Use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments
Assessment	Examination	Written research assignment
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching	
Subject Pathways	Refer to Subject Pathways	

Economics and Business (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	<p>The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.</p>
	Unit (1 semester)
Title	Economics and Business
Learning Focus	<p>Students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities</p>

	<p>contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.</p> <p>When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.</p>
Assessment	Portfolio
Catholic Perspectives	Catholic Perspectives in business and economics may be explored predominantly through the application of <u>Catholic Social Teachings</u> , in particular <u>economic justice, option for the poor and common good</u> .
Subject Pathways	Refer to Subject Pathways

Economics and Business (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>Global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges. Consequently, Australia needs enterprising individuals and businesses who embrace opportunities, make informed decisions and contribute to the common good. Young Australians will also face several social, economic, environmental and ethical challenges in their lifetimes, which will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills to respond to such challenges.</p> <p>Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. It also aids in the development of prosperous, sustainable and equitable Australian and global economies. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems.</p> <p>Thinking about and responding to contemporary economic and business issues requires an understanding of resource allocation and economic decision-making, the operation of the business environment, the ways entrepreneurs create solutions, the nature and future of work, and the factors influencing decision-making in consumer and financial contexts.</p> <p>Economics and Business develops a range of skills that foster enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; plan, organise and manage risk; and use resources efficiently.</p>
	Unit 1 (1 semester duration)
Title	Economics and Business
Learning Focus	<p>Students:</p> <ul style="list-style-type: none"> • Explain how markets influence the allocation of resources to the production of goods and services • Explain ways that businesses adapt to opportunities in markets and respond to the work environment. • Describe the importance of Australia's taxation system and its effect on decision-making by individuals and businesses. • Explain why individuals and/or businesses budget and plan. • Develop a range of questions to investigate an economic and business issue. • Locate, select and organise relevant information and data. • Interpret information and data to identify economic and business issues and trends. • Describe economic cause-and-effect relationships. • Develop a response to an economic and business issue. • Identify and evaluate potential costs and benefits. • Use economic and business knowledge, concepts, terms and research findings to create descriptions and explanations.
Assessment	Shark Tank Presentation
Catholic Perspectives	Catholic Perspectives in business and economics may be explored predominantly through the application of <u>Catholic Social Teachings</u> , in particular <u>economic justice, option for the poor and common good</u> .
Subject Pathways	Refer to Subject Pathways

Geography (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	<p>'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.</p>
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	‘Place and liveability’ focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.	
	Unit 1	Unit 2
Title	Water in the world	Place and liveability
Learning Focus	By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.	Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.
Assessment	Create an interactive website with information gathered throughout this unit on both topics	
Catholic Perspectives	Catholic Perspectives in geography can be explored in a variety of ways. The Church’s recent teaching through the encyclical, Laudato Si’, (Care of Our Common Home) 2015, is a reliable source for developing a contemporary Catholic perspective. Other perspectives can be gained through applying Catholic Social Teaching .	
Subject Pathways	Refer to Subject Pathways	

Geography (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>In a world of increasing global integration and international mobility, it is critical to sustainability and human wellbeing that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over time.</p> <p>Geography inspires curiosity and wonder about the diversity of the world’s people, places and environments. Geography features a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. This enables students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world.</p> <p>Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop geospatial technologies and digital tools; an appreciation and respect for social and cultural diversity; a capacity for teamwork; and an ability to solve problems, and to think critically and creatively.</p> <p>Through the study of Geography, students become informed and responsible members of their local and global communities. They learn to act ethically to sustain and improve natural and social environments, and engage in the global community.</p>	
	Unit 1	Unit 2
	(1 semester duration)	
Title	Landforms and Landscapes	Changing Nations
Learning Focus	<p>Students:</p> <ul style="list-style-type: none"> • Explain how the interactions of people and environmental processes impact on the characteristics of places. • They explain how the characteristics of places are perceived and valued differently by people. • They describe the effects of human activity or hazards on environments. • They explain the features of a distribution and identify implications. They explain the interconnections between people and places and environments. • They explain how these interconnections change places or environments. • Students explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors. 	<p>Students:</p> <ul style="list-style-type: none"> • Develop relevant questions about a geographical phenomenon or challenge. • They collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials. • They interpret and analyse data and information to explain patterns and trends and infer relationships. • They draw reasoned conclusions about the impact of the geographical phenomenon or challenge. • They decide on appropriate strategies for action and explain potential impacts. • Students use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.
Assessment	Multi-modal presentation	Inquiry Report

Catholic Perspectives	Catholic Perspectives in geography can be explored in a variety of ways. The Church's recent teaching through the encyclical, <i>Laudato Si'</i> , (Care of Our Common Home) 2015, is a reliable source for developing a contemporary Catholic perspective. Other perspectives can be gained through applying Catholic Social Teaching .
Subject Pathways	Refer to Subject Pathways

History (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	<p>The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.</p> <p>The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</p> <p>The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Unit (10-week rotation)</p>	
Title	Ancient China	Ancient Egypt
Learning Focus	<p>Students:</p> <ul style="list-style-type: none"> • Describe the effects of change on societies, individuals and groups. • They describe events and developments from the perspective of different people who lived at the time. • Students explain the role of groups and the significance of particular individuals in society. • Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. • They identify and select a range of sources and locate, compare and use information to answer inquiry questions. • When interpreting sources, they identify their origin and purpose. • Students develop texts, particularly descriptions and explanations. • In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information. 	
Assessment	Portfolio / Multimodal speech	
Catholic Perspectives	<p>The history of the Catholic Church is part of world history. Belonging to a tradition means we learn from the past in order to inform the future. One way of exploring a Catholic perspective is studying the history of the Catholic Church. The Archdiocesan Religious Education Curriculum, P-12, sub-strand Church History (Year 7 Church History in RE curriculum) provides a means to learn from the past about Church history. The time frames and topics are aligned to the Australian history curriculum. Consequently, no specific Catholic perspective descriptors have been added to the content descriptions in history.</p>	
Subject Pathways	Refer to Subject Pathways	

History (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>History is a disciplined process of inquiry into the past that develops students' knowledge, curiosity and imagination about the past. The application of history is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes the understanding of societies, events, movements, ideas and developments that have shaped humanity from the earliest times. It helps students appreciate how the world and its people and environments have changed, as well as the significant continuities that exist to the present day.</p> <p>As a discipline, history has its own methods and procedures that make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. While always seeking truth, the study of history is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, explain different perspectives, develop and substantiate interpretations with evidence, and communicate effectively.</p> <p>History takes a world history approach within which the history of Australia is taught. It does this to equip students for the world in which they live on local, regional and global levels. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Australian First Nations Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, political, economic and cultural development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding are essential for informed and active participation in Australia's diverse society and for creating rewarding personal and collective futures.</p>
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	Unit 1	Unit 2
	(1 semester duration)	
Title	Medieval Europe and the Early Modern World	Japan under the Shoguns
Learning Focus	Students describe the historical significance of the periods between the ancient and modern past. They explain the causes and effects of events, developments, turning points or challenges in pre-modern Europe. They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in pre-modern Europe.	Students describe the role of significant individuals, groups and institutions connected to Japanese society c. 794-1867 and their influences on historical events. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view.
Assessment	Research task – written report and source analysis	Cross-curricular task – Japanese.
Catholic Perspectives	The history of the Catholic Church is part of world history. Belonging to a tradition means we learn from the past to inform the future. One way of exploring a Catholic perspective is studying the history of the Catholic Church.	
Subject Pathways	Refer to Subject Pathways	

Health and Physical Education (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	Fundamental Skills of Throwing and Catching	Fundamental Skills of Striking and Kicking / Adolescent and Personal Identity	Invasion Games / Digital Me	Team Games / Personal Safety
Learning Focus	<ul style="list-style-type: none"> Refine practical skills and techniques to improve control and accuracy when throwing and catching Apply personal and social skills to establish and maintain respectful relationships Promote safety and fair play 	<ul style="list-style-type: none"> Refine practical skills and techniques to improve control and accuracy when striking and kicking Apply personal and social skills to establish and maintain respectful relationships Promote safety, fair play and inclusivity Recognise and manage changes and transitions and investigate the impact on their identity Analyse factors that influence emotional responses 	<ul style="list-style-type: none"> Refine practical skills and techniques to improve control and accuracy in invasion games Apply personal and social skills to establish and maintain respectful relationships Promote safety, fair play and inclusivity Make informed decisions and propose and implement actions that promote their safety and wellbeing Analyse factors that influence emotional responses 	<ul style="list-style-type: none"> Refine practical skills and techniques to improve control and accuracy team games Apply personal and social skills to establish and maintain respectful relationships and promote personal safety Promote fair play and inclusivity Make informed decisions and propose and implement actions that promote their safety and wellbeing Analyse factors that influence emotional responses
Assessment	Throwing and Catching Practical - Portfolio	Striking and Kicking Practical – Portfolio / Adolescence and Me – Exam	Invasion Games Practical – Portfolio / Digital Me – Assignment	Team Games Practical – Portfolio / Personal Safety
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	Refer to Subject Pathways			

Health and Physical Education (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.</p> <p>Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills,</p>
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	<p>understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.</p> <p>In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	Project Based Learning	Fitness Circuits Theory: Relationships – Support and Respect	Track and Field Theory: Culture and Community	Making Games Theory: Risk and Safety – Looking After Each Other
Learning Focus	<p>Students will:</p> <ul style="list-style-type: none"> • Analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing • Propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. • Apply and transfer movement skills and movement concepts across a range of situation • Implement and evaluate the effectiveness of movement strategies on movement outcomes • Select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts. 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences • Apply and transfer movement skills and movement concepts across a range of situations • Implement and evaluate the effectiveness of movement strategies on movement outcomes. • Select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts. 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyse how stereotypes, respect, empathy and valuing diversity influence relationships • Apply and transfer movement skills and movement concepts across a range of situation • Implement and evaluate the effectiveness of movement strategies on movement outcomes • Select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline • Apply and transfer movement skills and movement concepts across a range of situations • Implement and evaluate the effectiveness of movement strategies on movement outcomes. • Select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.
Assessment	Project Based Learning	Written Assignment	Reflection and Presentation	Examination
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	Refer to Subject Pathways			

Languages

Japanese (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	<p>Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s).</p> <p>Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.</p>
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	Unit 1	Unit 2	Unit 3	Unit 4
Title	Belonging	Community	HSC	Sport at HSC
Learning Focus	Students apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives	Students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb ましょう for planning and making arrangements and offering suggestions. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions.	Students read some compound words such as 日本語. They locate , analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. They plan , draft and present informative and imaginative texts with the support of modelled resources. They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as が、へ、から、まで、 including for example に to indicate timeframes.	Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.
Assessment	Listening and Writing	Speaking and Reading	Reading and Listening	Speaking and Writing
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	Refer to Subject Pathways			

Japanese (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>Japanese has been taught in Australia for more than 100 years, significantly as a second or additional language. It is the official language of Japan and widely used by communities of speakers in Hawaii, Peru and Brazil. Large numbers of students in the Republic of Korea, China, Indonesia and Australia learn Japanese as an additional language.</p> <p>Australia has a significant number of Japanese national residents and Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture and cuisine.</p> <p>Australia is a close strategic and economic partner of Japan, and there is ongoing exchange between the 2 countries in the areas of education, trade, diplomacy and tourism. Japan is an important nation within Asia and a significant contributor to economic, political and diplomatic relations in the region.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	My City	After School	Japanese Food	First Nations
Learning Focus	Students will describe information about where they live and analyse the similarities and differences between Japan and Australian cities.	Students will compare the difference between Australian and Japanese after school activities.	Students will use language to describe and order food. They will analyse the differences between Australian and Japanese food etiquette.	Students will analyse and interpret myths, folktales, and cultural stories from First Nations Japanese culture. They will compare Australian and Japanese First Nations cultures.
Assessment	Writing and speaking	Reading and listening	Writing and speaking	Speaking and listening
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	Refer to Subject Pathways			

Mathematics (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	The proficiency strands understanding , fluency , problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	Number & Algebra	Number & Algebra / Measurement & Geometry	Number & Algebra / Measurement & Geometry / Statistics & Probability	Measurement & Geometry / Number & Algebra
Learning Focus	Number & Place Value Students solve problems involving the comparison,	Money & Financial Mathematics	Number & Place Value They make the connections between	Geometric Reasoning They name the types of angles formed by a

	<p>addition and subtraction of integers.</p> <p><u>Real Numbers</u> Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. They solve problems involving percentages and all four operations with fractions and decimals.</p>	<p>They compare the cost of items to make financial decisions.</p> <p><u>Shape, Location & Translation</u> They assign ordered pairs to given points on the Cartesian plane. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. <u>Algebra</u> Students represent numbers using variables.</p>	<p>whole numbers and index notation and the relationship between perfect squares and square roots.</p> <p><u>Shape</u> Students classify triangles and quadrilaterals. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms.</p> <p><u>Data Representation & Interpretation</u> Students identify issues involving the collection of continuous data. They calculate mean, mode, median and range for data sets. They describe the relationship between the median and mean in data displays. <u>Chance</u> Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes.</p>	<p>transversal crossing parallel line. They solve simple numerical problems involving angles formed by a transversal crossing two lines.</p> <p><u>Patterns & Algebra</u> They connect the laws and properties for numbers to algebra.</p> <p><u>Linear and Non-Linear Relationships</u> They interpret simple linear representations and model authentic information. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution</p>
Assessment	Written Exam	Written Exam	Problem Solving & Modelling Task (PSMT)	Written Exam
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	Refer to Subject Pathways			

Mathematics (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.</p> <p>Mathematics has its own value and aesthetic, and the Mathematics curriculum develops students' appreciation of the power of mathematical reasoning as they develop mastery of the content in mathematics. It provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations. The curriculum clarifies the links between the various aspects of mathematics as well as the relationship between mathematics and other disciplines.</p> <p>Mathematical ideas have evolved across cultures over thousands of years and are continually developing. The modern world is influenced by ever expanding computational power, digital systems, automation, artificial intelligence, economics and a data driven society. This leads to the need for a capable Science, Technology, Engineering and Mathematics (STEM) workforce. Mathematics is integral to quantifying, thinking critically and making sense of the world. It is central to building students' pattern recognition, visualisation, spatial reasoning and logical thinking. Interdisciplinary STEM learning can enhance students' scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing these competencies supports students in pursuing a variety of careers and occupations within STEM and other fields.</p> <p>Mathematics provides opportunities for students to apply their mathematical understanding creatively and efficiently. It enables teachers to help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences.</p>
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	Unit 1	Unit 2	Unit 3	Unit 4
Title	Project	Algebra	Measurement and Space	Statistics and Probability
Learning Focus	<p>Students will:</p> <ul style="list-style-type: none"> • conduct statistical investigations and explain the implications of obtaining data through sampling • investigate techniques for data collection including census, sampling, experiment and observation • explain the practicalities and implications of obtaining data through these techniques; • Plan and conduct statistical investigations involving samples of a population; • Use ethical and fair methods to make inferences about the population and report findings, acknowledging uncertainty; • Solve problems involving the 4 operations with integers and positive rational numbers; • Use the 4 operations with integers and with rational numbers, choosing and using efficient strategies and digital tools where appropriate. 	<p>Students will:</p> <ul style="list-style-type: none"> • Recognise irrational numbers and terminating or recurring decimals; • Recognise irrational numbers in applied contexts, including square roots and π; • Apply the exponent laws to calculations with numbers involving positive integer exponents; • Establish and apply the exponent laws with positive integer exponents and the zero-exponent, using exponent notation with numbers; • Apply algebraic properties to rearrange, expand and factorise linear expressions; • Create, expand, factorise, rearrange and simplify linear expressions, applying the associative, commutative, identity, distributive and inverse properties; • Graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. 	<p>Students will:</p> <ul style="list-style-type: none"> • Solve problems involving the area and perimeter of irregular and composite shapes using appropriate units; • Solve problems involving the volume and capacity of right prisms using appropriate units; • Use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles; • Use Pythagoras' theorem to solve problems involving the side lengths of right-angled triangles; • Use formulas to solve problems involving the area and circumference of circles; • Solve problems involving the circumference and area of a circle using formulas and appropriate units. 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyse and report on the distribution of data from primary and secondary sources using random and non-random sampling techniques to select and study samples; • Compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range; • Compare variations in distributions and proportions obtained from random samples of the same size drawn from a population and recognise the effect of sample size on this variation; • Represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems; • Recognise that complementary events have a combined probability of one; use this relationship to calculate probabilities in applied contexts.
Assessment	Project Based Learning	Written Exam	PSMT – Design Task	Investigation
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	Refer to Subject Pathways			

Religious Education (Year 7) | [Brisbane Catholic Education Curriculum](#)

Rationale	The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. 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.			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	The Christian Story	Jesus and Christianity	The Power of Language and Ritual	Our Mission – Christian Life and the Common Good
Learning Focus	Students differentiate ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They	Students evaluate how sacred texts influence the life of believers. They consider how sacred texts reflect the audience, purpose and context of	Students evaluate and draw conclusions about the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers.	Students consider and draw conclusions about the significance of sacred texts for the faith journey of believers. Students

	determine some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam). Students evaluate and draw conclusions about the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally	their human authors. They consider and draw conclusions about the significance of sacred texts for the faith journey of believers. They investigate the beginnings of the Christian faith (c. 6 BCE – c. 650 CE) and explain the role of key people and events in its development. They propose reasons for change and continuity in the life of the Church and religious communities over time and place.	personally and communally. Students differentiate ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They propose reasons for change and continuity in the life of the Church and religious communities over time and place.	examine and explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.
Assessment	Pictorial Encyclopedia	Open Book Examination	Project Work	Presentation - proposal for building the Common Good at Holy Spirit College.
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	Refer to Subject Pathways			

Religious Education (Year 8) | [Brisbane Catholic Education Curriculum](#)

Rationale	The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. In Year 8, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity. Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including 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.				
	Unit 1	Unit 2 (5 weeks)	Unit 3 (5 weeks)	Unit 4	Unit 5
Title	Great People of God – Prophets, Apostles and Saints	The Early Church	Baptism and Belonging	The Holy Spirit	Faith in Action
Learning Focus	Students will explain how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ. Students identify the unique relationship between God and God's people via stories from the Old Testament, New Testament and the Acts of the Apostles.	Students will consider and organise patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time.	Students identify the unique relationship between God and God's people. They investigate the sacrament of Baptism. They identify the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers.	Students will describe how words and images are used to represent the mystery of the Trinity. Students evaluate and draw conclusions about the ways in which the Church is present and active in the world today through the action of the Holy Spirit.	Students will explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.
Assessment	Research Assignment	Topic test	Topic test	Image and scripture analysis	Extended response from stimulus
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching				
Subject Pathways	Refer to Subject Pathways				

Science (Year 7) | The Australian Curriculum v8.4

Rationale	The science inquiry skills and science as a human endeavour strand are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	Gotta Keep em separated	What Goes Up...	Creature Feature	Our Place in Space
Learning Focus	Students describe techniques to separate pure substances from mixtures. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They communicate their ideas, methods and findings using scientific language and appropriate representations.	They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions . They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.	They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students draw on evidence to support their conclusions . They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.	They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. Students draw on evidence to support their conclusions . They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.
Assessment	Examination (Practical and Written)	Student Experiment	Field Study	Data Test
Catholic Perspectives	Christian Anthropology; Catholic Epistemology Catholic Social Teachings			
Subject Pathways	Refer to Subject Pathways			

Science (Year 8) | The Australian Curriculum v9.0

Rationale	<p>Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.</p> <p>The Australian Curriculum: Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.</p> <p>Also, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery. They can nurture their natural curiosity about the world around them.</p> <p>In developing scientific literacy, students use critical and creative thinking skills, and challenge themselves to ask questions and draw evidence-based conclusions using scientific knowledge and practices. The wider benefits of scientific literacy include enabling students to engage meaningfully with contemporary issues, evaluate different points of view and make informed decisions.</p> <p>Learning science is important for a diverse and capable science, technology, engineering and mathematics (STEM) workforce. Transdisciplinary STEM learning can enhance students' scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing STEM competencies enables students</p>
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	to develop, model, analyse and improve solutions to real-world problems, and supports students to access further study and a variety of careers and jobs within or outside of STEM fields.			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	What's the Matter?	We Will Rock You	Energy for my Lifestyle	Multiplying by Dividing
Learning Focus	During this term students engage in a range of laboratory-based experiments and investigative learning experiences to explore changes in matter at a particle level and distinguish between chemical and physical changes. They appreciate that scientific knowledge changes as new evidence becomes available.	During this term students investigate the dynamic nature of the rock cycle. They appreciate where and why rocks have been used in buildings and monuments in the local area.	During this term students investigate how energy is generated and transformed in order to meet society's energy requirements while taking into account sustainability and ethical considerations. They research sustainable and renewable energy technologies.	During this term students explore how organisms function, starting at a cellular level. They focus on cell structure, function and organ systems, and investigate the history, use and ethics of researching and discussing ethical issues that arise from organ transplantation.
Assessment	Written Portfolio of Learning	Research and creative writing task; multimodal presentation	Written report	Multimodal research task.
Catholic Perspectives	Christian Anthropology; Catholic Epistemology Catholic Social Teachings			
Subject Pathways	Refer to Subject Pathways			

Technologies

Design and Technologies: Engineering and Materials (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.
	Unit
Title	Bag it and Tag it!
Learning Focus	Students explain factors that influence the design of products, services and environments to meet present and future needs. Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. They independently and safely produce effective designed solutions for the intended purpose.
Assessment	Design Project – Bag Tag Mini folio and prototype (3D print)
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity
Subject Pathways	Refer to Subject Pathways

Design and Technologies: Engineering and Materials (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>In an increasingly technological and complex world, we need citizens with the knowledge and confidence to analyse and creatively respond to design opportunities and challenges including for a circular economy. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.</p> <p>Design and Technologies enables students to become creative and responsive designers. When students consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.</p> <p>Design and Technologies engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce (make) designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to design and produce innovative designed products, services and environments.</p> <p>Design and Technologies gives students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. It motivates young people and engages them in</p>
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	learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.
	Unit
Title	Lights On!
Learning Focus	Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling and technical drawing techniques (for example, perspective and orthogonal drawings). They use a range of symbols and technical terms in a variety of contexts to produce patterns; annotate concept sketches and drawings; and use scale, pictorial and aerial views to communicate design ideas and designed solutions. With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply their plans to successfully complete these tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency when making designed solutions.
Assessment	Design Project – LED lamp
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity
Subject Pathways	Refer to Subject Pathways

Design and Technologies: Food and Fibre (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.
	Unit 1
Title	Food and the Planet
Learning Focus	By the end of Year 7, students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.
Assessment	Sustainable Food design Challenge
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity
Subject Pathways	Refer to Subject Pathways

Design and Technologies: Food and Fibre (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	Technologies enrich and impact on the lives of people and societies globally. They can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Therefore, all young Australians should develop capacity for action and a critical appreciation of how technologies are developed and can contribute to societies. Technologies ensures that all students benefit from learning about and working with the traditional, contemporary and emerging technologies that shape our world. Students have opportunities to consider the impact of technological solutions on equity including unconscious bias, ethics, and personal and social values. By applying their knowledge and practical skills and processes when using technologies and other resources, students create innovative solutions. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others. They work independently and collaboratively to develop knowledge, understanding and skills to respond creatively to current and future needs and opportunities. The practical nature of the Technologies learning area engages students in critical and creative thinking including understanding interrelationships in systems when solving complex problems. The learning area's systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to transform ideas into solutions.
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	Learning in Technologies is also important for a diverse and capable science, technology, engineering and mathematics (STEM) workforce. STEM learning involves explicit teaching of knowledge and skills in each learning area: Science, Technologies and Mathematics. A transdisciplinary approach can enhance the application of students' scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing STEM competencies enables students to develop, model, analyse and improve solutions to real-world problems. It supports students to access further study and a variety of careers and jobs.
	Unit 1
Title	Sustainable Kitchens
Learning Focus	By the end of Year 8 students explain how people design, innovate and produce food for preferred futures. They create designed solutions based on analysis of needs or opportunities. Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. They independently and collaboratively document and manage production processes to safely produce food products.
Assessment	Design Journal and Recipe Design
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity
Subject Pathways	Refer to Subject Pathways

Digital Technologies (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	In Year 7 and 8, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.
	Unit 1
Title	Come On Get 'Appy
Learning Focus	Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems. Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.
Assessment	Project / written
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity
Subject Pathways	Refer to Subject Pathways

Digital Technologies (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>In a world that is increasingly digitised and automated, it is critical to the strength and sustainability of the economy, the environment and society that digital solutions are purposefully designed to include user empowerment, autonomy and accountability. With this, emerging technologies also present transformative opportunities to address the circular economy through the reduce, re-use, recycle process. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating and require skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.</p> <p>Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be safe, respectful, creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.</p> <p>Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions within an ethical framework, considering Safety by Design principles. Digital Technologies can also play an important role in responding to the diversity of learners and in ensuring the participation of all students in the learning process. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.</p> <p>Digital Technologies gives students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps</p>
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	students to be safe, respectful, creative and innovative learners, who are active, ethical citizens capable of being informed members of the community.
	Unit 1
Title	Networks and Security
Learning Focus	Students will develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria. Students will acquire, interpret and model data with spreadsheets and represent data with integers and binary. They will design and trace algorithms and implement them in a general-purpose programming language. Students will select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats. They will select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects. Students will manage their digital footprint.
Assessment	Presentation – Network and Data Safety
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity.
Subject Pathways	Refer to Subject Pathways

The Arts

Drama (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	<p>In Drama, students:</p> <ul style="list-style-type: none"> • build on their understanding of role, character and relationships • use voice and movement to sustain character and situation • use focus, tension, space and time to enhance drama • incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance • shape drama for audiences using narrative and non-narrative dramatic forms and production elements • draw on drama from a range of cultures, times and locations as they experience drama • explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies • learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists, as they explore drama forms • explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama • consider social, cultural and historical influences of drama • evaluate the directors' intentions and expressive skills used by actors in drama they view and perform • maintain safety in dramatic play and in interaction with other actors • build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances
	Unit 1
Title	Acting Up
Learning Focus	Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.
Assessment	Group Performance
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place
Subject Pathways	Refer to Subject Pathways

Drama (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Drama responds to our need to share and enact stories, and create and make meaning across cultures, times, places and communities.</p> <p>Drama is directly linked to play, the root of all creativity in children. At its core, drama is about taking on roles and “standing in the shoes” of another, and imagining and communicating with the world through different perspectives. Taking on roles involves an act of the imagination that relies on a learner’s ability to empathise and understand others. Actively taking on roles in a range of contexts, situations, and across different times and places fosters students’ development of personal, cultural and social understandings as they imagine, empathise and communicate through deep experiential learning. Drama is a powerful form of communication involving affective, sensory and aesthetic modes.</p> <p>In Drama, students work individually and collaboratively as artists and audiences to create, perform and respond to drama. It is an active, embodied and aesthetically rich subject that engages students cognitively and affectively as they learn in, through and about drama.</p>
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	<p>Drama is central to the diversity and continuity of local and global cultures, particularly the cultures of First Nations Australians. Through drama, First Nations Australians celebrate and express connection to and responsibility for Country/Place.</p> <p>Drama uniquely develops a suite of knowledge and understanding, and capabilities including creativity, imagination, collaboration, critical thinking, communication, empathy, agility, confidence and expression. Drama learning involves a range of processes including devising, writing, rehearsing, presenting, performing, analysing and evaluating. Drama is accessible to all and engages students as they learn about themselves, their peers and the world.</p>
	Unit 1
Title	Australian Stories
Learning Focus	<p>By the end of Year 8, students:</p> <ul style="list-style-type: none"> • analyse how elements of drama and/or conventions are manipulated in drama • create and/or experience. • evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. • work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in scripted drama. • employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.
Assessment	<p>Students evaluate a play text/performance.</p> <p>Students collaborate to interpret and perform a drama text.</p>
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place
Subject Pathways	Refer to Subject Pathways

Media Arts (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	<p>In Media Arts, students:</p> <ul style="list-style-type: none"> • build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks • build on their understanding and use of time, space, sound, movement, lighting and technologies • examine the ways in which audiences make meaning and how different audiences engage with and share media artworks • draw on media arts from a range of cultures, times and locations as they experience media arts • explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region • learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies • explore social and cultural values and beliefs of Aboriginal and Torres Strait Islander Peoples as represented in media artworks and consider how these may influence the media artworks they make • learn that over time there has been further development of different traditional and contemporary styles as they explore media forms • explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view, genre conventions and media conventions as they make and respond to media artworks • consider social, cultural and historical influences and representations in media arts • evaluate how established behaviours or conventions influence media artworks they engage with and make • maintain safety in use of technologies and in interaction with others, including the use of images and works of others • develop ethical practices and consider regulatory issues when using technology • build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse media artworks.
	Unit 1
Title	Lights, Camera, ACTION!
Learning Focus	<p>Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view.</p> <p>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.</p> <p>They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning.</p> <p>They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.</p>
Assessment	Portfolio - written
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place
Subject Pathways	Refer to Subject Pathways

Media Arts (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that
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	<p>represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works.</p> <p>Through the creative use of materials and technologies to convey meaning, students manipulate still and moving images, text, sound and interactive elements. They construct representations and communicate or challenge understandings, ideas and positions.</p> <p>Media arts plays an important role in sustaining cultural diversity and continuing local and global cultures, particularly the cultures of First Nations Australians. It offers opportunities to use media platforms to celebrate, maintain or revitalise ways of knowing, being, doing, belonging and becoming. Through media arts, First Nations Australians celebrate and express connection to and responsibility for Country/Place.</p> <p>Media arts recognises that media forms can operate at either a mass level, where media is shared one way, or at an interpersonal level, where communication occurs between individuals and among online communities. Students critically reflect on the role of the media in society and consider how their own media use is shaped by the practices of media institutions. They develop awareness and understanding of ways that media institutions use information collected from users to create communities and to mediate users' media choices.</p> <p>Students learn to be critically aware of the ways that media is used culturally, how it might be negotiated by different audiences, and the impact it can have on their own understanding of the world.</p>
	Unit 1
Title	Directors Cut
Learning Focus	<p>Students analyse the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience.</p> <p>They evaluate use of media arts concepts in media arts works from across cultures, times, places and/or other contexts.</p> <p>They describe respectful approaches to creating and/or responding to media arts works.</p> <p>Students select and manipulate media languages and media technologies and use production processes to construct representations.</p> <p>They produce media arts works that communicate ideas, perspectives and/or meaning.</p> <p>They present their work to an audience.</p> <p>They plan where and how they could distribute their work using responsible media practice.</p>
Assessment	Directorial Portfolio
Catholic Perspectives	Human dignity • Promotion of peace/diversity/choices • Participation/genuine belonging • Global solidarity • Sacredness of place Students engage in Media Arts from a Catholic Perspective when they: • explore how Catholic perspectives are communicated and interpreted including structure, intent, character, settings, points of view, genre and media conventions as they make and respond to media artworks • consider social, cultural, historical, religious and Catholic perspective influences and representations in media arts.
Subject Pathways	Refer to Subject Pathways

Music (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	<p>In Music, students:</p> <ul style="list-style-type: none"> • build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing • aurally identify layers within a texture • sing and play independent parts against contrasting parts • recognise rhythmic, melodic and harmonic patterns and beat groupings • understand their role within an ensemble and control tone and volume • perform with expression and technical control • identify a variety of audiences for which music is made • draw on music from a range of cultures, times and locations as they experience music • explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies • learn that over time there has been further development of techniques used in traditional and contemporary styles of music as they explore form in music • explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music • consider social, cultural and historical contexts of music • evaluate the expressive techniques used in music they listen to and experience in performance • maintain safety, correct posture and technique in using instruments and technologies • build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.
	Unit 1
Title	Making Music
Learning Focus	Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. Students evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.
Assessment	Performance of guitar and keyboard

Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place
Subject Pathways	Refer to Subject Pathways

Music (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>Music's raw material is sound. In music, sounds are combined and shaped into a meaningful form. Music exists distinctively in every historical and contemporary culture, and is a basic, shared expression and communication of human experience. Sharing music and ideas about music across cultures, times, places and communities builds knowledge and enhances empathy. Engagement with music from diverse settings develops an understanding that the same music can be deeply moving for many people and yet have different meaning for each.</p> <p>Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers and performers. Music learning is embodied learning. It has a significant and unique impact on the creative, sensorimotor, cognitive, emotional, sociocultural and personal competencies of students.</p> <p>Music is a significant element in the diversity and continuity of local and global cultures, particularly the cultures of First Nations Australians. Through music, First Nations Australians express connection to Country/Place, challenge the impact of other cultures on their ways of knowing, being, doing and becoming, contribute to the global music community, and advocate for change.</p> <p>Students' active participation in music, through continuous and developmentally sequential music learning, encourages skills and aesthetic knowledge of increasing depth and complexity over time. Practical engagement with music develops capabilities that can be gained in no other way.</p> <p>As independent and collaborative learners, students integrate listening, composing and performing activities, using established and emerging technologies. Music learning enhances students' capacity to perceive and understand musical concepts, and to recognise music's contribution in shaping their identity and their ability to explore personal, local and global issues and ideas. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.</p> <p>Unit 1</p>
Title	Introduction to Music Composition
Learning Focus	<p>Students:</p> <ul style="list-style-type: none"> • analyse how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience. • describe respectful approaches to composing, performing and/or responding to music. • demonstrate listening and aural skills when composing and performing • manipulate elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning. • notate, document and/or record the music they compose.
Assessment	Music Composition
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place
Subject Pathways	Refer to Subject Pathways

Visual Arts (Year 7) | [The Australian Curriculum v8.4](#)

Rationale	<p>In Visual Arts, students:</p> <ul style="list-style-type: none"> • build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints • extend their thinking, understanding and use of perceptual and conceptual skills • continue to use and apply appropriate visual language and visual conventions with increasing complexity • consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks • consider society and ethics, and economic, environmental and social factors • exhibit their artworks individually or collaboratively, basing the selection on a concept or theme • document the evolution of selected art styles and associated theories and/or ideologies • reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks • draw on artworks from a range of cultures, times and locations as they experience visual arts • explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies • learn that over time there has been further development of techniques used in traditional and contemporary styles as they explore different forms in visual arts • identify social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, and explore how these are reflected in developments in visual arts • design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks • develop an informed opinion about artworks based on their research of current and past artists
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	<ul style="list-style-type: none"> examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies build on their experience from the previous band to develop their understanding of the roles of artists and audiences.
	Unit 1
Title	Our Place
Learning Focus	Students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making They evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.
Assessment	Visual artwork
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place
Subject Pathways	Refer to Subject Pathways

Visual Arts (Year 8) | [The Australian Curriculum v9.0](#)

Rationale	<p>Visual arts contribute to the fields of art, craft and design. Learning in, through and about these fields, students engage critically using creative processes and artistic practices to communicate and make meaning.</p> <p>Visual arts processes and practices provide insights into the impacts culture can have on ways of knowing, doing and being in Australia and the world. Investigating these impacts is integral for fostering students' ability to discern and understand the unique ways visual arts practice and process can be both related and distinct to learning about culture.</p> <p>Visual arts are central to the diverse and continuing cultural practices of First Nations Australians. Through visual arts, First Nations Australian artists articulate and express connection to, and responsibility for, Country/Place.</p> <p>Learning about visual techniques, technologies, skills and media of First Nations Australian and local and global artists, craftspeople and designers supports students to develop their own artworks with integrity and understanding of distinctions between art and culture. Students explore different perspectives to develop and expand perceptual, conceptual and cultural understanding, critical reasoning and practical skills. From this, students develop confident and proficient practices to achieve a personally responsive and distinctive visual aesthetic.</p> <p>Students understand how creative industries contribute to personal, cultural, community and economic wellbeing. In Visual Arts, students learn to recognise and cultivate unique literacies, practices and processes to grapple with ideas, intricacies and dilemmas. The interrelationship between making and responding invites students to investigate, contextualise and make meaningful connections between personal and global viewpoints as they apply visual arts knowledge, frameworks and practical skills.</p> <p>Investigating artworks and practices prepares students to respectfully recognise, articulate and acknowledge artistic and cultural influences. In exploring how, why, where and for whom artists, craftspeople and designers produce artworks, students recognise and appreciate the tensions, complexities and significance of visual arts histories, theories and practices.</p>
	Unit 1
Title	Self Portrait
Learning Focus	By the end of Year 8, students: <ul style="list-style-type: none"> analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate the ways that visual artists across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice. They describe respectful approaches to creating and/or responding to artworks. Students generate, document and develop ideas for artworks. They reflect on their visual arts practice. They select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning. They curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.
Assessment	Multimodal Artwork
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place
Subject Pathways	Refer to Subject Pathways



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