Curriculum Booklet
Year 7 & 8
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NB: The Curriculum content changes on a yearly basis.
MOTTO: "LIVING AND LEARNING FOR JESUS"

Vision for the Future

Belgrave Heights Christian School has continued to see unprecedented growth in its Secondary School. In 1997, a ‘10 year plan’ was established for the commencement of the Secondary School.

This was successfully started in 2002 and received considerable interest and support from parents and the community in general. This step was taken in faith. The Council, staff and parents trusted that God through His strength, wisdom and power, would guide them in their decision making process with regard to every aspect of the School’s development.

After careful thought and much prayer the School’s Council agreed to start a third stream at Year 7 in 2013, which will continue to move up through the School until it reaches its new capacity in 2018.

In 2014 the decision was made to move to three sub-schools: Junior (Prep to Year 4), Middle School (Years 5 to 6), and Senior School (Years 9 to 12). Extra classrooms to cater for the Middle School will be in the areas beside and below the Multi-Purpose Hall.
Curriculum Overview

Each learning area has established appropriate learning outcomes relevant to the School’s aims and Christian teaching. The key competencies are acknowledged as essential ingredients across the curriculum for the spiritual and vocational preparation of young people to develop skills necessary to equip them for the outside world. All learning areas utilise computer technology to accelerate computer literacy. Students will also be encouraged to use computers for relevant research and analysis. Technology will be distributed over a range of units and will be incorporated into the total curriculum. In accordance with the guidelines set down by ACARA, BHCS will be adopting a staged implementation of the Australian Curriculum. The first subjects for which a national curriculum exist include History, English, Science and Maths, with more to follow in the coming years.

The primary responsibility for the education of children begins with their parents. The Bible gives us the instruction, “Train up a child in the ways of the Lord and when he is old he will not depart from it.” (Proverbs 22:6)

Our curriculum is based on a “Non-denominational Biblical Christian World View” and it is our hope that all students attending our school may recognise and know the power of God’s saving grace. Individual pastoral care and opportunities for servant leadership are some of the strengths of our school. As a school we seek to help students discover their God-given gifts and talents and are passionate about nurturing these gifts and seeing students develop these to their full potential.

The School seeks to make a strong link between real world issues and the Bible’s relevance in young people’s lives. The application of this is practical and experiential, offering opportunities for students to respond to the Gospel’s foundations of justice, restoration and renewal. This is woven throughout our curriculum with a focus on being able to apply Christian principles to the complexities of life today.

Throughout a student’s time in School there will be an emphasis on the care of the student as a whole person. The focus will be on experiencing success, the pursuit of academic excellence and the development of high self esteem. The curriculum encourages students to be independent learners and creative problem solvers. A variety of assessment procedures will be implemented throughout Year 7 & 8 for students to demonstrate their knowledge, their talents and their acquired competencies.

This booklet provides details about the Year 7 & 8 curriculum units offered. The School Council and teaching staff of the school will sincerely endeavour to promote the gifts that God has produced in your child, and which you as a parent have nurtured through their early developmental years.
## Curriculum Structure
### Year 7 & 8

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<th>Subject Activity</th>
<th>Period Allocation (10 day cycle)</th>
<th>Year 7</th>
<th>Year 8</th>
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<tr>
<td>Assembly / Pastoral Care</td>
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<td>PB Project</td>
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<tr>
<td><strong>Total Periods</strong></td>
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<td><strong>40</strong></td>
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**Timetable:**
75 minute periods; four periods a day; ten day cycle
SPECIALIST & ELECTIVE SUBJECTS

Students at Year 7 and 8 will study 6 elective subjects during the course of the year. The duration for these subjects will be one semester.

Typically these subjects could include the following:

- Art
- 3D Art
- Drama
- Environmental Education
- Food Technology
- Media
- Music
- Outdoor Education
- Visual Communication
- Wood Technology

PB Project

Once a week, students will have time allocated to work on a PB (Personal Best) Project. Students have the opportunity to delve into an area of interest or passion.

The program is designed to engage students creatively with an appropriate level of challenge. Once a semester, students will be showcasing their projects to parents.
CORE SUBJECTS – All year

Christian Studies

English

French

Mathematics

PE / Sport

Science

SOSE
**CHRISTIAN STUDIES**

**Objectives**

- To instil an interest in God’s Word.
- To develop a saving knowledge of Christ and trust in God.
- To teach students how to apply the Bible to everyday issues and our lives.
- To help students to understand the progress of the salvation story from Genesis to Revelation and the way that God continues to work throughout history and today.

**Content**

**Year 7**

1. The course provides an overview of the Bible from the perspective of “The Kingdom of God” - defined as God’s people, in God’s place, under God’s rule.

2. The main emphasis will be on the Old Testament. Bible characters and events will be related to the students' own lives and the situations they meet.

3. Through studying the way that God works through the lives of people, students are encouraged to see God’s provision, power and authority in all situations.

4. Students will be expected to read selected passages from the Old Testament and develop an understanding of Old Testament chronology.

**Year 8**

1. The students study the books of the New Testament.

2. Main emphasis on preparing the way for Jesus and the relationship between the Old and New Testaments.

3. Through the study of the Gospels the students cover the content and authors, Jesus' ministry, temptation, disciples, teachings, radical lifestyle, claims, death and resurrection.
**Assessment**

- Participation in class work and exercises.
- A neat record of work in their book/binder and completion of all homework.
- Positive attitude to the subject and co-operation with other students.
- Project work and other presentations.
ENGLISH

Objectives

• To develop confidence and competence in writing, by hand and using a computer, for a range of purposes and audiences and in a variety of forms.

• To help students to enjoy, comprehend and develop critical appreciation of a range of print and non-print texts.

• To help students to effectively express a personal response to a range of texts in a variety of forms.

• To help students to consider critically a range of material on matters of personal and public interest.

• To extend the students’ capacity to listen and to communicate orally.

Content - Year 7 & 8

Reading and Viewing.

A range of texts will be introduced in the classroom. Several texts will be studied formally during the course. One of these will be a film. Students will be encouraged to read widely outside the normal program.

Writing

Writing will be presented as a process involving a number of steps. Personal writing will explore the craft of poetry and a range of prose styles including narrative, argumentative, informative and descriptive. Responses to literature will be creative as well as expository.

Speaking and Listening

Students will participate in whole class and small group discussion. Opportunities will also be provided for all students to give speeches, formal and impromptu, and engage in debates.
Assessment

• Various written and oral assignments will be required, generally concerned with the literary texts studied, including essays and book reports.

• Regular assessment of students’ oral language development and progress of his or her listening and reading skills.

• The student will also be assessed on his or her interest and enthusiasm in class; their willingness to participate; completion and submission of work on time and general attitude to the subject.
**Objectives**

The course is designed for students who have not studied French previously and those who have learnt French at the primary level.

- To help students develop a proficiency with the communication skills of a second language.
- To develop a better understanding of French speaking people and of their way of life.
- To help students gain a better understanding of their own language and of how language works in life.
- To develop in the students an appreciation of cultural diversity and plurality.

**Content**

**Year 7**

The emphasis of the course is on oral communication with a gradual introduction to the written language.

The following topics are presented:
- Identifying yourself by name and nationality.
- Countries where French is spoken.
- Your family, pets and favourite animals.
- Weekend activities - what you like and dislike doing.
- Your birthday - saying what presents you have received.
- Talking about meals and snacks.
- Numbers, colours and adjectives.

Games, songs and other activities are an essential part of the course.

**Year 8**

The course continues the communicative approach. While listening and speaking continue to be the bases, reading and writing are increasingly important as aids to learning.

Topics presented in Year 8 are:
- Food
- Giving directions
- Time
- Transport
- Holidays
- Weather
- Describing where you live

Note: This list is not exhaustive.
**Assessment**

Students’ assessment will be based on the following:

- Class work
- Bookwork
- Assignments
- Tests
- Oral work
MATHEMATICS

Objectives

To enable students to:

• Consolidate and extend mathematical skills and concepts in Number, Space, Measurement, Chance and Data, Algebra, and develop mathematical communication both orally and in written form.

• Apply their mathematical knowledge to the solution of mathematical problems in unfamiliar situations.

• Investigate mathematical topics in projects.

• Use calculators and computers appropriately and effectively.

To encourage students to:

• Contribute positively to cooperative group work.

• Test their abilities in the Australian Mathematics Competition.

Structure of classes

In previous years, students were placed in Maths groups according to their ability, e.g. Fundamental, Core or Extension. As of 2015, students will remain in their Homegroup for Maths.

Maths teachers in Year 7 and 8 will plan to cater for each ability level and will be able to occasionally break the class up into ability levels.
Content

Year 7

1. Place value and index notation
2. Angles and polygons especially triangles
3. Data collection and representation
4. Decimals and fractions
5. Factors, primes and multiples
6. Ordered pairs
7. Measurement - Perimeter, area, volume and time
8. Algebra - patterns and expressions

Year 8

1. Integers
2. Order of Operations
3. Points on a Plane
4. Angles - measurement and construction
5. Polygons - angle sums and construction
6. Algebra - expansion and 'like' terms
7. Estimation and Measurement of Area and Volume
8. Reflection and Rotation
9. Linear Equations
10. Index Laws (positive powers)
11. Rational numbers, fractions and decimals

Assessment

- Topic tests
- Quality of homework tasks
- Ability to solve problems
- Project work.
- Attitude and effect in class
- Book work
PHYSICAL EDUCATION/SPORT

Objectives

• To develop knowledge and skills to make decisions with regards to participation in physical activity.

• To be actively involved in a variety of sports, games and activities.

• For students to develop their motor skill base to their personal potential.

• To develop skills, knowledge and attitudes related to qualities such as self-discipline, leadership, fairness and co-operation, self esteem and personal appearance.

Content

Year 7 & 8

The following units and activities will be used to meet the stated objectives.

- Athletics
- Cross country
- Football
- Netball
- Swimming
- Basketball
- Handball
- Hockey
- Soccer
- Volleyball
- Cricket
- Fitness
- Minor games
- Softball
- Gymnastics

As part of the Sport program some students will be selected to participate in the Christian Schools Sports Network (CSSN) Interschool Sports teams. This involves the students going out four times during each term on a particular afternoon to compete against other Christian schools in a number of sports throughout the year.
Assessment

Students will be:

• Observed

• Timed for personal best performances

• Complete a fitness testing program, and

• Receive a written report at the completion of each semester.
SCIENCE

Objectives

• To develop curiosity about the natural world.
• To encourage students to develop an appreciation of scientific ways of looking at the world.
• To help students acquire the practical skills necessary to investigate natural phenomena both inside and in the outside world.
• To develop the students’ capacity to communicate their knowledge of science effectively.
• To expand the students’ base of factual and conceptual knowledge of the physical world.

Content

Year 7

The topics studied in Year 7 include:-

1. Classification
2. Ecosystems
3. Separating Mixtures
4. The Earth in Space
5. Precious Resources
6. Forces in Action
7. Simple Machines
**Year 8**

The topics studied in Year 8 include:-

1. The Brain & Thinking
2. Chemical Reactions
3. Acids & Bases
4. Machines
5. Electricity & Light
6. Food
7. Digestion
8. Reproduction
9. Earth and the planets

**Assessment**

Students are required to enter fully into every aspect of the course, developing their potential to the fullest extent.

The range of assessment methods will include:

- Project work
- Written work - both research and practical activities
- Unit tests
OBJECTIVES OF SOCIETY and ENVIRONMENT (SOSE)

Objectives

- To develop geographic skills that students will need in later years.
- To examine some environmental issues.
- To introduce students to information resources available and provide practice at using them.
- To provide awareness of how historians, archaeologists, anthropologists and sociologists seek an understanding of human activity.
- To increase students’ knowledge of how present and past societies function(ed) and how they shape(d) the lives of individuals.

The classes will be an equal mix of core learning and assessment pieces as well as student directed matrix tasks. The matrix is a grid of carefully selected assessment tasks which allows the students to explore the topics which most appeal to them, while also providing opportunities for deep level thinking for a variety of different learners. The basis for the matrix is drawn from the studies of educational theorists Howard Gardner and Benjamin Bloom who believed that work should be differentiated to cater to the students’ individual learning styles and that students had to progress through different levels of thinking to create lifelong and meaningful learning.

Content

Year 7

1. What is History?
   Understanding time, describing events in history, primary and secondary sources

2. Ancient China and Ancient Greece
   How people lived in Ancient China and Greece, how they governed themselves, beliefs and values

3. What is Geography?
   The Earth’s systems, understanding out changing world; water in the world; liveability

4. Mapping
   Basic overview of map features, legends and orientation
Year 8

1. Middle Ages
   Daily life and customs in Feudal times, 500-1500AD

2. Ancient Japan
   Japan under the Shoguns, Social classes 794-1687

3. Changing Nations
   Multiculturalism & Migration to and within Australia

4. Landforms
   Locating landforms, identifying surface shapes, investigation moving earth

Assessment

Students must participate in class discussions and activities. Research work may be carried out in co-operative learning groups or on an individual basis, depending on the area of study.

In each term, students will be assessed on assessment tasks such as research assignments, Moodle quizzes, and practical field assessments.
SPECIALIST SUBJECTS

Art

Drama

Food Technology

Music

Visual Communication

Wood Technology

ELECTIVE SUBJECTS

3D Art

Environmental Science

Media

Outdoor Education
**ART**

**Structure of the Course**

During this course the students will be able students to understand and enjoy the images they and others make. They will acquire through experience, an understanding of the diverse range of two and three-dimensional media and develop solutions to particular visual issues. Students will be asked to create visual and tactile works through applying appropriate skills and techniques. Furthermore they will be required to communicate, through the images they make, their thoughts and feelings and critically examine the artwork of others.

**Content - Year 7 & 8**

Students will experience art using the following media:

1. Drawing  
2. Painting  
3. Print making  
4. Mixed media  
5. Collage  
6. Ceramics  
7. Textiles  
8. Sculpture  
9. Art appreciation

**Assessment**

- To take part in all activities, both practical and theoretical, and to perform to the best of their abilities
- To show an understanding of the basic art concepts.
- To complete all homework that is set.
- Practical work 100%. All worked produced, will be marked.
Structure of the Course

During this course students will be introduced to basic concepts in drama and theatre, as well as developing personal skills in voice, movement and acting. This course aims to develop an understanding of how drama can be used in a variety of situations. It also gives the students an opportunity to explore their own creativity and increase confidence in their ability. The course is highly practical, skills based, with a focus on students as performers of drama as well as critics of dramatic performance.

Content

Year 7
1. Exploring well-being – exploring the ideas of exclusion and inclusion through performance
2. Elements of Drama - introduction to dialogue, conflict and character
3. Improvisation - developing imagination and spontaneity
4. Story Telling and Scriptwriting - structuring formal pieces of drama
5. Performance Analysis - viewing and analysing performances

Year 8
1. Character development and role - play
2. Improvisation games and Theatresports
3. Neutral mask theatre
4. Japanese Noh Theatre
5. Shadow Puppetry
6. Performance viewing and analysis

Assessment

End of semester reports comment on:
- Active participation
- Imagination and creativity
- Expressive skills
- Co-operative group work
- Performance
FOOD TECHNOLOGY

Structure of the Course

This course is designed to assist the student to develop basic practical skills in Home Economics. Written work will enhance student knowledge of nutrition and making healthy food choices, as well as food technology and the technology process.

The food technology course aims to prepare students for their future in society and be equipped for jobs, recreation and self development of practical skills. It aims to teach and encourage a balanced outlook and willingness to accept our own and others' weaknesses but also see our own and others' strengths and to respect our own and others' property.

Content

1. Introduction to cooking including kitchen rules, hygiene, safety.
2. Practical experience preparing various recipes.
3. Students study the ingredients of a balanced meal and the components of menus.
4. Further practical experience preparing food.

Assessment

Assessment will be based on:
- Research and Assignment work
- Practical work
- Homework tasks
**MUSIC**

**Structure of the Course**

The course aims to provide a valued and enjoyable musical experience. It aims to increase creativity, and to provide students with an appreciation of music. Those students who have existing musical knowledge will have that knowledge expanded, and compositional/improvisatory techniques will be included.

They will develop the ability to recognise and demonstrate the elements of music, and develop an awareness of different styles of music.

**Content**

**Year 7**

Students will experience music through composing, performing and analysing.

Areas to be covered are:

1. Group instrumental performances
2. Singing
3. Music reading
4. Theory
5. Percussion work.

**Year 8**

Students will continue to experience music through composing, performing and analysing.

1. Extension of areas covered in Year 7
2. Work covered will include the elements of music.
3. Commercial use of music in the media.

**Assessment**

Assessment is based on:
- Practical work.
- Written assignments.
- Class participation.
VISUAL COMMUNICATION

Structure of the Course

The Visual Communication course aims to develop a knowledge of the design elements and principles where they are evident in our world. Students are encouraged to develop and understand the rules that apply to 2 & 3 dimensional drawings, to explore and respond to the work of other designers and to foster constructive criticism to ascertain whether messages are communicated clearly to an audience.

Year 8 students further expand on this by investigating symbols in past and present contexts, exploring and responding to the work within an historical/cultural context and learning to understand the steps involved in the design process.

Content

Year 7
1. Introduction to Design Elements and Principles (5 weeks)
2. Introduction to 2 and 3 Dimensional Drawing (6 weeks)
3. Explore and Respond to Works of Designers (4 weeks)
4. Development of the Design Process (optional) (2 weeks)

Year 8
1. Select appropriate Drawing Systems (4 weeks)
2. Explore and respond to Visual Communications in Historical and/or Cultural contexts (2 weeks)
3. Understand the Design Process (6 weeks)
4. Produce original Visual Communication (1 week)
5. Cartooning Task (2 weeks)

Assessment

The following areas are assessed:
- Sketchbook (folio) of drawings (Year 7 & 8)
- Sketchbook Cover Design based on a brief (Year 7)
- Poster Design analysis (Year 7)
- Peace Poster Design based on a brief (Year 7)
- Milk Carton design including a folio of technical drawings (Year 7)
- Toothpaste Package Design including a variety of technical drawings (Year 8)
- Symbols Assignment (Year 8)
- Personal Heraldry Shield & Isometric Drawing of Medieval Castle based on a brief or Perspective Cityscape (Year 8)
- 4 frame Story Illustration (Year 8)
- Test/examination questions (Year 7 & 8)
- Homework tasks (Year 7 & 8)
WOOD TECHNOLOGY

Structure of the Course

The wood technology course aims to introduce students to the skills involved in designing, making and evaluating items. At first considerable guidance and instruction will be needed but as the students progress the aim is to make them capable of working independently.

Content

1. Students begin by appreciating the need for a safe environment, then learn about hand tools, their use and the skills related to them.

2. The students are also introduced to simple design and problem solving.

3. Because the students are involved in the design process they tend to be more motivated and interested in their work. Practical projects include a wooden boat, a pencil box, a mug holder and wood "worm".

4. Possible projects to include: Flying mobile, key-ring rack, small box with lid, brush.

5. Within their practical work, students will be involved with: design, communication of ideas, characteristics of materials, processes for working, tools and equipment.

Assessment

Assessment is based on:
- Major production project
- Construction and finishing skills
- Notebook
- Test
ELECTIVE SUBJECTS

Students will select to participate in one of the following subjects each semester.

**3D Art**

Throughout this course students will be exploring with different media, methods and techniques to create wild and wonderful 3D art pieces. Paper mache, clay and wire sculpture are just some of the many projects we will be producing.

**Environmental Science**

The Environmental Science elective is based on the Australian Cross Curriculum Priority of Sustainability. Sustainability education focuses on working and learning about the environment both locally and globally to promote leadership in protecting and improving environments in general. Students will be engaged in learning about and enhancing our own environment within BHCS school boundaries such as: the school section of the Monbulk creek and also neighbouring environments within the Yarra Ranges. BHCS is a leader school within the Yarra Ranges for Environmental Education and Sustainability, part of this elective will be to work in assisting and partnering with other schools.

**Media**

For the first time, our school is offering a Media elective to Years 7 and 8. The subject will offer opportunities for students to make short films and animations using software such as iMovie, Anime Studio, Stop Motion Studio, Muvizu and Adobe Premier. Students may use their own camera and software, but aren’t obligated to because the School has equipment/software students can borrow.

**Outdoor Education**

Outdoor Education provides significant opportunities for experiential learning about relationships with self, others and the environment. Specifically, Outdoor Education aims to: Inspire and equip students to recreate in the outdoors for the sake of their physical, mental, emotional and spiritual health. The course aims to provide students with an opportunity to experience a range of natural environments, to build an appreciation of the outdoors and to develop a responsible environmental ethic. Construct experiences that will bring about some deeply personal meaning.