Middle Years Curriculum Handbook
2014
Mission Statement

Suncoast Christian College exists to provide Christ-centred education that promotes life-long learning, develops excellence and Christian character, and fosters social responsibility.
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Welcome
to
Middle Years

‘A time of sharing the journey with our children.’

The Middle Years are a significant time of schooling for our young people. The Middle Years program offered by Suncoast Christian College seeks to meet the particular needs of children moving into their time of adolescence.

This time is one of rapid developmental changes in our children. Physical changes occur quickly, and usually go ahead of the accompanying emotional and intellectual development. This can be a time of ups and downs, and of swinging emotions. It is a time when the peer group and significant adults, other than parents, become important. Self-esteem fluctuates – bravado and anxiety; maturity and childishness; questioning of family, church, and school; shifting friendships and group membership become significant parts of our children’s lives. It is a time of curiosity and eagerness to learn things that are seen as useful, about real life, and involving interaction with others. Questions of fairness, morality, hypocrisy, identity, and spirituality are asked and responses sought.

What an exciting and challenging time to be shared!

As parents/guardians and teachers, this is a time of sharing the journey with our children. Relationship and respect must go hand in hand with our authority as significant adults. This journey will involve risk taking for both the child and the parent/guardian. It will include learning from the mistakes, rejoicing in the successes, and time in prayer for each other.

We hope and pray that the Middle Years will be a time that the students will find exciting, and where significant and relevant learning will take place. This is an important time for success. Working together as parents/guardians, teachers and church, our children will be able to grow with the security of love and boundaries around their lives.

We look forward to sharing this part of our children’s journey with you.

Mr Phil Rockliff
Head of Secondary School
FEATURES OF THE MIDDLE YEARS COURSE

The Middle Years curriculum at Suncoast Christian College is based on syllabuses developed by the Queensland Studies Authority (QSA). The curriculum for Key Learning Areas (KLA’s) of English, Mathematics, Science and History are based on the new Australian curriculum, while other subjects draw from the Essential Learning syllabuses.

Where appropriate within these KLA’s, emphasis is placed on integration of subject matter and learning experiences to create meaningful contexts and links for students in the knowledge, processes, skills and attitudes developed.

It must be emphasised that this does not devalue the traditional skills of the subject areas, but rather enhances them by providing opportunities for students to practise and demonstrate understanding and skills in a variety of contexts. It also provides greater opportunities to develop their particular gifts and intelligences.

Please note that there may be some changes to subjects offered and the time allocated to each subject in the transition to the Australian (National) curriculum over the next few years. The P-10 Australian curriculum is being phased in over the next two years.
INFORMATION AND LEARNING TECHNOLOGIES

The College aims for students to become confident and efficient users of a range of Information and Communication Technologies (ICT) that will qualitatively improve opportunities for learning. This will be accomplished through the Information and Learning Technologies (ILT) 1:1 Laptop Program. In 2014 all Year 7, 8 and 9 students will have their own notebook computer to be used extensively for teaching, learning and communication between students, teachers and parents/guardians.

Our mission statement compels us to prepare students for life-long learning and to be change agents in the new world of digital knowledge. We live in a digital age and in a world that increasingly embraces and integrates Information and Communication Technologies into everyday and working life. We must make every effort to engage our ‘Millennial’ students in learning and to prepare them for the world beyond school and the future. A student laptop program best facilitates this and allows for a more individualised learning program. Suncoast students can enjoy anywhere, anytime learning through unhindered access to Information and Learning Technologies – the Internet, education databases, research and data collection devices, presentation software and graphics and sound tools. Our students can be part of a dynamic online learning community and education revolution.

A campus-wide wireless network complements the existing fibre and Ethernet cable network which links all classrooms, providing access for students to the Internet and College ICT resources, such as the Intranet and library catalogue, when and where they require it from anywhere within the College. Information and Learning Technologies form an integral part of all subjects. Middle Years students will develop subject specific information technology skills as well as having opportunities to communicate and share their learning creatively through the use of technology. The technology is not an end in itself, but students should have access to powerful tools for learning and need opportunities to learn how to use them. We welcome your child into this exciting area of education!
COURSE STRUCTURE
YEAR 7

The Year 7 course is designed to make the transition into Secondary School as smooth as possible for students. As in Primary School, where possible the students will have two teachers for most of their subjects and will be located in homerooms for most of their work. The students, however, will have greater opportunities to work in specialist rooms and with a wider circle of teachers in specialist areas. A course is constructed from the Key Learning Areas (KLA’s) and consists of core subjects and rotation subjects. A normal school week consists of 35 periods, the majority of which are core subjects.

Core Subjects
- English
- Studies of Society and the Environment
- Christian Studies

One teacher
Subject specific skills are developed in meaningful contexts.

- Mathematics
- Science
- Health and Physical Education

One teacher
Subject specific skills are developed in meaningful contexts.

Other
- Chapel
- Sport
- Elective Subject Rotation 1
- Elective Subject Rotation 2

The mix of subjects and time allocation may change depending on staff availability and timetabling.

ELECTIVE SUBJECT ROTATIONS
YEAR 7

Students in Year 7 will be introduced to a broader range of subject disciplines. Students will experience each of the elective subjects offered in Middle Years over the course of the year, spending approximately a term on each. The elective subjects are compulsory in Year 7 but will form the basis for elective subject choices in Years 8 and 9. The rotation subjects are designed to provide a wider range of experiences to all students as well as provide opportunities for students to develop and demonstrate their gifts in various areas, particularly in the Arts.

Each Rotation Subject will be studied for approximately one term.

<table>
<thead>
<tr>
<th>ROTATION 1</th>
<th>• Home Economics</th>
<th>• Design Technology</th>
<th>• Agriculture</th>
<th>• ICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROTATION 2</td>
<td>• Art</td>
<td>• Drama</td>
<td>• Music</td>
<td>• Dance</td>
</tr>
</tbody>
</table>
COURSE STRUCTURE
YEARS 8 and 9

The Year 8 and 9 course acknowledges the growing independence of young people and need for subject specialists in certain areas. The students will have two main teachers for the core subjects – one teacher for English, SOSE and Christian Studies and one for Maths and Science. One of these teachers will also be the Home Class teacher to provide the necessary pastoral care. This small team of core teachers allows for closer cooperation and planning between subjects.

- English
- Studies of Society and the Environment
- Christian Studies

One teacher where timetabling allows. Subject specific skills are developed in meaningful contexts.

- Mathematics
- Science

One teacher where timetabling allows. Subject specific skills are developed in meaningful contexts.

A course is constructed from the Key Learning Areas (KLA’s) and consists of core subjects and elective subjects. A normal school week consists of 35 periods with the probable allocation of lessons being:

- English
- Studies of Society and the Environment
- Christian Studies

11 lessons (Core subjects)

- Mathematics
- Science
- Careers

10 lessons (Core subjects)

- Health and Physical Education
- Sport
- Chapel
- Elective 1
- Elective 2

3 lessons (Core subject)
2 lessons
1 lesson
4 lessons
4 lessons

Note: The mix of subjects and time allocation may change depending on staff availability and timetabling.
ELECTIVE SUBJECTS
YEARS 8 and 9

There are eight elective subjects offered in Years 8 and 9, of which students will study four. Elective subjects provide opportunities for students to develop skills in a range of areas according to their interests and giftings. The elective subjects are:

- Agriculture
- Art
- Dance
- Design Technology
- Drama
- Home Economics
- ICT
- Music

* Please note that elective offerings do depend on enrolments in the elective and on available staffing.

PLANNING A YEARS 8 AND 9 COURSE

A student entering Year 8 is asked to choose FOUR of these subjects to study over Years 8 and 9. The College will then allocate two of these electives to be studied in Year 8 and the other two in Year 9. The timing and location of these subjects has to be at the discretion of the College due to staffing and timetabling parameters.

At the end of Year 9 the student then makes a final selection of three elective subjects to study in Year 10. The final selection depends on the demand for particular subjects and varies from year to year. The subjects offered are drawn from the eight subjects already studied in Years 8 and 9, as well as additional subjects such as Business and Health and Physical Education.

So, the process looks like this:

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1</td>
<td>Choice 3</td>
<td>Possible Elective Subjects</td>
</tr>
<tr>
<td>Choice 2</td>
<td>Choice 4</td>
<td>Choose 2 from:</td>
</tr>
</tbody>
</table>

- Business
- Dance
- Design Technology
- Drama
- Health and PE
- Home Economics
- Music

**SUBJECT CHANGES**

Requests for a change of subject can be made at any time but will only be enacted within the first 2 weeks of a semester - NOT during a term.

Generally the steps are:

1. Consultation with Director of Studies
2. Completion of the “Change of Subject” form
3. Consultation with parents/guardians and staff involved
4. Approval from the Director of Studies
MIDDLE YEARS HONOURS PROGRAM

Students can be extended and challenged through the Middle Years Honours Program which is offered in a number of subjects, including English, SOSE, Science and Mathematics. The program is open to Years 7, 8 and 9 students.

Students may nominate to participate in the Honours Program in one or more subjects if they are willing to commit to the conditions of the particular program. Challenges range from tasks set by the school to those where students may decide on the nature of the undertaking, and modes of presentation are usually negotiated as well.

The awarding of Honours on completion of the particular program is not automatic, but is dependent on the standard of work accomplished by the student. While teacher assistance is given, students are expected to be self-motivated and disciplined in meeting deadlines. It is important that students taking Honours continue to meet the normal work expectations for their regular subjects.

All students who complete the program will receive a certificate of participation, while those who meet the required standard will be awarded a certificate of Honours in that subject.
CORE SUBJECT INFORMATION
**CAREERS**

**Work Education**

<table>
<thead>
<tr>
<th>Aims and Objectives:</th>
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<tbody>
<tr>
<td>Work Education is a careers subject that is aimed at students who are interested in gaining employability knowledge and skills before entering the workplace. The course is designed in a manner that aims to have students ‘work ready’ upon completion of Year 9 work education content and completion of the Certificate I Work Education which is delivered in Year 10.</td>
</tr>
<tr>
<td>• Precedes the Certificate I Work Education in Year 10</td>
</tr>
<tr>
<td>• At the end of Year 10, students gain 2 QCE credits provided all work is complete</td>
</tr>
<tr>
<td>• Flexible online delivery</td>
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<tr>
<td>• Student gain skills before Work Experience (Structured Workplace Learning) in Year 10</td>
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<table>
<thead>
<tr>
<th>Course Overview:</th>
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<tr>
<td>Work Education is predominantly an online course but is supported in class through peer discussion and teacher direction. Students should be able to complete all work at school; however if needed, students can access the course directly from home. Parents/Guardians are encouraged to be part of the students learning journey by following the course with their child and providing feedback if required.</td>
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<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>As vocational courses are assessed using competency-based assessment rather than grades, at the end of Year 10, students will be deemed either competent or not-yet-competent for their work covered in both Year 9 and 10.</td>
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<tr>
<th>Requirements:</th>
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<tr>
<td>Students must have access to a computer and internet.</td>
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<tr>
<th>Pathways:</th>
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<tbody>
<tr>
<td>This qualification enables students to demonstrate to potential employers that they have entry level knowledge, understanding of and participation in the world of work. The subject gives the students the skills necessary to demonstrate the employability skills required for obtaining employment. Successful completion of this course may provide evidence for the Certificate I Work Education delivered in Year 10 which attracts 2 credits for the Queensland Certificate of Education (QCE).</td>
</tr>
</tbody>
</table>
### CHRISTIAN STUDIES

### Aims and Objectives:
We encourage all students to develop their relationship with God and their neighbours according to biblical principles. Christian Studies is integrated with English and SOSE where and when appropriate links can be made. In Christian Studies we strive to teach the ideal of living a Christ centred life. We seek to balance the focus between bible survey and the practical application of Jesus’ teachings to the everyday lives of students.

### Course Overview:
Christian Studies is a foundation subject at Suncoast Christian College because it is about learning to live daily in the image of Jesus Christ. Committing scripture to memory is still a valued discipline in the Middle Years (Psalm 119 v 11). Other aspects of the course include:
- Overview of Old and New Testament
- Christian perspective on life and social issues
- Prayer
- Personal development – understanding who we are in relation to Christ
- Introduction to Christian history, including the Reformation and the role of the church in society
- Opportunity for missions

### Assessment:
Assessment takes many and varied forms including:
- Creative assignments
- Research assignments
- Oral presentations
- Personal journals
- Ministry and/or outreach
- Scripture tests

### Requirements:
Students should have their own copy of the College Bible – version to be advised.
**ENGLISH**

**Aims and Objectives:**
English in the Middle Years is designed to extend the foundations of language which students have received in Primary School. The skills of speaking, reading, viewing, and writing are taught explicitly. Students learn that texts are created for a variety of contexts, purposes and audiences. Students are required to interact with and create a range of texts and as their skills increase, lengthier and more complex texts are introduced.

**Course Overview:**
Students will study novels, films, poetry, media texts such as documentaries, newspapers and online texts, plays and everyday texts. Classic and contemporary literature from Australia, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as world literature, including texts from and about Asia, will be explored.

A key focus is the continued development of English language skills such as spelling, punctuation and grammar. Each student is issued with a grammar skills workbook, English Basics, which forms a part of the weekly homework program. These language activities will reinforce learning in class. Students use the online program Spellodrome to sharpen their spelling skills.

Students also engage in a wide reading program.

**Assessment:**
Writing and speaking is assessed. Students will produce texts that entertain, inform and persuade. Some assessments will be completed as assignments with teacher input and advice, while others will be produced under restricted, exam conditions.

**Requirements:**
There are no requirements for this course.

**Pathways:**
A solid grounding in English is required for students to find success in the Senior Years. In Years 11 and 12, students can choose either Senior English which is an OP subject, or English Communication, a non-OP subject.
### HEALTH AND PHYSICAL EDUCATION

#### Aims and Objectives:

**Year 7**
This course aims to build enjoyment, confidence, coordination and core strength through the selected activities. A wide range of physical units aim to provide a balance of eye hand and eye foot coordination as well as stroke development in swimming.

**Year 8**
This course is to continue the development of confidence, coordination and core strength. A wide range of sports are included as well as Gymnastics, team and individual games. There is further development of athletic skills and aquatics will include stroke development as well as introductory lifesaving.

**Year 9**
This course aims to consolidate the work done in previous years as well as to act as a foundation for the Senior HPE course. It is an advantage to have some knowledge of the theory in Year 9 for the Senior Years but it not a prerequisite.

#### Course Overview:

**Year 7**
The students will participate in Gymnastics and games as well as Athletics, Cross Country and Aquatics.

**Year 8**
The Year 8 HPE course is meant to build on the foundational skill and development of the previous year. Theory units have been added that enable students to take responsibility for their own health and fitness.

**Year 9**
A variety of sports are to be used to build a student who is confident about their ability to perform physical tasks. Racquet sports are introduced and the tasks become increasingly more difficult and the level of expectation more defined.

#### Assessment:

**Year 7**
All assessments will be of a practical nature and are ongoing.

**Year 8**
Assessments of practical units will be ongoing while a variety of methods will be used to assess the theory.

**Year 9**
A variety of assessment methods are used to reflect senior modes. The criteria is also more defined to reflect the Senior Years.

#### Pathways:
Students undertaking study in HPE in Senior Years are eligible for an OP. They may enrol in University courses such as Human Movement Studies, Exercise Science, Physiotherapy, Occupational Therapist, as well as careers in Personal Training, Sports Coaching, Events Management and Tourism.
### MATHEMATICS

#### Aims and Objectives:

**Year 7**
The goal of the Year 7 Maths curriculum is to provide students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Digital technologies are embedded in teaching and learning activities and provide access to new tools for continuing mathematical exploration and invention.

**Year 8 and 9**
The goal in Year 8 is for students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives. Students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in, Number and Algebra, Measurement and Geometry, and Statistics and Probability.

#### Course Overview:

**Year 7**
This course provides opportunities for continued learning in the following areas:

- Using Measurement
- Estimating and Calculating with whole numbers
- Recognising and using patterns and relationships
- Using fractions, decimals, percentages and ratios
- Using special reasoning
- Interpreting statistical information

**Year 8**
This course provides opportunities for continued learning in the following areas:

- Decimals and percentages
- Index laws, whole number and variables
- Algebraic expressions and linear equations
- Coordinates and linear graphs
- Cartesian planes
- Rates and ratios
- Probabilities
- Representing and interpreting data
- Measurements for area and volume
- Problem solving
Course Overview:
Year 9
This course provides opportunities for continued learning in the following areas:

- Pythagoras theorem
- Linear graphs
- Direct proportion
- Algebraic expression
- Index laws
- Measurement, area and volume
- Probability and statistics

Requirements:
Students require a scientific calculator. Preferred option is the Casio fx-82AU PLUS II which is available from the College Business Office.

Pathways:
Year 7
Studying Mathematics to at least a basic level is seen as one of the fundamentals for future success in any area of life.

Year 8
This year lays the foundation for all future Secondary School Mathematics. By setting up good homework and home study techniques, the student will have the maximum chance of success. As in Year 7, Mathematics in Year 8 continues the extensive use of computer technology via programs including Mathletics and maths Quest for the Australian Curriculum eBook.

Year 9
Possible careers include: toolmaking, sheet-metal working, fitting and turning carpentry and plumbing, auto mechanics, tourism and hospitality, administrative and managerial employment in a wide range of industries, architecture and nursing and on to the professions of scientist and engineer.
### SCIENCE

<table>
<thead>
<tr>
<th>Aims and Objectives:</th>
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<tbody>
<tr>
<td>Middle Years Science seeks to build on the foundations laid in the Primary national curriculum program. Science is about the exploration of the physical, chemical and biological phenomena and laws of the God’s creation and humankind’s interactions with it. Living in our complex, technology dependent society demands a level of scientific literacy. Every job has some aspect of science or technology to be mastered or applied. Many well-paid careers require a competence in one or more science disciplines at either high school or university level. It aims to develop strong research, analytical and reflective skills within a Christian world view such that students are prepared to actively take part in a scientifically literate world as citizens or as practitioners in a science discipline at Senior Years and beyond.</td>
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<thead>
<tr>
<th>Course Overview:</th>
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<tr>
<td>Science has been developed as a series of independent yet interconnected units comprising three interrelated strands:</td>
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<tr>
<td>- Science inquiry skills - which focuses on skills essential for working scientifically.</td>
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<td>- Science as a human endeavour - which focuses on the nature and influence of science.</td>
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<tr>
<td>- Science understanding - which focuses on the important science concepts selected from one or more of the areas of Biological; Chemical; Physical; Earth and space sciences investigating.</td>
</tr>
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Each unit will explore one or more of the six overarching ideas of Patterns, order and organisation; Form and function; Stability and change; Scale and measurement; Matter and energy and Systems that comprise the Australian Curriculum to Year 10.

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<thead>
<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>Assessment will come from tests, bookwork, practical reports, assignments and observations. Assessments instruments will evaluate and report on student’s standards of work in the dimensions of:</td>
</tr>
<tr>
<td>- Understanding science concepts, application, role and relation of science to society</td>
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<tr>
<td>- Skills in experimentation, research, evaluation and communication</td>
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<table>
<thead>
<tr>
<th>Requirements:</th>
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<tbody>
<tr>
<td>There is usually one excursion or workshop each year, the cost of which will be added to the College fees. Students are encouraged to:</td>
</tr>
<tr>
<td>- Become aware of their surroundings, the living and non-living matter with which they interact.</td>
</tr>
<tr>
<td>- Read and view programs which show both the benefits and problems of man’s use and misuse of Science and Technology e.g. “Quantum” – ABC-TV, Science Journals in the Library and then to discuss attitudes to science and values that have emerged from viewing the program.</td>
</tr>
</tbody>
</table>
### Aims and Objectives:
SOSE aims to foster students’ abilities to:
- Investigate - gather and analyse information and draw their own conclusions supported by evidence
- Create - think laterally, transfer knowledge and skills from one situation to another, visualise
- Communicate - read, listen, interpret, translate and express ideas and information in a variety of forms
- Participate - work with others to solve problems, negotiate and enact plans for action

### Course Overview:
In SOSE (Studies of Society and Environment) we study History and Geography with some knowledge and skills from other disciplines such as Economics, Legal Studies, Politics and Sociology.

We study:
- The way people of the past lived and the causes and effects of events
- Our natural and human environments in local, regional and global contexts
- Aspects of culture

Greatest emphasis is on students’ learning skills:
- How to research information effectively using a range of reliable sources of information
- How to analyse and evaluate information in order to make informed judgements
- How to present ideas and arguments in a range of written and non-written forms
- How to undertake field research in geography, read maps, graphs and interpret data and explain natural and human processes around the world

### Assessment:
Assessment may include observations, conferencing, written tests or essays, journals, written and non-written research assignments, construction of time lines, field reports, performances, demonstrations and exhibitions and practical exercises.

### Requirements:
Our aim is to have students in each year level take part in at least one excursion outside the classroom so that they may gain first-hand experience of the work they are studying. Wherever possible, guest speakers are also brought into the school to give first-hand experience.

### Pathways:
SOSE gives an understanding for life in our environment and our society. The skills and knowledge taught enable us to function as informed and thinking citizens.
SOSE also provides a foundation for many forms of employment dealing with environment and society and equips students with the research, thinking and presenting skills to undertake any form of study at tertiary level.
ELECTIVE SUBJECT INFORMATION
### AGRICULTURE ELECTIVE

<table>
<thead>
<tr>
<th>Aims and Objectives:</th>
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</thead>
<tbody>
<tr>
<td>This course is designed to give students a basic background of agriculture as an industry that is important globally, nationally and locally for the production of food, fibre and other products. The major focus will be on crops, livestock and related industries that are relevant to the Sunshine Coast with the main emphasis on the practical aspects.</td>
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<table>
<thead>
<tr>
<th>Course Overview:</th>
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<tbody>
<tr>
<td><strong>Year 7</strong></td>
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<tr>
<td>This is a single term course covering fundamental agriculture concepts.</td>
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<tr>
<td>• Introduction to Agriculture</td>
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<tr>
<td>• Basic Plant Science</td>
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<tr>
<td>• Seeds</td>
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<table>
<thead>
<tr>
<th>Years 8 and 9</th>
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<tbody>
<tr>
<td>This is a year-long course with students choosing to complete the program in Year 8 or Year 9</td>
<td></td>
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<tr>
<td>• Soils</td>
<td></td>
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<tr>
<td>• Plant Production</td>
<td></td>
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<tr>
<td>• Animal Production</td>
<td></td>
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<tr>
<td>• Land care</td>
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</tbody>
</table>

This course will involve theoretical and practical work at school plus field trips to local farms and visits to Agricultural shows and expos.

<table>
<thead>
<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td><strong>Year 7</strong></td>
<td></td>
</tr>
<tr>
<td>Assessment will be on student class journal, SEEDS assignment and practical work.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Years 8 and 9</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Assessment will be by written tests, field and practical work, journal entries and assignments.</td>
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<table>
<thead>
<tr>
<th>Requirements:</th>
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<tbody>
<tr>
<td>Students will be required to be dressed in suitable work clothing while involved in practical activities. This includes a hat and covered footwear.</td>
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<tr>
<th>Pathways:</th>
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<tbody>
<tr>
<td>This course will better equip those students interested in a very broad area of either, working with or researching, plants or animals.</td>
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### ART ELECTIVE

**Aims and Objectives:**
Art is one of the most important means by which people express their God given creativity and communicate concepts visually in their daily lives. This program is designed to expose students to a variety of art techniques and develop in them an appreciation of art forms in their own society and that of others.

**Course Overview:**

**Year 7**
The aim of the course is to present students with a range of techniques and media through the exploration of an art theme over the term. Students will be introduced to the art process of research, development and resolution that is used in the production of all artwork.

**Years 8 and 9**
Units during the year will comprise of making (practical) and appraising (theoretical). Making units will focus on a range of media areas such as painting, drawing, sculpture, ceramics, printing and computer graphics. Appraising units will focus on a study of artists and cultures, past and present, that bear relationship to work studied in the making units.

The following elements will be covered over the two semesters:
- Elements and principles of design
- Drawing
- Painting
- Sculpture
- Printmaking
- Sculpture
- Pottery
- Art appreciation
- Collage and Montage

**Assessment:**

**Year 7**
Assessment will be based on the production of practical work folios and journal work completed in class and at home.

**Year 8 and 9**
Assessment is aimed at providing students with a range of assessment techniques, and a balance within the practical and theoretical areas. Practical work is in the form of folios of work and visual journals, while theoretical work will be in the form of research assignments and critiques.

**Requirements:**

**Year 7**
All equipment will be supplied.

**Year 8 and 9**
Students will need to supply an A4 120 page visual diary (blank drawing paper pages), a set of art pencils 2B, 4B, 6B, a small set of square end wooden handled brushes suitable for acrylic paint and a small pointed brush for detailed painting. These items will be available for purchase on Launch Day or from Secondary Reception during the school term. A small set of acrylic paints would be an advantage but not essential for students to work on projects at home. To help protect their uniform, students will need a navy blue T shirt available from the Uniform Shop. Over this a College-provided painting apron will be worn.

**Pathways:**
The study of Visual Art is advantageous for a continuing study of Art at University or TAFE. It would also be beneficial for those seeking employment in areas that require some degree of visual or design understanding.
**DANCE**

**Aims and Objectives:**
Dance is a human activity and an ever-changing form of expression that has been refined and changed over time to capture and convey images, ideas and feelings, while using the body as the instrument of communication. The Junior Dance program at Suncoast Christian College allows students to develop self-confidence and sensitivity, physical ability, body awareness, coordination and a sense of achievement. Students explore a variety of genres, whilst developing their awareness of action, space, time, and energy in a loving, caring and fun environment. It builds within students a better understanding of our relationships with others, the environment, society and most importantly with God our Creator.

**Course Overview:**

**Year 7**
This course acts as an introduction to dance concepts, performance and choreography.

**Year 8 and 9**
Dance introduces the elements and foundations of dance through exploring different genres of dance such as popular culture, musical theatre, contemporary and storytelling dance. Anatomy, safe dance principles, eating and body awareness as well as dance skills (technical and expressive), dance components, terminology and creative choreographic devices are explored throughout the course.

**Assessment:**
Junior Dance assessment focuses on three dimensions:
- Choreography - the making of movement (practical)
- Performance - the showing of movement (practical)
- Appreciation - the written and oral expression of dance

**Requirements:**
Suitable dance clothes that allow for freedom of movement are required to be worn every lesson. All students who study dance are encouraged to participate at College events such as the Musical, On Stage, Arts on Twilight and Presentation Night. This will require a small costume hire fee and the purchasing of basic costuming (e.g. t-shirt and leggings etc.).

**Years 8 and 9**
The viewing of live dance works is strongly encouraged. The costs range from $12.00 - $80.00 per work.

**Pathways:**
The Dance program at Suncoast provides students the opportunity to further develop their skill in various genres and context of dance. From studying dance, students can go onto University courses in Arts as well as auditioning for elite dance courses through major Australian dance companies. Besides the career of a professional dancer, which requires excellent training, discipline and dedication, students can also go into the role of a choreographer, dance instructor, school teacher, or artistic director. The opportunity also exists for students to go into administration, such as managing or event coordinator. The subject of dance can also act as a basis to further study in dance history, dance criticism, dance filmmaking, dance medicine/science and dance reconstruction/physiotherapy.
## DESIGN TECHNOLOGY

### Aims and Objectives:
To instruct students about Workplace Health and Safety and to train students to work sensibly and safely when inside the College’s timber and metal workshops. To train students about the design and manufacture processes. To develop the hand skills of every student, when they work practically manufacturing their products, one product is made during each term. To give students access to the available workshop equipment, suitable to their level of development.

### Pre requisites:
It is beneficial to have done a Design Technology course in earlier years however no-prerequisites are necessary apart from your having a willingness to work in a mature manner inside the College’s timber and metal workshops. You also must behave sensibly and closely follow all Workplace Health and Safety directives and rules.

### Course Overview:
Students perform Workplace Health and Safety induction training immediately after they commence Term 1. Students then participate in one to two weeks of theory lessons to help them understand the project, which they will soon make. During this instruction students are taught about the materials, tools and processes, which are required to manufacture the product, and for homework, each student must compile a design folio. Following this instruction, students commence manufacture of each product inside the workshops, using many of the available hand tools, and some of the machinery. Students spend the majority of their time working in a practical manner constructing their projects, within the College’s two workshops.

### Assessment:
During each term, students must submit one Design Folio, and manufacture one product.

### Requirements:
There are no special requirements. However the student must be physically capable of operating the machinery and equipment as well as displaying sensible conduct.

### Pathways:
Students wishing to continue in this field can do Design Technology when in Year 10. During Year 11, they are able to study the MSA10107 Certificate 1 in Manufacturing, and in Year 12 the LMF10108 Certificate 1 in Furnishings.
### DRAMA ELECTIVE

**Aims and Objectives:**
Because we are Christians, we have the belief that individually an imaginative and artistic God creates us. Therefore as humans, we have a deep, creative basis from which to draw. This innate sense of creativeness is apparent in all human life, and is encouraged to be celebrated in all its varied forms.

At Suncoast Christian College, we encourage each student to explore his or her own natural creativity through the Arts. As students engage in this field of study, they will be asked to reflect on their own personal interactions, and the broader dimensions of their community and society, in both historical and contemporary contexts.

In this program, students will endeavour to achieve a mastery of the elements of drama and the associated dimensions of forming, presenting and responding to drama. This program also fosters confidence, poise, self-development and expression of ideas and beliefs. It is a very helpful subject to a wide range of students.

**Course Overview:**

**Year 7**
Drama acts as an introduction to drama concepts, practices and performances.

**Year 8 and 9**
Students are introduced to the elements and foundations of drama, through exploring drama games and exercises, improvisation, mime, mask and movement. As well as children’s theatre, performance poetry and collage drama.

**Assessment:**
Junior Drama assessment focuses on three dimensions:
- **Forming** - the making of drama (practical)
- **Performing** - the showing of drama (practical)
- **Responding** - the written and oral expression and analysis of drama

**Requirements:**
Suitable drama clothes that allow for freedom of movement and modesty are required to be worn during rehearsal lesson. All students who study drama are encouraged to participate at College events such as the Musical, On Stage, Arts on Twilight and Presentation Night and may be a requirement for assessment.

**Year 8 and 9**
The viewing of live Drama works is strongly encouraged. The costs range from $6.00 - $60.00 per work which will be added to your College fee account. A Mime workshop is also held as part of the course and a fee to cover this ranging from $14.00 - $20.00 will be added to your College fee account.
## HOME ECONOMICS

### Aims and Objectives:

#### Year 7
Students will learn the basic skills such as: management and organisation, group dynamics and exploring and developing various skills. Students will also learn the importance of looking after themselves and helping at home.

#### Year 8 and 9
Students will learn a range of skills in both foods and textiles which will enable them to develop a greater degree of management and independence. The skills learnt will be valuable for the well-being of both the individual and the family, now and in the future.

### Course Overview:

#### Year 7
This course involves Textiles and Cooking. Students will be introduced to textiles which involves hand sewing and creative colouring of fabrics. They will also learn about food preparation, the use of equipment and basic nutrition.

#### Year 8 and 9
Students will learn and develop a variety of food preparation skills that will enable them to be more competent to help in family meal preparation. A knowledge of nutrition especially the needs of adolescents, meal planning and resource management.

In textiles students learn and develop skills in the use of equipment, knowledge of fibres, the use of colour and design which is all linked to the production of a variety of articles. These articles allow the students to develop their practical sewing skills.

### Assessment:

#### Year 8 and 9
Students will be required to complete both practical and theoretical assessment in both foods and textiles.

### Requirements:

#### Year 7
Students will be required to bring ingredients and containers to take home their cooking. Textile material will be provided by the College. A small cost will be added to the College fees.

#### Year 8 and 9
Cooking: Students are required to bring ingredients, cooking containers, tea towels and have a College apron.
Textiles: Students will need to provide basic sewing equipment and materials. Some items will be pre-purchased by the College and the cost will be added to the College fees.

### Pathways:
Home Economics provides a good foundation for Senior Home Economics and Traineeships.
# INFORMATION COMMUNICATION AND TECHNOLOGY

## Elective

### Aims and Objectives:
**Year 8 and 9**  
This course is designed to give students some basic skills in working with computer software. It will increase student competency in basic computer skills and extend their ability in the use of more creative software.

### Course Overview:
**Years 8 and 9**  
The course will involve using Microsoft software (Word, Excel and PowerPoint), Macromedia Software (Flash, Fireworks and Dreamweaver) and simple principles and processes in programming and robotics. Their involvement with the Microsoft software will increase student proficiency in everyday use. Their involvement with Macromedia will extend their skills in creating presentations which can incorporate graphics, animation, and websites. Their involvement in using simple programming and robotics will equip them with a greater appreciation of these processes in ICT now and into their future.

### Assessment:
**Year 8 and 9**  
Assessment will be by completing a series of tutorials in each area to develop basic skills and projects which allow students to integrate these skills.

### Requirements:
**Year 8 and 9**  
Students will need a USB to save their work to as a backup.

### Pathways:
This subject will provide opportunities for exploring various aspects of using computers. It will give them better insight into software use, which will assist in any area associated with Information Communication Technology.
**MUSIC ELECTIVE**

**Aims and Objectives:**
Students live in a world in which music has an important and pervasive presence. Music as an art form is a uniform language of creation, expression and social exchange. Creativity plays a vital role in the wellbeing and advancement of all societies.

Music involves singing, playing instruments, listening, moving, improvising and composing by manipulating the music elements to express ideas, considering specific audiences and specific purposes, through sound.

**Course Overview:**
Students will engage in music from a range of contexts, genres and styles from around the world.
- Students will listen to and analyse music through watching concerts on DVD and viewing live shows and performances.
- Students will compose music individually and within groups in class using real instruments and computer generated sounds. Students will also develop their control over music notation.
- Students will perform music individually and within groups in class, and participate in concerts within the College.

**Assessment:**
Assessment in Music is mostly practical based, with some written and oral tasks required to communicate an analysis of music. Assessment in music addresses the following criteria:
- Knowledge and understanding – the student’s interpretation of the use of musical elements
- Creating – the student’s ability to compose music
- Presenting – the student’s ability to perform music
- Responding – the student’s ability to analyse and discuss music
- Reflecting – the student’s ability to discuss his/her own progress

**Requirements:**
- Headphones
- Exercise Book including music staves
- Musical Instrument for practice at home (highly preferred but not essential)
- Concerts and live performances may arise that students will have the opportunity to attend

**Pathways:**
- Academic - composition, musicianship, musicology, performance, technology, music librarian/archivist, research assistant, technician
- Composition - freelance, theatre/dance, film/video/tv, community music, composer in residence
- Industry - arts administrator, community music officer, concert management, critic/reviewer, film/video/TV, radio, instrument building/maintenance, multimedia production, music management/promotion, retail industry, music notation/typesetting, music librarian/archivist, producer, recording engineer, live sound engineer, MIDI/computer programming
- Performance – accompanist, conductor, freelance, orchestral, chamber music, popular/rock/jazz, performer in residence, DJ
- Teaching - Government School classroom, Private School classroom, Government School instrumental, Private School instrumental, private instrumental, private theory.
<table>
<thead>
<tr>
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ELECTIVE SUBJECT SELECTION FORM
YEAR 8 and 9
2014

STUDENT NAME: ______________________________________________________________

PARENT/GUARDIAN EMAIL: ______________________________________________________

Please select **five** electives for study in Years 8 and 9, in rank order. In all likelihood, the student will be allocated to the first four choices, but a fifth is necessary should demand for a particular subject exceed the number of places available. Planning is an ongoing process and a student may alter selections as interests develop and gifts are discovered.

Please follow these steps to select the five electives:

1. Number the electives in rank order, from **1** to **5**, where 1 is the most desired subject.

2. Both the student and the parent/guardian sign and date the form.

3. Hand the completed form in to **Secondary Reception** or mail to the College.

- Agriculture
- Art
- Dance
- Design Technology
- Drama
- Home Economics
- Information and Communications Technology (ICT)
- Music

Student Signature: ______________________________________________________________

Parent/Guardian Signature: ______________________________________________________
Suncoast Christian College, established in 1979, is a dynamic co-educational independent institution which is committed to serving the needs of its students and their families.

Students from early childhood through to the Senior Years are immersed in comprehensive, relevant educational programs which foster excellence spiritually, academically, socially, culturally and physically. By operating from the same campus, the Primary together with Middle and Senior Years within the Secondary School facilitate a seamless curriculum which allows students to make the transition easily from one to the other.

Suncoast Christian College has accreditation status under the Education Act of 2001. The distinctly Christ-centred curriculum, developed from a biblical perspective and based on the current Queensland Studies Authority syllabuses, therefore, meets the requirements of State and Federal authorities. It is delivered by teachers of the highest calibre who actively model Christian values while offering an education aimed at developing excellent thinking strategies in an academically stimulating environment.