COLUMBA CATHOLIC COLLEGE
CHARTERS TOWERS

Shine at Columba

YEAR 7 AND 8 CURRICULUM HANDBOOK 2024

CONTENTS

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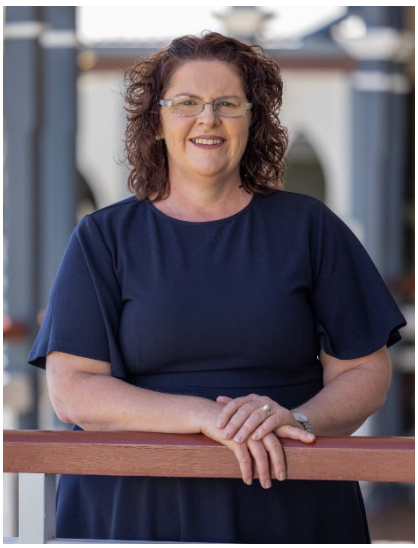
Shine at Columba

MISSION STATEMENT

Columba Catholic College inspires day and boarding students, in a climate of Courage, Commitment and Compassion, to grow in faith, purpose and knowledge. Founded on Catholic traditions, the College community encourages students to use their gifts and talents to pursue excellence and to be a 'Light to the World.'

FROM THE PRINCIPAL



Students progress through their learning on the Mt Carmel Campus in two stages: Years 7, 8 and 9; and then into the Senior Years of Years 10, 11 and Year 12.

There are distinct differences in the way learning is structured and engaged within each phase of learning. In Years 7 and 8 we offer a broad based learning program where students experience subjects within each key learning area so they have the opportunity to refine and build upon areas of interest and skill.

This Year 7 and 8 Subject Handbook is designed to give students a summary of their course of study. Learning in Years 7 and 8 is focused on developing students' study, organisational and time management skills, so they gain some enduring positive study and academic processes to enable them to learn with confidence and challenge across various subject areas.

I look forward to working with you into the future.

Melissa Turner
PRINCIPAL

YEARS 7 AND 8 CURRICULUM INFORMATION

All students in Years 7 and 8 will study a core curriculum based on the Australian Curriculum. The aim is to provide students with the opportunity to experience a diverse range of subject areas offered at Columba Catholic College before they begin to make subject selections in Year 9. Most subjects will be studied for the year with the exception of the rotational subjects which will be studied for one term.

YEAR 7 SUBJECTS:

CORE SUBJECTS:

- Religion
- English
- Mathematics
- Health & Physical education
- Humanities and Social Science – History, Geography, Economics and Business, and Civics and Citizenship
- Science

ROTATIONAL SUBJECTS (studied for one term):

The Arts

- Visual Art
- Music
- Drama
- Languages - Chinese

Technologies

- Agricultural Science
- Design and Technologies – Textiles Specialisation
- Design and Technologies – Materials and Technologies Specialisations
- Digital Technologies

YEAR 8 SUBJECTS

CORE SUBJECTS:

- Religion
- English
- Mathematics
- Health & Physical Education
- Humanities and Social Science – History, Geography, Economics and Business, and Civics and Citizenship
- Science

ROTATIONAL SUBJECTS (studied for one term):

The Arts

- Visual Art
- Music
- Drama
- Languages – Chinese

Technologies

- Agricultural Science
- Design and Technologies – Food Specialisation
- Design and Technologies – Engineering Principles and Systems
- Digital Technologies

ADDITIONAL INFORMATION

Homework/Study

Each student will be required to complete homework each night. This can take the form of work set by the teacher, a review of the day's work, assignment work or general revision of work completed earlier in the semester. Homework/study should be done under conditions where distractions, such as television, electronic devices and social media, are kept to a minimum.

Recommended study times

The following is a guide to the quantity of time to be spent completing homework and study at each year level. There will be times when these suggested timings are exceeded, especially prior to examinations and the submission of major assessment work. Care should be taken to maintain balance between study, sporting and recreational commitments.

YEAR LEVEL	QUANTITY OF HOMEWORK
7 & 8	1 - 1.5 hours 4 to 5 times a week

RELIGIOUS EDUCATION

RELIGION

WHY STUDY RELIGION?

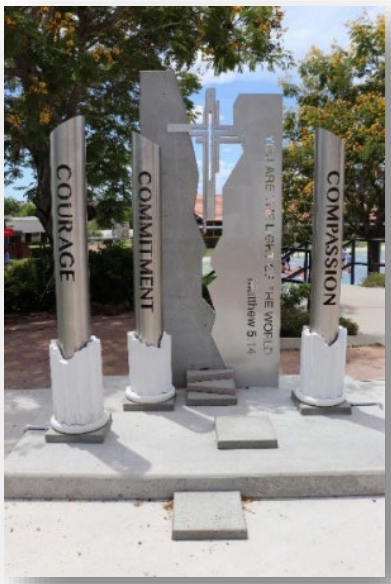
Religious Education plays an important role in the life of the College and is studied by all students. Religious Education aims to develop students' religious literacy, so that they may participate effectively in the life of their faith communities and wider society.

COURSE CONTENT

- In Religion classes students grow in their knowledge and appreciation of the Catholic faith tradition, other Christian traditions and other religions through studying scripture, the teachings of the Church, historical events and persons, as well as contemporary life. Religion classes provide opportunities for students to think critically and reflectively, engage in discussions and develop an understanding of the need for tolerance, sensitivity and justice in our world.
- Religion at Columba Catholic College incorporates elements of the Religious Life of the School, such as liturgy, prayer, meditation and retreat as compulsory additions to the course.
- The classroom teaching and learning of Religion is organised around four strands with three sub-strands for each:
  - Sacred Texts (Old Testament; New Testament; Christian Writings and Wisdom)
  - Beliefs (Trinity: God, Jesus the Christ, Spirit; Human Existence; World Religions)
  - Church (Liturgy and Sacraments; People of God; Church History)
  - Christian Life (Moral Formation; Mission and Justice; Prayer and Spirituality)

YEAR 7

- Beliefs and Believers
- Christian Communities Past and Present
- Common Beginnings
- Encountering Prayer, Journey in Faith
- Belief, Life and Faith



YEAR 8

- Head, Heart and Hands
- The Trinity
- The Prophet's Message
- God's Saving Plan
- Rituals, Believers and Beliefs
- What's the Message?
- Values, Virtues and Witnesses
- Through Word and Action

ASSESSMENT

- Assessment provides an indication of students' religious literacy. Assessment in Religion takes the form of both class based activities and assignment work. Examples of assessment items include research assignments, PowerPoint presentations, exams, the creation of pamphlets, storyboards, posters and oral presentations.

ENGLISH

ENGLISH

WHY STUDY ENGLISH?

The study of Foundation to Year 10 English is integral to the development of all young Australians. Students entering Year 7 English continue to build on the knowledge and skills learnt in their previous years of schooling. Across the Australian Curriculum: English, students explore diverse classic and contemporary literature from Australia (including the perspectives of Aboriginal and Torres Strait Islander peoples), Asia, and beyond.

Through English, students learn to analyse, understand, communicate, and build relationships with others and the world around them. Additionally, students acquire, develop, and refine their skills in grammar, punctuation, spelling, vocabulary, reading, comprehension, and visual literacy. As a result, Australian Curriculum: English aims to empower students to become "confident communicators, imaginative thinkers and informed citizens" (ACARA, English Rationale, 2014).

How is the Australian Curriculum: English structured?

The Australian Curriculum: English is organised into three interrelated strands that support learners' growing understanding and use of Standard Australian English. Together, the three strands focus on developing learners' knowledge, understanding, and skills in listening, reading, viewing, speaking, and writing. The three strands are:

- *Language:* knowing about the English language
- *Literature:* understanding, appreciating, responding to, analysing, and creating literature
- *Literacy:* expanding the repertoire of English usage.

In Year 7 and Year 8, each strand is used to develop, expand, and consolidate students' skills in listening to, reading, and viewing increasingly complex and sophisticated texts, and speaking, writing, and creating their own. Students listen, speak, read, view, and write in an integrated and interdependent way as outlined in the Australian Curriculum: English content descriptors.

COURSE CONTENT

The content for English in Years 7 and 8 at Columba Catholic College is organised into semester-based units. Each unit is designed to develop students' knowledge and understanding in accordance with the Australian Curriculum: English and includes a study of a variety of text types, including prose, drama, poetry, film, and media texts.

YEAR 7

Semester 1 – "Telling Tales"

Students investigate how stories are retold, adapted and exaggerated. They will examine how a range of spoken and written narratives can prompt emotional responses from audiences, before writing an imaginative piece of their own. They then move on to explore the enduring power of persuasive texts, including speeches by iconic figures, in a study of media and community and use persuasive language, structures and devices to prompt their classmates to take action in response to an issue of their choice.

Semester 2 – "Hear My Story"

Students will analyse how authors can create representations of fictional characters and events in novels, through an indepth study of the novel *Wonder* by R.J. Palacio. Students explore key aspects of the novel before writing two analytical paragraphs in response. Finally, they will investigate how filmmakers manipulate aesthetic features and stylistic devices in films to convey important messages before writing analytical paragraphs in an exam.

YEAR 8

Semester 1 – "Songlines"

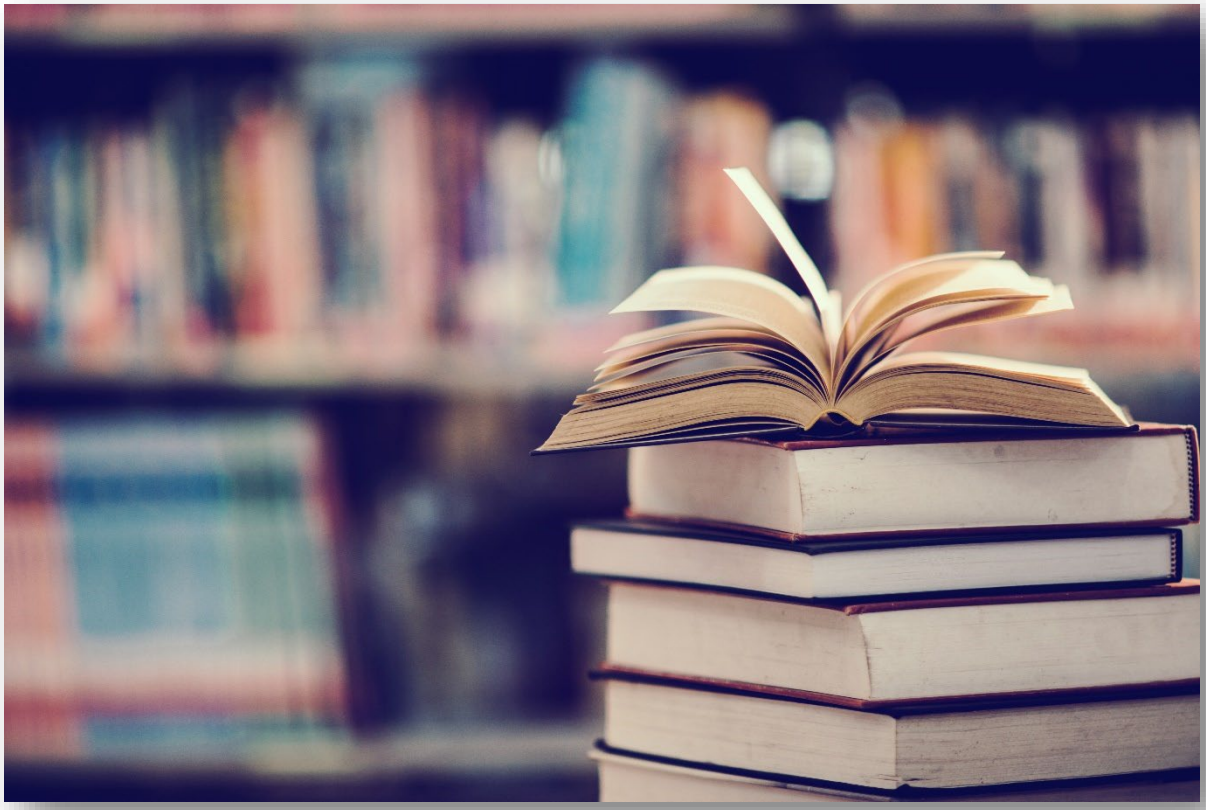
Students will analyse how Indigenous poets create representations of culture, identities, times and places in poems, before writing an analytical response in which they consider how readers may be influenced or affected by aesthetic and language choices. They then move on to study a novel with a view to creating their own narrative piece inspired by one of the themes or characters from the book.

Semester 2 – "Inspiring Minds"

Students will explore how a range of issues are represented in various texts, and how people's values influence their attitude towards and beliefs about contentious issues. Students will also examine the techniques of persuasion and strategies in order to develop a persuasive argument of their own. They then study a range of short stories and consider the impact of young adult fiction on teen readers before writing an imaginative response of their own.

ASSESSMENT

Students complete a wide variety of formative tasks and summative assessment composed in written or spoken modes; either analytical, creative or persuasive. Examples of assessment include: analytical paragraphs, persuasive speeches, narratives, etc. In Years 7 and 8, all summative assessment is profiled in folios of student work and matched to the Australian Curriculum as evidence of learning.



MATHEMATICS

MATHEMATICS

WHY STUDY MATHEMATICS?
Mathematics equips students with the skills to be confident, creative users and communicators of mathematics thus able to investigate, represent and interpret situations both at school and in their lives outside of school. Students also develop reasoning and communication abilities that assist them in all their subject areas.

COURSE CONTENT
Mathematics provides students with essential mathematical skills and knowledge organised around three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each strand is grouped into sub-strands given in Table 1.

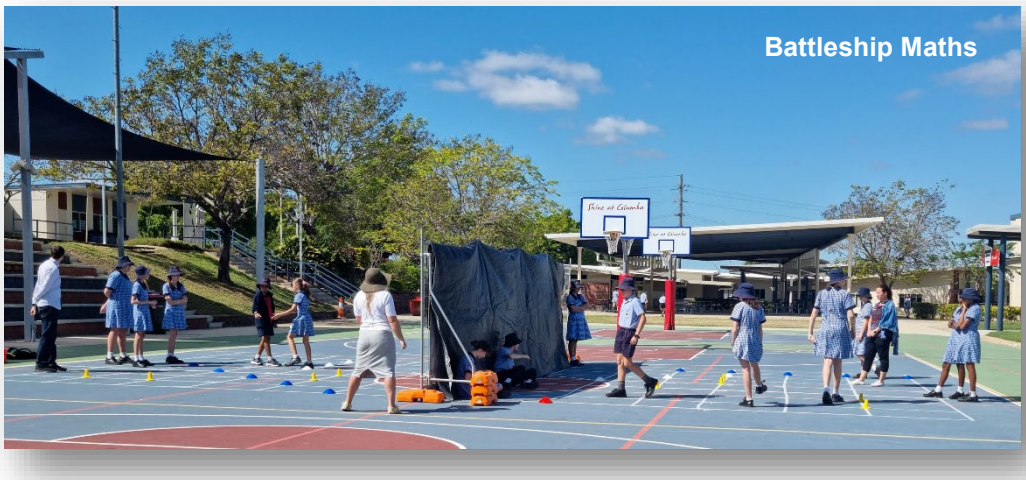
Table 1: Strands and sub-strands (Note: this is not the order of study throughout the year)

Number and Algebra	Measurement and Geometry	Statistics and Probability
Number and place value	Using units of measurement	Chance
Fractions and decimals	Shape	Data representation and interpretation
Real numbers	Geometric reasoning	
Money and financial mathematics	Location and transformation	
Patterns and algebra		
Linear and non-linear relationships		

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to solve familiar and unfamiliar problems by employing mathematical strategies efficiently.
Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and using mathematical knowledge and skills purposefully.

ASSESSMENT
Assessment can take many varied forms ranging from in-class tasks, exams, portfolios, assignments or problem-solving and modelling tasks.

USE OF CALCULATORS
The best buy for students in Years 7 & 8 is a scientific calculator (Casio FX82AU PLUS) that will last through the years of secondary schooling. We do not encourage the use of calculator apps on laptops for class work.



SCIENCE

SCIENCE

WHY STUDY SCIENCE?
The Foundation to Year 10 Australian Curriculum: Science is designed to develop students' interests in science and foster an appreciation of how science provides a means of exploring and understanding the changing world in which they live. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science, and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions. Students are given many opportunities to engage in practical work throughout the course.

How is the Foundation to Year 10 Australian Curriculum: Science structured?
The Foundation to Year 10 Australian Curriculum: Science is organised in three interrelated strands:

- Science understanding – which focuses on the important science concepts from across different areas of science.
- Science as a human endeavour – which focuses on the nature and influence of science.
- Science inquiry skills – which focuses on skills essential for working scientifically.

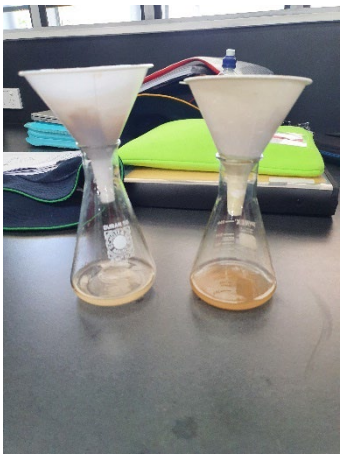
What are the overarching ideas?
There are a number of overarching ideas that represent key aspects of a scientific view of the world and bridge knowledge and understanding across the disciplines of science.

In the Foundation to Year 10 Australian Curriculum: Science, six overarching ideas support the coherence and developmental sequence of science knowledge within and across year levels. The overarching ideas frame student learning, and can contribute to developing students' appreciation of the nature of science.

The six overarching ideas that frame the Foundation to Year 10 Australian Curriculum: Science are:

- *Patterns, order and organisation*
- *Form and function*
- *Stability and change*
- *Scale and measurement*
- *Matter and energy*
- *Systems*

COURSE CONTENT
Science units allow students to engage across the major science disciplines in a comprehensive and authentic manner, and provide a strong foundation for those students wishing to pursue scientific educational pathways in Senior.



Year 7

- Introduction to Science
- States of Matter
- Our Place in Space
- Classification and biodiversity
- Food chains and food webs

Year 8

- Rock Cycle & Plate Tectonics
- Elements, Compounds and Mixture
- Energy Transfer and Transformations
- Cells and Multicellular Organisms

ASSESSMENT
Assessment techniques focus primarily on specific scientific skills. They include data tests, research investigations, student experiments, and examinations.

HUMANITIES AND SOCIAL SCIENCES

HUMANITIES AND SOCIAL SCIENCES

Encompasses the study of History, Geography, Civics & Citizenship and Economics & Business.

WHY STUDY HUMANITIES AND SOCIAL SCIENCES?
Through the Humanities and Social Sciences (HASS), students become well placed to contribute to Australia's ideas of a cohesive society, sustainable environment, productive economy and stable democracy. The 7 and 8 HASS Program involves knowledge, understanding and skill-focused learning in the fields of History, Geography, Civics and Citizenship, and Economics and Business.

HISTORY
Studying History provides students with opportunities to develop historical understanding through key concepts, including 'evidence', 'continuity and change', 'cause and effect', 'perspectives', 'empathy', 'significance' and 'contestability'. In Years 7 and 8, students undertake a series of depth studies with a focus on life in Ancient China and Egypt, as well as Medieval Europe and the Black Death in continental Europe.

COURSE CONTENT
Year 7: *Ancient China; Ancient Egypt*
Year 8: Medieval Europe; *The Black Death*

ASSESSMENT
Examples of assessment include: essays, short response tasks, oral presentations

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GEOGRAPHY
Geography provides a structured way of exploring, analysing and understanding the characteristics of places and regions around the world. Beyond the conventions of mapping and graphing, this involves the key geographical inquiry questions, as well as application of the geographical concepts of 'place', 'space', 'environment', 'interconnection', 'sustainability', 'scale' and 'change'. By studying physical (built and natural) and human geography across a two-year period, students work towards becoming global citizens.

COURSE CONTENT
Year 7: *Water in the World*; *Place and Liveability*
Year 8: *Landforms and Landscapes*; *Changing Nations*

ASSESSMENT
Examples of assessment include: exams, multimodal presentation, short response tasks

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CIVICS AND CITIZENSHIP
This area of study aims to provide students with a growing understanding of Australia's government and legal system, supporting them to become active and informed citizens who participate in, and sustain, Australia's democracy. In Year 7, students examine the key features of Australia's system of government and explore how the system aims to protect all Australians. In Year 8, students study citizens' responsibilities and freedoms; they consider how laws are made and how they are used, and examine what it means to be 'Australian' in the 21st century.

COURSE CONTENT
Year 7: *Exploring how Australia's legal and political systems protect citizens*
Year 8: *Exploring influences that shape citizenship in Australia's democracy*

ASSESSMENT
Examples of assessment include: short answer exams and portfolio booklet/multimodal presentations

ECONOMICS AND BUSINESS

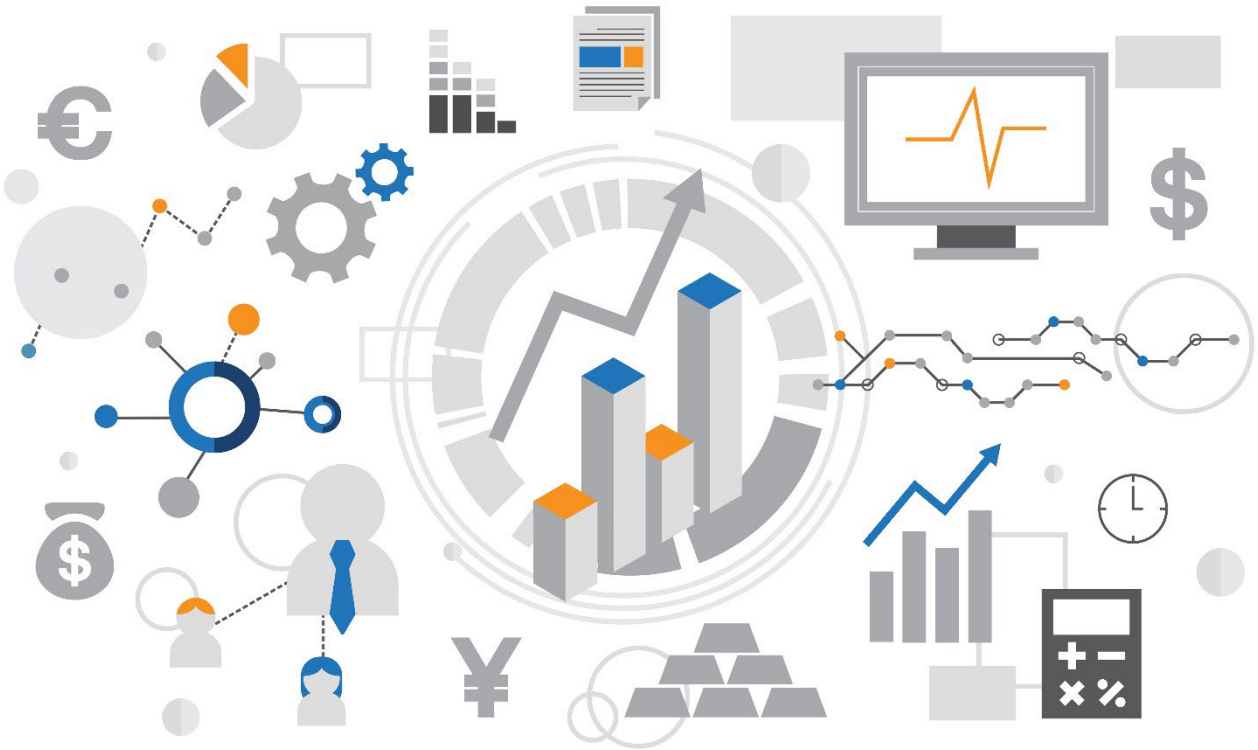
In Year 7 and 8 Economics and Business, students explore how individuals, families, communities, businesses and governments make decisions in relation to resource allocation. They examine aspects of economics, personal finance and business that underpin decision-making at a range of scales, and learn about the interdependence and unintended consequences of decision-making processes on consumers, businesses, governments and trade partners abroad. Students learn about entrepreneurialism and develop an emerging understanding of the interdependency of market consumers and producers.

COURSE CONTENT

Year 7: *Producing and Consuming*
Year 8: *Influences in the Market Place*

ASSESSMENT

Examples of assessment include: multimodal presentations, exams, short response tasks



HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

WHY STUDY HEALTH AND PHYSICAL EDUCATION?

In Health and Physical Education, students develop skills, understanding and willingness to positively influence the health and well-being of themselves and their communities. Through practical and theoretical components, students learn to participate confidently and competently in movement contexts and to take positive action regarding diversity, inclusion, consent and respect in different social contexts. Ultimately, students gain skills to respond to factors influencing health, safety, relationships, well-being and physical activity patterns in a rapidly changing world.

PRE-REQUISITES

Health and Physical Education is a compulsory subject in Years 7 and 8. Students are expected to engage in practical and theoretical components, each making up 50% of the overall mark. Students are strongly encouraged to demonstrate courage, commitment and compassion in all aspects of the subject, including wearing the correct sports uniform for practical lessons.

COURSE CONTENT

The course is approximately 50% theory and 50% practical.

Year 7

The Ultimate Teammate	Healthy Lifelong Habits	Respectful Relationships	Save Your Mates
Students participate in minor game sports to investigate practices that support fair play and inclusive participation. Students analyse the impact of changes and transitions during adolescence and strategies to support themselves and others whilst transitioning to secondary school.	Students explore healthy habits to support themselves and others, including nutrition and physical activity. Students participate in outdoor recreational activities using community spaces and outdoor settings and evaluate strategies to support increased participation.	Students examine the roles of respect, empathy, power and coercion in developing respectful relationships. They analyse factors that influence emotional responses and devise strategies to self-manage emotions. Students participate in a variety of net/wall games.	Students plan and implement strategies, using health resources to enhance their own and other's health and safety. Students participate in the Queensland Lifesaving Program; 'Save Your Mates' and swimming.

Year 8

Lifelong Fitness	Relationships and Recreation	Inclusive Communities	Healthy Lifelong Habits
Students utilise the College gym to design and justify strategies to increase physical activity levels. Students investigate how the media impacts others' attitudes, decisions and behaviours, and plan and implement strategies to enhance their own and other's health and well-being.	Students examine the roles of respect, empathy, power and coercion in developing respectful relationships, and continue to refine protective behaviours. Students participate in orienteering whilst utilising outdoor and community spaces.	Students participate in striking sports to demonstrate how movement strategies can be manipulated to improve movement outcomes. Additionally, they investigate strategies that influence how communities value diversity and promote inclusion.	Students extend their prior learnings of healthy habits in Year 7 to implement strategies to support themselves and others in making healthy and safe choices in a variety of settings. Students participate in expressive movement activities and plan and implement strategies to promote physical activity.

ASSESSMENT

Assessment includes practical assessment, as well as individual reports, project folios and examinations.

LANGUAGES

LANGUAGES - CHINESE

WHY STUDY LANGUAGES?

The Year 7 beginner pathway for Australian Curriculum: Languages (Chinese) enables students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in social life, and on their own participation and ways of being in the world (ACARA, 2018).

Learning languages uniquely broadens students' horizons to include the personal, social and employment opportunities presented by an increasingly interconnected and interdependent world. The interdependence of countries increasingly signifies that people in all spheres of life need to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that despite its status as a world language, a capability in English only is insufficient, in which a bilingual or multilingual capability has become the norm in most parts of the world. Languages have a key role in this context: they mediate the interpretation, creation and exchange of meaning among people in daily interactions within and across cultures.

The Year 7 and 8 Chinese language subject will be delivered as a rotational term subject.

COURSE CONTENT

The Australian Curriculum: Languages (Chinese) is organised into two interrelated strands that support students' growing understanding and use of languages (Chinese). Together the two strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Sub-strands are grouped under each strand, with content descriptions that, across the year levels, present elaborations for each sub-strand and a sequence of development of knowledge, understanding and skills.

The general capabilities and cross-curriculum priorities are explicitly included in the content descriptions and elaborations across the strands, as appropriate to the learning area.

Strand	Sub-strand
Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning.	Socialising
	Informing
	Creating
	Translating
	Reflecting
Understanding: analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.	Systems of language
	Language variation and change
	The role of language and culture

YEAR 7 CHINESE

- Who Am I?

YEAR 8 CHINESE

- My Friends

ASSESSMENT

Reading and Writing Exam
Speaking and Listening Exam

"Ni hao"

"Hello"

TECHNOLOGIES

DIGITAL TECHNOLOGIES

WHY STUDY DIGITAL TECHNOLOGIES?

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 creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. 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.

Digital Technologies provides students with 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 students to be regional and global citizens capable of actively and ethically communicating and collaborating.

(Australian Curriculum Digital Technologies Rationale)

COURSE CONTENT

YEAR 7

- Networks and Systems
- Cybersafety
- Binary Computer Language

ASSESSMENT

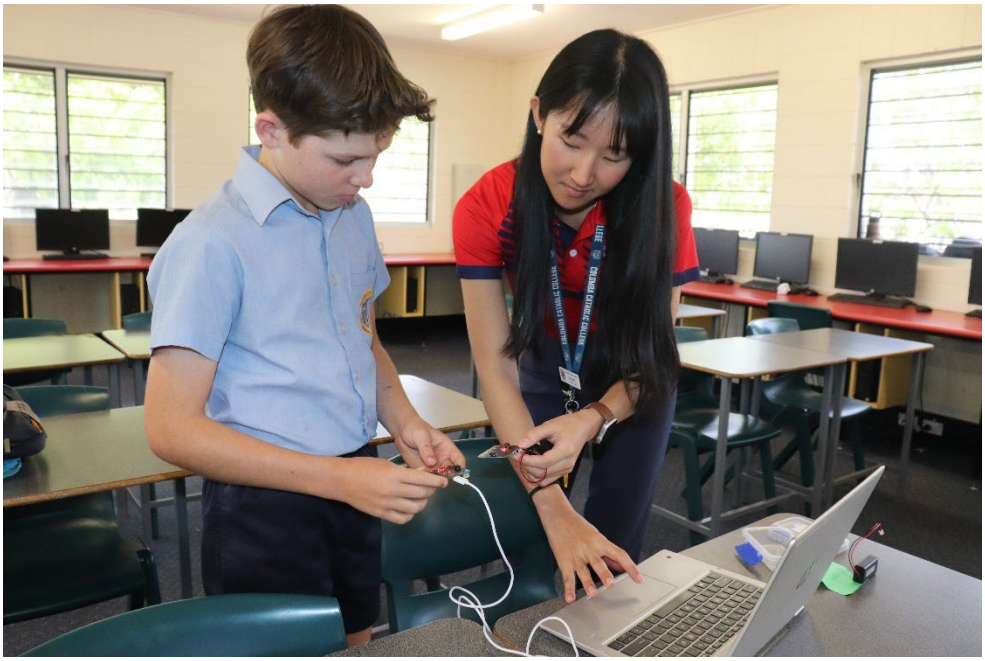
Portfolio of tasks

YEAR 8

- Programming and Coding
- Computational Thinking
- Website Fundamentals

ASSESSMENT

Portfolio of tasks



DESIGN AND TECHNOLOGIES
TEXTILES SPECIALISATION/ FOOD SPECIALISATION

WHY STUDY TEXTILES AND FOOD SPECIALISATION?

Design and Technologies is a subject that integrates design theory with practical projects to give students an opportunity to design, produce and evaluate creative solutions to real life needs and opportunities. Using a scaffolded design process as a central framework, students are encouraged to create innovative design solutions within both food and fibres contexts. The practical projects provide an opportunity for students to explore working with traditional, contemporary and emerging technologies used in food and textiles contexts.

Design and Technologies - Food Specialisation will involve students exploring the fundamentals of food preparation in our contemporary, fast-paced society in order to produce nutritious and delicious meals and snacks for themselves and others. Design and Technologies - Textiles Specialisation will enable students to explore the use of textile products in their everyday lives. The characteristics of fibres, construction techniques and care of textiles will be investigated. In both food and fibre contexts students will consider the needs of others when deciding what will be produced.

Design and Technologies will enhance students' ability to participate effectively in both paid and unpaid workplaces. It develops the ability to think critically and solve problems related to home and family life, as well as in the paid workforce.

COURSE CONTENT

YEAR 7: TEXTILES SPECIALISATION

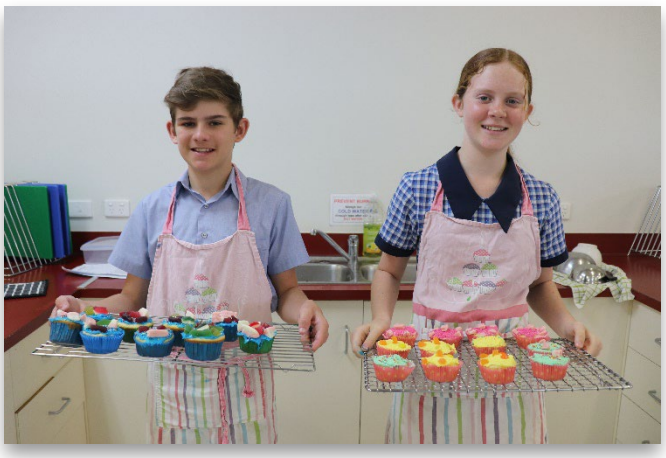
- Fibres: Protect It!

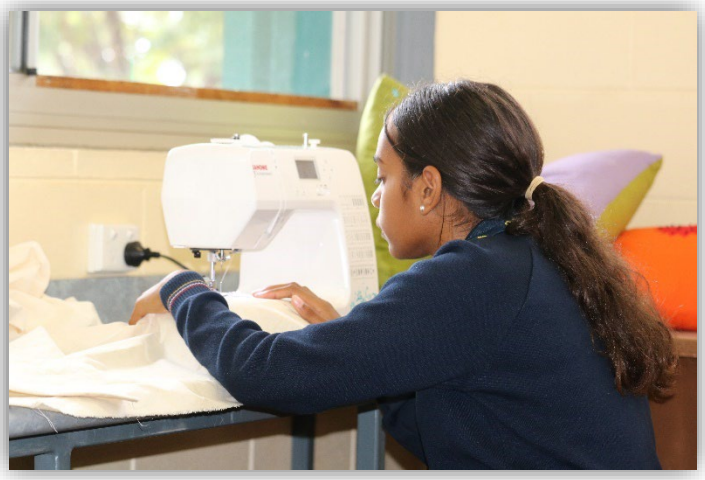
YEAR 8: FOOD SPECIALISATION

- Foods: Fusing Cultural Diversity

ASSESSMENT

Assessment is geared towards designing solutions for practical problems encountered in the food and fibre context, and takes the form of a Design Journal and Product.





DESIGN AND TECHNOLOGIES
ENGINEERING PRINCIPLES AND SYSTEMS/
MATERIALS AND TECHNOLOGIES SPECIALISATIONS

WHY STUDY DESIGN TECHNOLOGIES ENGINEERING PRINCIPLES AND SYSTEMS/MATERIALS AND TECHNOLOGIES SPECIALISATIONS?

Design Technologies is a subject that integrates design theory with practical workshop-based projects to give students an opportunity to design, manufacture and evaluate creative solutions to everyday problems. Using a scaffolded design process as a central framework, students are encouraged to create innovative design solutions within specific focus areas of study. These include product, systems and environmental design. The practical projects provide an opportunity for students to explore working with plastics, wood, metal and electronics.

The College's workshop and manufacturing technologies allow students of all skill levels to combine Computer Aided Design (CAD) with contemporary manufacturing technology to produce high quality design solutions as practical projects.

The safe use of workshop equipment is a key concept in this course and all students are taught, and required to demonstrate, a clear understanding of Workplace Health and Safety (WHS) practices.

PRE-REQUISITES

None required, however all students must have a pair of leather shoes.

COURSE CONTENT

YEAR 7: MATERIALS AND TECHNOLOGIES SPECIALISATIONS

- Store It: Students design and produce a storage solution that meets a specified problem.

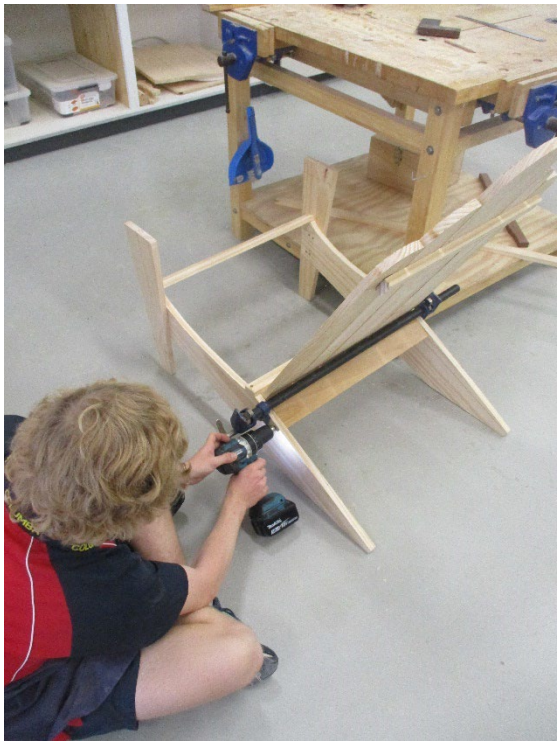
YEAR 8: ENGINEERING PRINCIPLES AND SYSTEMS

- Make it Move: Students design and produce a simple machine that performs a simple task.

ASSESSMENT

Assessments for each subject include:

- Skill development projects
- Design journal and project



DESIGN AND TECHNOLOGIES
AGRICULTURAL SCIENCE

WHY STUDY AGRICULTURAL SCIENCE?
Agricultural Science leads to many careers as the contemporary agriculture sector offers opportunities in science, business, design, tourism, farming and engineering. Climate science and global food security pose enormous challenges to Australia's primary industries. It is critical for the health of our economy, environment and population that agricultural industries are developed ethically and sustainably.

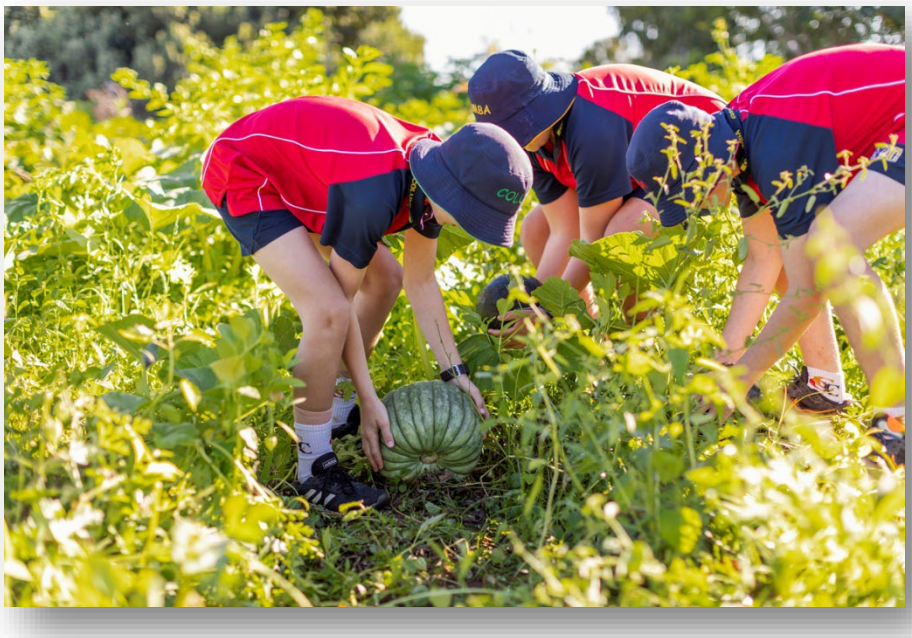
Agricultural Science is designed to provide a basic understanding of the relationships between plants, animals and human beings in contemporary society. The subject aims to highlight to students the importance of sustainable agriculture in all facets of everyday life, and is therefore of benefit to all students. The skills and knowledge obtained as a result of studying this course will be of value in many and varied life roles. All courses provide practical, hands-on experience at the College's Agriculture Farm as well as offsite excursions and theoretical aspects to support learning.

COURSE CONTENT:
Year 7 and 8 Agricultural Science units provide both theoretical and practical learning opportunities for students. In these units, students investigate food and fibre production systems and develop an understanding of the importance of sustainable practices. Students are provided with hands-on, authentic learning experiences including the use of technology in Columba's Agricultural centre.

Year 7: Food and Fibre Production: Gardening – it grows on you!
Year 7 students learn about market gardening including soil types, vegetable production and pest management. In Columba's Market Garden, students learn through practical lessons managing their own garden plots, worm farm and compost bins. Using technology such as soil moisture probes and weather stations, students learn about factors that influence market gardening and design.

Year 8: Food and Fibre Production: From Paddock to Plate
Year 8 students learn about food and fibre production with a specific focus on the sheep industry. The unit provides practical, hands-on experience managing Columba Downs Station. Using technology such as GPS grazing collars and grazing management software, students learn to analyse data, make paddock assessments and design solutions for practical problems.

ASSESSMENT
Students complete both practical and theoretical assessment tasks whereby they design a solution for practical problems encountered in the agricultural science context.



THE ARTS

DRAMA

WHY STUDY DRAMA?

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. (ACARA, 2015)

- It will increase your self-esteem and confidence.
- You will express your creativity in a variety of ways. In drama there is no right or wrong, creative play is encouraged and mistakes are often happy accidents. "Creative people do things. They make. They assemble. They put together. They make connections where connections were not previously apparent".
- You will learn the skills of listening, negotiating and communicating.
- You will develop higher order thinking skills. We can often be limited by our own attitudes and beliefs. Drama requires us to view things from multiple perspectives, inviting us to share control of a narrative between different players. This automatically widens our perspectives, allowing us to synthesise and evaluate information at a much higher level.
- You will learn how to work in a team effectively. Drama is full of games, or rather complex group dynamics and team building exercises. Learning how to work collaboratively is a precious and important skill. Drama helps you learn how to let go of what you want to say and respond to others' viewpoints or actions in a safe and fun environment.
- You will learn how to put on a theatre show or performance.
- You will become a better writer and therefore increase your literacy and numeracy skills, through script writing, performance and performance analysis.
- You will have fun while learning new knowledge and skills.

COURSE CONTENT

In 7 and 8 Drama you will explore skills and knowledge related to: The elements of drama, team building games, voice, movement, performance skills, script work, basic scripting, stage/set/costume design, annotating scripts, parts of the stage and improvisation.

ASSESSMENT

YEAR 7

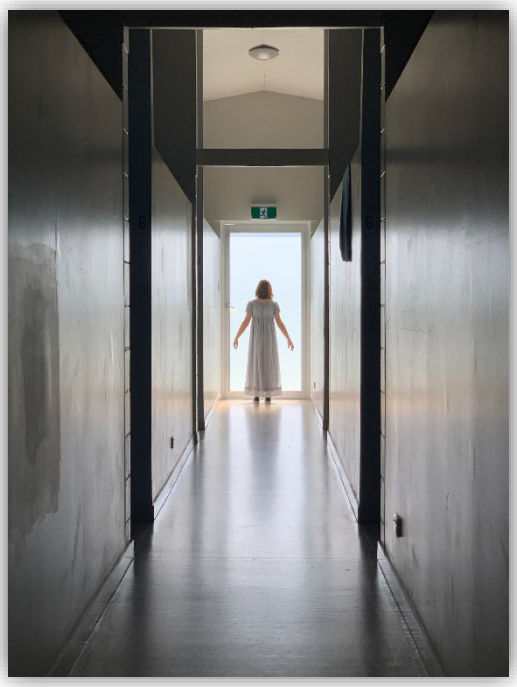
Making:

- Forming: Students create an individual piece – an alternate ending to the studied play text.
- Performing: Students perform a scripted dramatic piece from a set play text

YEAR 8

Responding:

- Students respond to the elements of Drama in a written piece.



MUSIC

WHY STUDY MUSIC?

Apart from being one of The Arts, Music as a learning discipline involves numerous aspects of mathematics, science, language and humanities. In addition, it develops motor co-ordination, self-confidence and personal expression. Music also promotes understanding of different cultures.

There are, then, many different reasons for learning music, ranging from affective appreciation to the acquisition of professional skills leading to a musical career. Through the study of music, various faculties may be developed depending on the particular intelligence style of a student.

Our music program aims to embrace all aspects of music education and to fully nurture the potential of each student. Further musical training is available through the College Instrumental Program.

This strand of The Arts key learning area focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music. This develops the ability to hear what is seen and see what is heard.

Students learn to recognise and interpret emotional, spiritual and expressive content in the music they hear and perform. Meaning is constructed through engagement with music that is carefully chosen for its musical content, with the abilities, experience, needs and prior knowledge of students in mind. By singing, playing instruments, listening, moving, improvising and composing, students experience satisfaction and enjoyment as they learn.

Students engage with the practices of listening, performing, composing and the elements of music to develop musical skills, knowledge, techniques and processes as they explore a range of contexts, styles and materials from a range of view points.

COURSE CONTENT

Years 7 and 8 follow the Australian Curriculum for "The Arts" key learning area. All students begin at an introductory stage and work their way through building skills in aural identification, singing, playing, reading and writing music. Different genres of music and different forms / mediums of performing are used.

ASSESSMENT

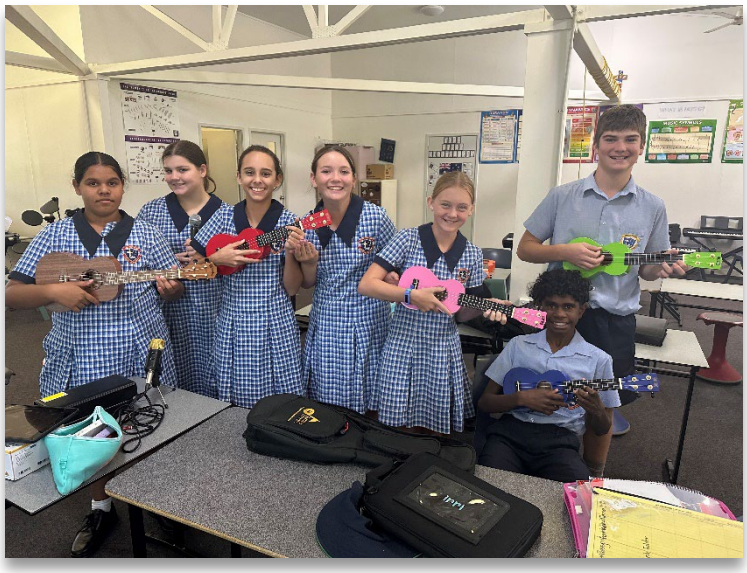
YEAR 7

- Composing and Performing: Students will compose a piece utilizing learnt compositional techniques and perform a given piece using an instrument of choice.

YEAR 8

- Responding: Students will respond to given pieces of music to analyse and evaluate.

Students are also given the opportunity to perform at school events, or attend excursions to view live music or theatre.



VISUAL ART

WHY STUDY VISUAL ART?

Through participating in visual arts activities, students are provided with opportunities to develop:

- Visual perception, visual language and visual problem-making and problem-solving skills
- The ability to use visual literacy and communication to express ideas, feelings, experiences and observations
- Knowledge of the elements, concepts, forms, materials and processes of visual arts and an ability to use them as a means of personal expression
- An awareness of aesthetic domain and its relation to the visual arts
- An ability to rework and refine visual arts ideas and concepts
- Knowledge and understanding of the visual arts in various cultural, social and historical contexts.

COURSE CONTENT

YEAR 7

Students will use different techniques and media exploring the Elements of Design. They will utilise opportunities to display their work and begin analysing artworks from a variety of social and historical contexts.

YEAR 8

An introduction to the Visual Arts course exploring the Elements of Art through Aboriginal paintings. Students will use a variety of media and techniques including drawing, painting and digital manipulation. They will utilise opportunities to display their work and begin analysing artworks from a variety of social and historical contexts.

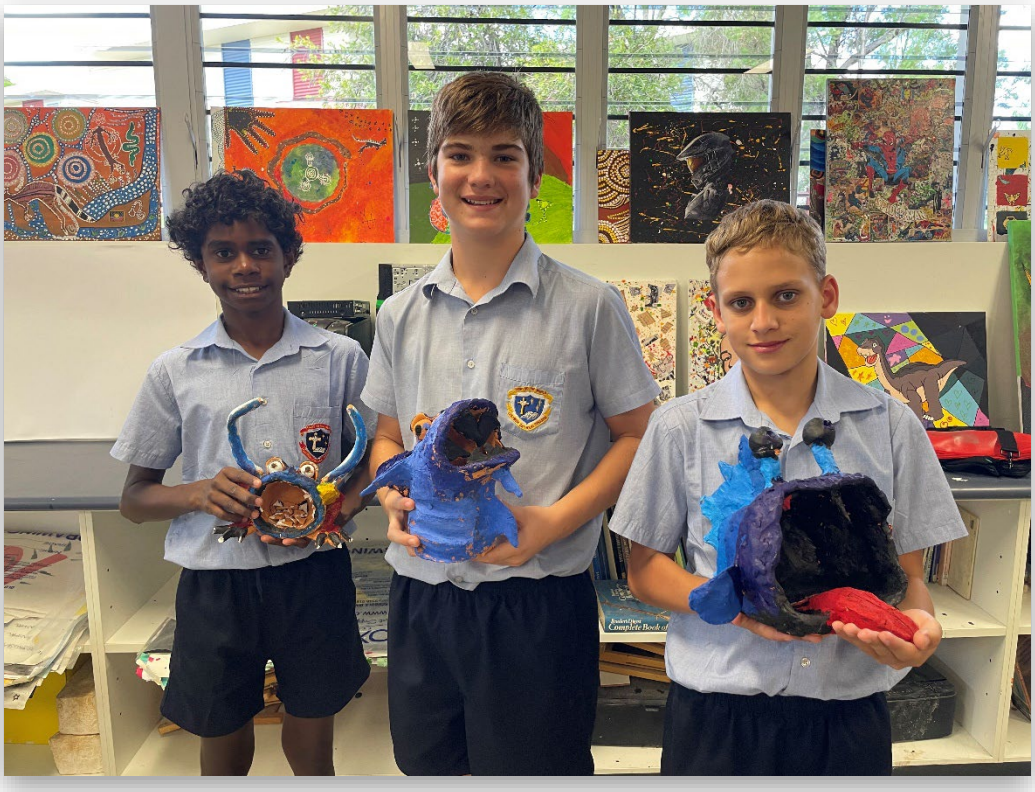
ASSESSMENT

YEAR 7

- Folio of practical work including 2D and 3D works and one written assignment

YEAR 8

- Folio of practical work and one written assignment



STAFF CONTACT LIST

SENIOR LEADERSHIP TEAM

LEADERSHIP POSITION	STAFF MEMBER	EMAIL
Principal	Mrs Melissa Turner	principal@columba.catholic.edu.au
Deputy Principal Administration	Mrs Maria Peck	mpeck@columba.catholic.edu.au
Deputy Principal Pastoral & Residential	Mr Dan Kyle	dkyle1@columba.catholic.edu.au
Assistant Principal Religious Education	Ms Christine O'Sullivan	cosullivan@columba.catholic.edu.au

CURRICULUM MIDDLE LEADERS

If you would like any further information about any of the subjects outlined in this handbook, please contact the relevant Curriculum Middle Leader.

DEPARTMENT	STAFF MEMBER	EMAIL
Religious Education	Ms Christine O'Sullivan	cosullivan@columba.catholic.edu.au
English	Ms Clare Stead	cstead@columba.catholic.edu.au
Mathematics	Mr Khalid Almaktoum	kalmaktoum@columba.catholic.edu.au
Humanities and Languages	Mr Michael Ku	mku@columba.catholic.edu.au
Health and Physical Education	Mr Callan Newman	cnewman2@columba.catholic.edu.au
Science	Mrs Maggie Georgopoulos	mgeorgopooulos@columba.catholic.edu.au
Technologies	Mr Dean Johnston	djohnston2@columba.catholic.edu.au
The Arts & Culture	Mrs Georgina Porter	gporter@columba.catholic.edu.au
Inclusive Education (Acting)	Mrs Georgina Porter	gporter@columba.catholic.edu.au

PASTORAL LEADERS

POSITION	STAFF MEMBER	EMAIL
Year 7 and 8 Pastoral Middle Leader	Miss Madeleine Carter	mcarter2@columba.catholic.edu.au
Year 9 and 10 Pastoral Middle Leader	Ms Mel Stephenson	mstephenson1@columba.catholic.edu.au
Year 11 and 12 Pastoral Middle Leader	Mr Haydn Champion	hchampion@columba.catholic.edu.au

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