



Middle School Curriculum Handbook



Includes:
Subject Selection
Years 9 and 10

Spectrums of Learning at Faith Lutheran College, Redlands

Junior School		Middle School			Senior School	
Prep - Year 6		Year 7	Year 8	Year 9	Year 10	Year 11 and 12
<ul style="list-style-type: none"> Christian Studies English Mathematics Humanities and Social Sciences: <ul style="list-style-type: none"> History Geography Civics and Citizenship Health and Physical Education Science The Arts: <ul style="list-style-type: none"> Dance Drama Media Arts Music Visual Arts Technologies: <ul style="list-style-type: none"> Design and Technologies Digital Technologies Health and Physical Education Languages: <ul style="list-style-type: none"> Japanese (Year 5-6) 	Core Subjects	<ul style="list-style-type: none"> Christian Studies English Mathematics *History and Geography Health and Physical Education Science <p>*(History & Geography – 1 subject per semester)</p>	<ul style="list-style-type: none"> Christian Studies English Mathematics *History and Geography Health and Physical Education Science <p>*(History & Geography – 1 subject per semester)</p>	<ul style="list-style-type: none"> Christian Studies English Mathematics History Health and Physical Education Science 	<ul style="list-style-type: none"> Religion and Ethics English Mathematics History Health and Physical Education Science 	Authority Subjects <ul style="list-style-type: none"> English English Extension (Year 12 only) Biology Business Communication & Technologies Chemistry Drama Geography Graphics Home Economics Information Technology Systems Japanese Legal Studies Mathematics A Mathematics B Mathematics C Modern History Music Physical Education Physics Science 21 Technology Studies Visual Art
	Career and Cultural Subjects	<ul style="list-style-type: none"> Japanese (LOTE) <p>1 Term course of study (2 electives per cycle, one from each rotation)</p> <p>Rotation 1</p> <ul style="list-style-type: none"> Drama Home Economics Music Technology and Design <p>Rotation 2</p> <ul style="list-style-type: none"> Graphics ICT Media Studies Visual Art 	<ul style="list-style-type: none"> Japanese (LOTE) <p>1 Term course of study (2 electives per cycle, one from each rotation)</p> <p>Rotation 1</p> <ul style="list-style-type: none"> Drama Home Economics Music Technology and Design <p>Rotation 2</p> <ul style="list-style-type: none"> Graphics ICT Media Studies Visual Art <p>Students do not complete 1 term courses when doing Music Extension. ('Music Extension' course is provided for students in Year 8 who wish to take a specialised Music path which will lead to Senior Music at the College.)</p>	<p>(students choose 3)</p> <ul style="list-style-type: none"> Technology and Design Home Economics Music Drama Business Studies Visual Art Information and Communication Technology Japanese (LOTE) Geography 	<p>(students choose 3)</p> <ul style="list-style-type: none"> Technology and Design Home Economics Music Drama Business Studies Visual Art Information and Communication Technology Japanese (LOTE) Geography 	VET Programs <ul style="list-style-type: none"> Certificate III in Business (BSB30115) Certificate II in Hospitality (SIT20113) Certificate III in Fitness (SIS30315) SAS Subjects <ul style="list-style-type: none"> English Communication Furnishing Skills Pre-Vocational Mathematics Visual Arts in Practice
		<ul style="list-style-type: none"> Pastoral Care Group Productive Enrichment Program (PEP) 	<ul style="list-style-type: none"> Pastoral Care Group Productive Enrichment Program (PEP) 	<ul style="list-style-type: none"> Pastoral Care Group Productive Enrichment Program (PEP) 	<ul style="list-style-type: none"> Pastoral Care Group Productive Enrichment Program (PEP) 	<ul style="list-style-type: none"> Religion and Ethics PCG/Assembly QCS Masterclass
					<ul style="list-style-type: none"> School-based apprenticeships and traineeships, TAFE 	<ul style="list-style-type: none"> School-based apprenticeships and traineeships, TAFE



Faith Lutheran College, Redlands

Faith in Christ... prepared for life

FAITH VALUES: LOVE, JUSTICE, COMPASSION, FORGIVENESS, SERVICE,
HUMILITY, HOPE, QUALITY, APPRECIATION, COURAGE

Faith Lutheran College, Redlands aims *to provide quality education in which the gospel of Jesus Christ informs all learning and teaching, all human relationships and all activities.*

The College's mission is to **provide quality learning opportunities while nurturing the development of all students in a Christ-centred community.**

To support this Mission the School aims to:

- provide for each child's instruction in God's Word and its place in our lives;
- provide a setting where children can respond to God's Word through worship and the development of Christian values, attitudes and relationships;
- provide for each child a wide range of experiences and activities which will stimulate interest in, and desire for learning;
- provide an atmosphere where each child is encouraged to recognise and develop their individual God-given talents as fully as possible;
- give each child quality instruction in learning areas across the curriculum as a foundation for future learning;
- stimulate interest in, and to provide opportunities for, growth in creative and cultural pursuits;
- provide opportunity for the total mental, physical, emotional, social and spiritual growth of each child in a single setting;
- command an atmosphere in which learning is valued, excellence is encouraged and honest effort is recognised and praised regardless of academic capabilities; and
- provide each child with an integrated vision and understanding of the whole of creation and all of life under the Lordship of Christ.

Central to the College's mission and ministry, Faith seeks to nurture students who are guided by core values and reflect the characteristics of God - especially love, justice, compassion, forgiveness, service, humility, hope, quality, appreciation and courage.

The College also seeks to foster in students a desire to serve their communities by being:

- self-directed, insightful investigators and learners;
- discerning, resourceful problem solvers and implementers;
- adept, creative producers and contributors;
- open, responsive communicators and facilitators;
- principled, resilient leaders and collaborators; and
- caring, steadfast supporters and advocates.

Faith Lutheran College, Redlands sees each student as unique and offers an education program that will allow each student to develop their God-given abilities as fully as possible, providing programs for students with disabilities as well as those assessed as gifted and talented.

The College offers students and families:

- a caring and supportive Christian community;
- committed and competent Christian staff;
- innovative, new and exciting best practice in developing new facilities;
- high expectations for all in the community; and
- a broad range of experiences and subjects including Vocational Education options across Prep to Year 12.

Table of Content	Page
Introduction	5
Core Key Learning Areas	7
Christian Studies	8
English	9
Geography	11
Health and Physical Education	12
History	13
Mathematics	15
Science	16
Japanese (Year 7 and 8)	18
Career and Cultural Subjects	19
Arts	20
Drama	21
Music Year 7	23
Music Year 8 and Music Extension	24
Music Year 9	25
Visual Art and Media	26
Japanese (Year 9)	28
Technology	29
Business Studies	30
Home Economics	31
Information and Communication Technology	33
Technology and Design	34
Graphics	35
Year 10 – Optional Subjects	36
Graphics	36
Legal Studies	37
Inclusive Education	38
Middle School Camping and Outdoor Education Program	39
Extra-curricular Activities	40
The Associated Schools – Greater Brisbane Conference (TAS GBC Sports)	41

Introduction

Middle School, or the Middle Phase of Learning, is the transition years between the Junior School and Senior Phase of Learning. At Faith, it comprises Years 7 to 9. The curriculum at Faith Lutheran College, Redlands follows the Queensland Studies Authority Essential Learnings or the Australian Curriculum (English, Mathematics, Science, History and Geography).

The purpose of this booklet is to inform parents and students about the Key Learning Areas and Career and Cultural Subjects that are available to students, and the content that is covered at each year level. It also outlines expectations concerning homework and the nature of assessment in Middle School.

The Core Key Learning Areas are:

- Christian Studies
- English (Australian Curriculum)
- Geography (Australian Curriculum)
- Health and Physical Education
- History (Australian Curriculum)
- Mathematics (Australian Curriculum)
- Science (Australian Curriculum)
- Japanese

The Career and Cultural Subjects are:

- The Arts
 - ❖ Drama
 - ❖ Music Year 7
 - ❖ Music Year 8
 - ❖ Music Year 9
 - ❖ Visual Arts and Media Arts
- Languages other than English (Japanese)
- Technology
 - ❖ Business Studies
 - ❖ Home Economics
 - ❖ Information and Communication Technology
 - ❖ Technology and Design
 - ❖ Graphics

Homework

In the Middle School, students can expect to have between one and one and a half hours (1 – 1½ hours) of homework each night. Students should regularly spend around 20 minutes per night on a Core Key Learning Area or Career and Cultural Subject. Generally students should do 1 hour of engaged learning per week for each year they are at school. Year 7 – 7hrs per week, Year 8 – 8hrs per week and Year 9 – 9 hrs per week.

The work is designed to:

- consolidate classroom learning;
- complete what has been begun in class;
- stimulate interest in a topic;
- extend the student's learning;
- encourage independent learning; and
- complete formal assessment.

Assessment

The purpose of assessment is to allow students opportunities to demonstrate what they know, and can do with what they know, in each Key Learning Area and Career and Cultural

Subject. It also informs teachers about how effectively they are teaching, and how effective the learning process has been for students. Assessment also informs teachers' future planning.

Students will be assessed at regular intervals in a variety of ways. The Queensland syllabi indicate four ways that teachers can evaluate and assess students' performance. They are:

- teacher observation;
- consultation;
- focused analysis; and
- self and peer evaluation.

Of these, focused analysis is the one that will impact on home the most. Focused analysis, or formal assessment, might include such tasks as:

- assignments;
- projects;
- practical demonstrations;
- reports;
- artistic writing;
- oral presentations;
- multimedia presentations;
- group work such as debates;
- tests;
- exams; and
- construction of products.

Calendars are collated on the College website (www.flcr.qld.edu.au) each term informing parents, carers and students of due dates of formal assessment for each subject. This calendar should be used to assist students to plan and organise their studies. It should be used in conjunction with the Student Organiser and Microsoft OneNote.

It is expected that students, with teacher guidance, will prepare for focused analysis during class lessons and homework time. Class time will be given for students to work on assessment and clarify concerns with teachers. If students are absent during assessment tasks, teachers may organise for that student to complete the assessment at another time; or, if appropriate, use an alternative means to assess a student's progress in the unit of work. It is important for parents to contact the teacher if there is a concern with assessment.



Core Key Learning Areas

Christian Studies English

Geography (Years 7 and 8)

Health and Physical Education

History Mathematics Science

Japanese (Years 7 and 8)



Christian Studies

Christian Studies introduces students to the world of religion and spirituality, which are integral components of the fabric of all cultures. It aims to give the students a clear understanding and appreciation of the Christian story through an exploration of the biblical text and Christian literature. It acknowledges that all students are on a lifelong journey of faith expressed in many dimensions of life, for example, relationships, community life, the environment, religious beliefs and traditions, situations of human need and suffering, ethical and justice issues. It presents to students a Christian worldview and a pathway for making meaning in their lives.

The Christian Studies classroom is a learning environment in which students can explore a range of religious and non-religious perspectives they encounter in an increasingly pluralistic Australian society. Knowledge of other people's belief systems and analysis of the complex interplay of factors that contribute to an individual worldview enrich students' ability to make sense of the world, determine the source of their own beliefs and values and understand the role religion plays in society. A collaborative learning environment acknowledges and respects that students have diverse backgrounds, needs and interests. Students are mentored:

- to become articulate, empathic and discerning members of their communities;
- to listen to and identify the issues underlying discussion;
- to enter into open, respectful dialogue with people whose religious, philosophical, ethical views are different; and
- to present an informed, well-defended personal position.

	Term 1	Term 2	Term 3	Term 4
Year 7	<u>People of the Old Testament</u> Introduction to the Old Testament. Investigate important people of the Old Testament.	<u>Events of the Old Testament</u> Investigate major events of the Old Testament. Focus on: Creation, Adam and Eve, Noah's Ark, Joseph, Esther and Ruth.	<u>Parables</u> Investigate the structure and basic concepts of the New Testament. Investigate important stories of the Gospels, specifically, the Parables.	<u>Relationships, Sexuality and Christianity</u> The Christian Perspective of: Healthy Relationships, Being Human, Puberty, Sexuality and Self Image.
Year 8	<u>Basic Christianity – Who is God?</u> Father, Son and Holy Spirit. Investigating society's image of God. How does God transform lives?	<u>Christianity: The Basics</u> Moses and The Ten Commandments. How do the commandments relate to us today? What is the Great Commandment?	<u>Gospel in the Media</u> Students examine the key themes of Christianity through the movie 'Narnia'.	<u>God Calls People to Serve</u> Students examine the New Testament to research the work Jesus did to help others and the Christian calling. They also examine how Christians work in the world today by looking at key Christian organisations.
Year 9	<u>Identity, Relationships and Communication</u> Who am I? - My story. My journey. My self. Students explore their physical, emotional, intellectual and spiritual dimensions of self.	<u>Worship: Connecting with God</u> Students think about experiences of worship both at school and elsewhere. Associated with ritual and rites of passage. Use of music, film and dance in worship.	<u>A Matter of Choice</u> What are choices, how are they made. Dealing with consequences, and impact on others.	<u>Avatar</u> Students examine human rights, environmental or ecological issues in our world as a response to the movie stimulus Avatar.

English

The English curriculum is built around Australian Curriculum interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate these strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

What do students learn?

Students develop:

- an enjoyment of reading and writing;
- a sense of cultural heritage;
- the skills that enable them to control and experiment with language;
- an awareness of how their personal attitudes and beliefs influence the reading and writing of texts; and
- an understanding of how texts are produced and why readers, viewers, listeners may make different readings from a text.

The texts that students read, listen to and view, will include:

- literature (novels, short stories, plays and poetry): traditional, modern, and overseas;
- scripted drama and drama performed as theatre;
- texts such as biographies, autobiographies and journals;
- popular culture;
- media and multimodal; and
- spoken and written everyday texts of work, family and community life.

Middle School students also learn basic mechanical skills such as spelling, vocabulary, punctuation and grammar as part of their everyday instruction.

How do students learn?

Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of students. They may include:

- individual, small group and whole class activities which encourage students to talk, to listen, to discuss, to be articulate and to be effective communicators;
- workshops, conferencing;
- simulated contexts, eg. improvisations;
- real life contexts;
- guest speakers;
- experts, e.g. tutorial sessions by other teachers, writers in residence; and
- English encourages the use of computer-based technology such as web pages, the internet, and the use of presentation of student work using PowerPoint or other multimodal presentations.

How is student work assessed?

Assessment is both written and spoken. Written tasks include responses to literature, imaginative texts produced by students, and persuasive or reflective texts. Spoken assessment tasks may include dramatic re-creations, seminars, panel discussions, and addresses designed for a public audience, such as an Australia Day address.

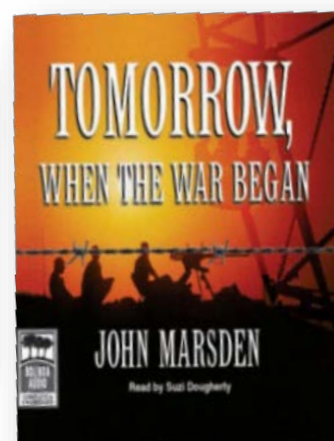
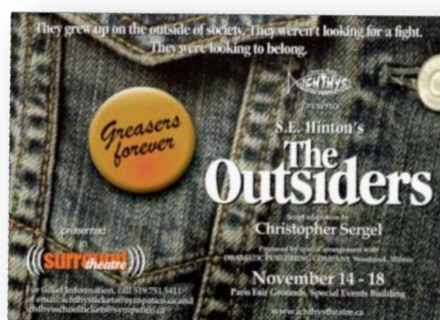
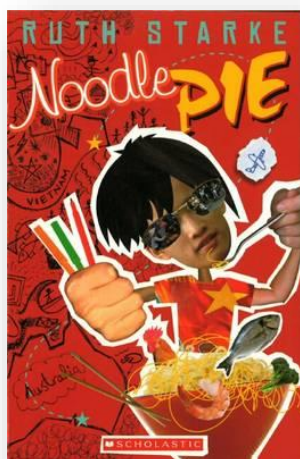


Spoken tasks may include videotaped or multimodal presentations that include electronic and other visual material. Some assessment tasks are completed under test conditions, some using a combination of class and student time.

What might students do?

All students will do written and spoken assessments. Usually in a year there will be a minimum of three (3) written and two (2) spoken assessable tasks. As well, students undertake regular spelling tests and grammar exercises. Below is a typical year overview:

	Term 1	Term 2	Term 3	Term 4
Year 7	Creating texts Short story	Contexts and audience Film review including visual literacy	Textual features Poetry	Evaluating texts Novel study: <i>Noodle Pie</i>
Year 8	Textual features Play: <i>Two Weeks with the Queen</i>	Context and audience Documentary	Creating texts Feature article	Evaluating texts A Novel Study: <i>Tomorrow, When the War Began</i>
Year 9	Textual features A Novel Study: <i>The Outsiders</i>	Context and audience Short Stories (tall tales)	Creating texts <i>Much Ado About Nothing</i> (an introduction to Shakespeare)	Evaluating texts Analysing advertising (in various forms of the media)



Geography

Geography involves the study of our earth and the ways humans interact within it. While undertaking studies in Geography, students will investigate the world's features and the processes that form it and influence it. It is the study of the distribution of life and the impact humans have on the planet as a whole. Geography stimulates students' curiosity about places and the differences between them. It investigates the complex interconnectedness of different environments and the influence of humans. They do this by studying human concepts such as demographics, culture, sociology, ethnicity, as well as physical aspects such as the continents, countries and natural processes.



Geographical characteristics of places include people, climate, landforms, vegetation, natural resources, farming practices, built environments and cultures. The study of Geography enables students to compare and contrast these features to where they live or other areas where they may have never been able to visit. A critical component of the study of Geography enables the students to learn how to respond to the geographical problems by formulating sustainable practices.

Geography is a core subject for Year 7 and 8 and an elective in Year 9 and 10. Year 7 and 8 students will complete Geography in one semester and History in the same period allocation in the other semester. In Year 9, Geography goes into the elective line and will only be completed by students who elect to complete this subject.

Below is an overview of the type of units students undertake in Geography.

Year	Units	Units
7	Core Water in the World Water in the world focuses on water as an example of a renewable environmental resource.	Core Place and Liveability Place and liveability focuses on the concept of place through an investigation of liveability.
8	Core Landforms and Landscapes The study of Australian landscapes: how they are formed and their significance to people.	Core Changing Nations Exploring the process of urbanisation in the Australasian region.
9	Elective Biomes and Food Security Investigates the role of the living environment, and food and fibre production.	Elective Geographies of Interconnections Examines the interconnections between people and places and development of the world as a global community.

Health and Physical Education



What is it?

Health and Physical Education is a subject based on the performance of physical activities and the learning of integrated and relevant theoretical concepts in support of healthy and active lifestyle choices.

What do students study?

As a learning area of the Australian Curriculum, this subject covers a range of concepts and abilities, including decision making, taking action to promote health and wellbeing, physical skills and

personal development. Students are instilled with and encouraged to develop behaviours that support lifelong participation in physical activity and positive attitudes to their long term health. Examples of physical activities and subject matter are included in the table below:

Year Level	Content Areas	Physical Performance Units
Year 7	<ul style="list-style-type: none">Approaching AdolescenceLegal and Illicit DrugsFitnessGenerations and Mental Health	<ul style="list-style-type: none">Newcombe (Volleyball)AthleticsFitnessStreet Hockey
Year 8	<ul style="list-style-type: none">Human AnatomyAlcohol, Drugs and PartiesBullying, Online and Personal SafetyCultural and Community Understanding	<ul style="list-style-type: none">Golf and StrikingFitnessEuropean HandballDance
Year 9	<ul style="list-style-type: none">Respectful RelationshipsSustainable HealthRisky BehavioursCultural Identity and Physical Activity	<ul style="list-style-type: none">Invasion GamesTee BallAFLFitness

History

History is organised into two interrelated strands: *Historical Knowledge and Understanding*, and *Historical Skills*. The purpose of pursuing these areas of enquiry is to develop within students' abilities to research, investigate, hypothesise and be able to identify cause and effect relationships between various historical events. Students should complete their compulsory studies of History as well-informed citizens of the world, with an understanding of how historical events have molded us to become the people we are today.



The objective of the College's Middle School History program is to equip the students with the necessary skills, understandings and tools to thoroughly explore their historical heritage. 'Studies will focus upon developing concepts of chronology; historical questions and research; the analysis and use of source materials; perspectives and interpretations; and explanation and communication. Within the studies is an increasing emphasis on historical interpretations and the use of evidence.' (ACARA)

Students will study various eras across the Middle School year levels and during these progressions through recorded human history delve deeper into one particular aspect of inquiry each year. Typically, students will enjoy compulsory studies of History for their entire Middle School experience (semesterised across Year 7 and 8), which should equip them to be more rounded world citizens before they are required to select their subject specialisations for their Senior studies.



Below is an overview of the type of units students undertake in **History**.

Year 7	The Ancient World		
	The Ancient World Life in the Mediterranean: Ancient Greece	The Ancient World Life in Ancient Egypt	The Ancient World Depth Study Life in Asia Ancient China
Year 8	From the Ancient to the Modern World (650 – 1750 AD)		
	Western and Islamic The World Renaissance Italy	The Asia-Pacific World Spanish Conquests of the Americas	Expanding Contacts Depth Study Shogunate Japan or The Khmer Empire
Year 9	The Making of the Modern World (1750 – 1918 AD)		
	Making a Better World The Industrial Revolution	Australia and Asia Asia and the World Students will complete a Depth Study of one Asian society – either India, Dutch East Indies, Japan or China.	World War 1 Students investigate key aspects of World War 1 and the Australian experience of the War and the significance of the War in Australian History.



Mathematics

Mathematics at Faith Middle School provides students with a broad range of learning experiences and support through a range of learning strategies. Students utilise a number of resources including text, web-based and hands-on inquiry learning tools. Teaching strategies used in the Mathematics classroom strive to offer differentiated learning opportunities, including the use of extension (curriculum based), Enrichment (non-curriculum) and support services to cater for the learning needs of our students in all Middle School classes.

Assessment tasks for Mathematics involve individual projects, small group investigations, written tasks, oral presentations and written exams. We provide a range of assessment opportunities to allow students to represent their understanding in a variety of modes. Our curriculum program in Mathematics is centred on the current Australian Curriculum requirements.

Overview

Year 7

Students will learn the following units with the order of the units determined by the current needs of the students.

<ul style="list-style-type: none">• Positive Integers• Fractions• Indices and Primes	<ul style="list-style-type: none">• Geometry• Decimals• Percentages• Money• Transformations	<ul style="list-style-type: none">• Number lines• Algebra• Measurement• Views of 3D shapes• Probability	<ul style="list-style-type: none">• Representing and interpreting data• Linear equations• Coordinates and the Cartesian plane
--	---	---	---

Year 8

Students will learn the following units with the order of the units determined by the current needs of the students.

<ul style="list-style-type: none">• Integers• Index laws• Real numbers	<ul style="list-style-type: none">• Ratios and rates• Algebra• Application of percentages	<ul style="list-style-type: none">• Congruence and transformations• Measurement• Linear equations	<ul style="list-style-type: none">• Representing and interpreting data• Probability• Coordinates and linear graphs
--	---	---	--

Year 9

Students will learn the following units with the order of the units determined by the current needs of the students.

<ul style="list-style-type: none">• Number skills• Algebra• Linear equations	<ul style="list-style-type: none">• Congruence and similarity• Pythagoras' theorem and trigonometry• Indices	<ul style="list-style-type: none">• Linear and non-linear graphs• Proportion and rates• Financial mathematics	<ul style="list-style-type: none">• Measurement• Probability• Statistics
--	--	---	--

Science

Science at Faith Middle School is centred on students investigating their world and learning how to make sense of the complex interactions around them. During the Middle Years students have the opportunity to use a wide range of scientific equipment. Our laboratory is well resourced to cater for the range of scientific enquiry undertaken during the Middle Phase of Learning.



Assessment items across the Middle Years include individual projects, small group investigations, written tasks, experimental reports, oral presentations and written exams.

Year	Term 1	Term 2	Term 3	Term 4
7	Organising Organisms <ul style="list-style-type: none"> Classifying Dichotomous keys Taxonomic ranks Food chains and webs Local ecosystems Human effects 	Water: Waste Not, Want Not <ul style="list-style-type: none"> Renewable/non-renewable resources Water cycle Local water use and management Solutions and mixtures Separation and treatment methods Water conservation 	Moving Right Along <ul style="list-style-type: none"> Force Friction Mass and weight Balanced/unbalanced forces Force diagrams Newton's laws 	Sensational Seasons and Heavenly Bodies <ul style="list-style-type: none"> The atmosphere Seasons Planets Rotation and revolution Moon, tides, eclipses Gravity
8	What's the Matter <ul style="list-style-type: none"> States of matter Elements, compounds and mixtures History of atomic theory Chemical and physical change Atomic structure Reactions 	Fabricating Evidence <ul style="list-style-type: none"> Physical and chemical properties of fabrics We Will Rock You <ul style="list-style-type: none"> Igneous, metaphorphic and sedimentary rocks Identification Timescales Resources and their use 	Multiplying by Dividing <ul style="list-style-type: none"> Cell structures Plant and animal cells Cell specialisation Cell reproduction Organ function 	Energy for My Lifestyle <ul style="list-style-type: none"> Energy transfer and transformation Flow diagrams Impacts of energy dependent lifestyles Sustainability and ethical issues

Year	Term 1	Term 2	Term 3	Term 4
9	Life in the Balance <ul style="list-style-type: none"> • Equilibrium in systems • Inputs, outputs and boundaries of systems • Respiratory, circulatory, digestive and excretory systems • Health based claims in advertising • Chemical processes • Interdependence of biotic and abiotic components • Disease 	The Patterns of Chemistry <ul style="list-style-type: none"> • Reactants and products • Chemical reaction modelling • Reaction equations • Types and patterns of chemical reactions • Combustion • Endothermic/exothermic reactions • Conservation of mass 	Waves and Particles <ul style="list-style-type: none"> • Scientific method • Refinement of models and theories • Behaviour of sound and light • Atomic models • Limitations of models of light and matter 	The Dynamic Earth <ul style="list-style-type: none"> • Continental drift theory • Evidence of plate tectonics • Heat energy and convection currents • Technical advances with Earth Science • Natural disasters • Ecosystem disturbance



LOTE - Japanese

Why study Japanese?

The benefits from learning a foreign language are considerable. Children who study languages often outperform those who don't.

Enhancing Literacy Skills:

It is often forgotten that language learning can develop literacy skills. By comparing features of their first language with those of another language, learners are better able to understand the structure and workings of English.

Transferable Skills:

Students can apply the skills that they learn through the study of Languages to all subject areas. These skills include critical thinking, reasoning, conceptualising and problem solving.

Opens Opportunities:

With only 2% of Australia's population speaking a second language at a university level, students with good language skills enhance their future career prospects. With opportunities to work in fields such as aid agency work, business services, engineering, finance services, government and public administration, health, hospitality, marketing, media and journalism, technology, and travel and tourism.

Social Connections:

Languages also open the door to fun. Overseas travel, exchange programs and social networking can be greatly enhanced by being able to talk to the people you are mixing with.

What is studied in Japanese?

The Japanese language course is designed to allow students to learn about the culture, people and language. While all macro skills (speaking, listening, reading and writing) will be further developed, the focus of the course is on increasing the students' confidence in using the language in a variety of in and out of classroom settings.

Possible topics for study include:

- Hiragana; Self-Introductions; Food and Shopping; and My Friends.
- Hiragana Extended; Family; My Town; and My Week.

Learning experiences for studying these topics include usage of combinations of:

- Situational role-plays and games;
- Task-based activities;
- Interactive computer software as a learning: script writing, practice sites, etc.;
- BYOD and applications;
- Language Perfect (online language learning tool);
- Japanese cooking;
- Cultural excursions;
- Japanese film and media; and

Communication with Japanese native teacher assistants/students visiting the school.

How are students assessed?

Student assessment will be based on exams, assignments and classroom tasks in all four macro-skills. Homework will ensure the maintenance of language skills taught in class, and will be set and checked regularly.

Given the developmental nature of this subject, it is not recommended that students take Japanese in Year 9 if they have not previously studied it.

Career and Cultural Subjects

Arts

Drama

Music Year 7

Music Year 8

Music Year 9

Visual Art

Media

LOTE

Japanese (Year 9)

Technology

Business Studies

Home Economics

Information and

Communication Technology

Technology and Design

Graphics

Year 10

Graphics

Optional

Legal Studies

The Arts

The Arts Key Learning Area at Faith Lutheran College, Redlands encompasses those artistic pursuits that express and communicate what it is to be human through Drama, Music and Visual Arts. Through these three distinct and separate disciplines, we develop, share and pass on understandings of ourselves, our histories, our cultures and our worlds to future generations. The arts, separately and collectively, can balance and enrich student experience by fostering unique and significant skills and understandings.

Learning in The Arts involves aesthetic and sensory, cognitive, physical and social learning.

Aesthetic and sensory learning involves:

- engaging the senses cognitively, physically and affectively to enable students to understand the aesthetics of their own and others' cultures;
- enjoying, responding to and making judgments about experiences;
- interacting with the sensory aspects of the world; and
- applying sensory awareness and discrimination.

Physical learning involves:

- control and mastery through repetition and practice that develops muscle memory; and
- fine and gross motor skills, coordination and spatial awareness physical skills and techniques relevant to arts disciplines.



Arts - Drama

Drama focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events. While interacting in a range of roles, relationships, situations and contexts, students investigate feelings, actions and consequences. They develop confidence and self-awareness as they collaborate to prepare and present drama. They also develop understanding of the forms, styles and purposes of drama in various contexts.

Each unit of Drama focuses on Forming, Presenting and Responding. Through forming students explore ideas, feelings and experiences by collaborating in a wide range of activities. Through presenting their work students rehearse, refine, share and perform scripted and student-devised dramatic works to audiences in both informal and formal settings. Students describe, analyse and evaluate the elements and conventions used in their own drama, and drama produced by others through responding tasks.

The overall aim of Drama at this level is to give students enjoyable experiences so they learn to enjoy and value drama as well as confidently engage in dramatic activities. Students who show a true love for the subject will be encouraged to elect to do Drama in Year 9 and Senior School.

Students are expected to:

- Participate whole heartedly in all classroom experiences;
- Complete homework activities; and
- Submit assessment tasks on time.

Year 7 and 8

Year 7 – Role Play	<ul style="list-style-type: none">• vocal skills and creating a script• physical skills• technique of Role Play• performance of Role Play
Year 8 - Playing Around	<ul style="list-style-type: none">• reading play text• character voice• character movement• scriptwriting from stimulus• rehearsal of performance• performance of scripted work

Year 9

In Year 9, students may elect to study Drama. The overall aim of Drama is to teach students to confidently express themselves both physically and vocally. Students also develop a deeper understanding of their social world and their own specific place in it through the study of Drama.

Term 1	The Elements of Drama <ul style="list-style-type: none"> • Knowledge of elements of drama as a whole and how together they create dramatic meaning • Work through each element by activities to aesthetically investigate the elements in action students present blank scene with consideration of the elements in action in the scene
Term 2	Process Drama <ul style="list-style-type: none"> • Theory and explanation of process drama • Creation and facilitation of process drama • Work through a process drama <p>Students reflect and respond to dramatic meaning within the unique experience of process drama</p>
Term 3	Children's Theatre <ul style="list-style-type: none"> • Children's drama theory: What appeals to a child? • Selecting a theatre piece to appeal to a children's audience • Rehearse this piece <p>Perform for the Preparatory students and then reflect and respond to the performance</p>
Term 4	Acting Skills <ul style="list-style-type: none"> • Students learn theories of Realism • They learn subtexts and script analysis skills • Students perform small scenes using these skills



Arts - Music

Music is about sound, and any experience of music is about listening to and reproducing sound. Music recognises this by focusing learning experiences on the development of audition; the process by which the brain makes sense of what the ears hear. Students develop audition through an exploration of the musical elements to achieve the objectives of analysing repertoire, composing and performing music.

Each unit of work is planned around these three assessment areas and learning experiences. Analysing repertoire involves deconstructing music as a way of evaluating repertoire from a variety of social and cultural contexts. Composing involves the creation of music in a variety of genres and styles by combining musical elements and compositional devices. Performing involves interpreting musical repertoire by playing an instrument or singing.



The overall aim of Music at this level is to produce students who enjoy and value music and can confidently engage in music-making activities. At the conclusion of Year 7, students have the opportunity to elect Music as a Key Learning Area for the entire following year of their schooling. Students who do not choose to do so will continue to study Music for one term in Year 8. Students who show a true love for Music and are able to demonstrate appropriate skills will be encouraged to elect Music as a full-time Key Learning Area. Selection of Music in Year 8 can lead to the on-going Music study in Year 9 and 10.

STUDENT EXPECTATIONS

Students are expected to:

- Participate whole heartedly in all classroom experiences;
- Complete homework activities to assist their musical development; and
- Submit assessment tasks on time.

YEAR 7 MUSIC

The overall aim of Music in Year 7 is to develop students who enjoy and value music and who can confidently engage in music-making activities.

Rotational Foundation Guitar Unit

- Students experience making music through a variety of repertoire and games;
- Musical Elements;
- Simple quadruple, simple duple times;
- Simple rhythms;
- Simple compositional techniques – Rhythmic composition and performance;
- Performance via the Guitar; and
- Voice

YEAR 8 MUSIC

The overall aim of Music in Year 8 is to develop students who enjoy and value music and who can confidently engage in music-making activities at a high standard. Students have two options: they can either elect to study Music Extension for the entire year and develop skills essential for success in Senior Music in Year 11 and 12 or continue studying Music at a basic level for one term for the duration of Year 8.

Rock, Pop and Hip Hop Unit

The focus of this unit is the musical genres of Rock, Pop and Hip Hop. Students will learn about each of these genres, exploring key artists and musical techniques. Students will use their research skills to research focus aspects about a chosen artist and present their findings to the class in the form of an oral and power point presentation. Students will also compose their own rock song, using the 12 bar blues progression.

YEAR 8 MUSIC EXTENSION

Electing Music Extension in Year 8 means that Music in Year 9 and 10 is compulsory. Similarly, if a student knows that they wish to elect to do Music in Year 9 and 10, Music Extension is generally necessary at Year 8 level. Entry into Year 9 Music without having completed Music Extension is not recommended.

Students are expected to:

- Participate whole heartedly in all classroom experiences;
- Complete homework activities to assist their musical development;
- Adopt a practice regime, developing their skills on their chosen instrument;
- Continue learning their chosen instrument in a private setting with a qualified tutor;
- Attend rehearsals for at least one College ensemble; and
- Continue working towards AMEB or Trinity Music Examination.

Term 1	Term 2	Term 3	Term 4
Theory and Technology Basic musicianship skills Basic introduction to Sibelius Notation Program Basic introduction to FL Studio Sequencing Performance Composition opportunities Thorough introduction to Musical Elements	Soundscapes and Indigenous Storytelling Basic musicianship skills Indigenous music history around the world Australian Folk Music Storytelling Soundscapes Composition and performance of soundscapes	Instruments of the Orchestra Basic musicianship skills Aurally and visually investigate the instruments and families of an orchestra Label instruments Listen and identify orchestral works Perform on the students' own instrument Attend performance at QPAC Concert Hall	History of Rock Basic musicianship skills Investigation of Musical periods throughout history from 1950 to present day Characteristics of musical periods Aurally and visually analysing recordings and scores, identifying different musical elements Musical forms (12 bar blues) Popular Song

YEAR 9 MUSIC

In Year 9, students may elect Music if they have elected Music Extension for the duration of Year 8. If this course has not been undertaken, Year 9 Music is not recommended. However, a student who has not undertaken Music Extension may be considered for Year 9 Music at the discretion of the Music Co-ordinator and after careful consideration and communication with the student and parents.

The overall aim of Music is to produce students who enjoy and value music and can confidently engage in music-making activities at a high standard.

Students are expected to:

- Participate whole heartedly in all classroom experiences;
- Complete homework activities to assist their musical development;
- Submit assessment tasks on time;
- Adopt a rigorous practice regime, developing their skills on their chosen instrument;
- Continue learning their chosen instrument in a private setting with a qualified tutor;
- Attend rehearsals for at least one College ensemble; and
- Continue working towards AMEB or Trinity Music Examinations.

YEAR 9 MUSIC

Term 1	Term 2	Term 3	Term 4
Protest Songs <ul style="list-style-type: none"> • Basic musicianship skills • Investigation of Protest Songs from 1960 to present day • Characteristics of protest songs • Aurally and visually analysing recordings and scores, identifying different musical elements 	Film Music 1 <ul style="list-style-type: none"> • Basic musicianship skills (compound time) • Investigate the characteristics of film music • Aural analysis of studies pieces • Score reading and analysis • Students create their own piece of film music and perform it for the class 	Jazz <ul style="list-style-type: none"> • Musicianship skills (chords, minor tonality, melodic and rhythmic development) • History of Jazz and its many styles • Small group performance • Musical forms • Aural and visual analysis of Jazz music and scores 	Music's Classic Hits <ul style="list-style-type: none"> • Musicianship skills (minor scales, intervals) • Investigation of Musical periods throughout history from Middle Ages to 20th Century • Characteristics of musical periods • Aurally and visually analysing recordings and scores, identifying different musical elements • Musical forms (Symphony, Sonata)

Arts - Visual Art

Visual Art focuses on students making, displaying and appraising artworks. They create art works; develop language skills in discussing artworks and present completed works for display. They get satisfaction from making images and displaying these.

Students use a variety of art media such as painting, drawing, digital, sculpture, installation, collage and printmaking. They develop skills in these media and create works in response to themes.

Students create practical works as well as responses to artworks. They use a visual diary to record and document the planning stages in the making of their artworks.

In Year 7 and 8 students complete one term of Art and in Year 9 Visual Art becomes a Career and Cultural Subject which students elect to do.

Assessment

Students are assessed on their research into other artists, their development of ideas, their projects and their presentation.

Overview

Year 7	Bunyips & Other Fantastic Creatures Students create and display a clay mythical creature. They investigate how Australian artists have created works on a similar theme.	Year 8	Inside/Outside Students use their imagination and creativity to create prints based on another culture.
Year 9	Semester 1	Year 9	Semester 2
	Personal and Cultural Identity Students explore their interests and identity to create a series of works in which culture is conveyed in symbols and create drawings and masks based on these. They examine the work of related artists for inspiration. Place Students investigate the work of Drew Brophy and Vincent Van Gogh and create acrylic paintings on board.		Urban Environment Students create lino prints and site specific works. They investigate print making and different ways art can be adapted to suit public spaces. What is Out There? Students use digital imagery to document their own environment. They examine the work of David Hockney as a reference and create a work in a similar style.

MEDIA ARTS

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media.

Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through the media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Year 7 Remix Me	Year 8 Storytelling using animation.
Students create a short movie where they use images to represent themselves to the world. They learn about camera angles and analyse advertisements for their techniques.	Students create a short movie based on a fable. They use stop motion and iMovie to make their animation. In the process they critique other animations.

LOTE - Japanese

Why study Japanese?

The benefits from learning a foreign language are considerable. Children who study languages often outperform those who don't.

Enhancing Literacy Skills:

It is often forgotten that language learning can develop literacy skills. By comparing features of their first language with those of another language, learners are better able to understand the structure and workings of English.

Transferable Skills:

Students can apply the skills that they learn through the study of Languages to all subject areas. These skills include critical thinking, reasoning, conceptualising and problem solving.

Opens Opportunities:

With only 2% of Australia's population speaking a second language at a university level, students with good language skills enhance their future career prospects. With opportunities to work in fields such as aid agency work, business services, engineering, finance services, government and public administration, health, hospitality, marketing, media and journalism, technology, and travel and tourism.

Social Connections:

Languages also open the door to fun. Overseas travel, exchange programs and social networking can be greatly enhanced by being able to talk to the people you are mixing with.

What is studied in Japanese?

The Japanese language course is designed to allow students to learn about the culture, people and language. While all macro skills (speaking, listening, reading and writing) will be further developed, the focus of the course is on increasing the students' confidence in using the language in a variety of in and out of classroom settings.

Possible topics for study include:

Year 9 Daily Routines, My Hobbies, Describing People and Katakana Introduction.

Learning experiences for studying these topics include usage of combinations of:

- Situational role-plays and games;
- Task-based activities;
- Interactive computer software as a learning: script writing, practice sites, etc.;
- BYOD and applications;
- Language Perfect (online language learning tool);
- Japanese cooking;
- Cultural excursions;
- Japanese film and media; and
- Communication with Japanese native teacher assistants/students visiting the school.

How are students assessed?

Student assessment will be based on exams, assignments and classroom tasks in all four macro-skills. Homework will ensure the maintenance of language skills taught in class, and will be set and checked regularly.

Given the developmental nature of this subject, it is not recommended that students take Japanese in Year 9 if they have not previously studied it.

Technology

The term 'technology' has come to describe such things as:

- the creative processes used to develop products;
- the products created through these processes;
- the 'know-how' related to these processes and products; and
- the tools and equipment used.

Sometimes the term 'Technology' is used to mean 'computers' or 'Information Technology'. At Faith, however, it is used in a broader sense, as described here:

Technology involves **envisioning and developing products** to meet human **needs and wants**, capitalise on **opportunities** and extend human **capabilities**. **Products of technology** include artefacts, processes, systems, services and environments. These products make up the designed world. Products of technology have **impacts and consequences** on individuals, local and global communities, and environments.' (QSA, *Technology P-10 Syllabus*)

In the Middle School there are four subjects that fall under the realm of Technology. They are:

- Business Studies;
- Graphics;
- Home Economics;
- Information and Communication Technology; and
- Technology and Design.

Home Economics, Information and Communication Technology and Technology and Design are offered in Year 7 to 10. Business, however, can only be chosen in Year 9 and 10. It is part of a two year subject that spans Middle School and Senior School.



Business Studies

This is the subject for students who want to be financial high flyers, work in business or just manage their own career and money. It gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments.

Through Business Studies, students develop an awareness of business within the home, school, local, national and global communities. They develop knowledge, practices and dispositions, to critically analyse business situations, confidently meet their own and others' needs and wants, capitalise on business opportunities, make informed decisions, and participate responsibly in business situations. This will be undertaken through the study of contemporary issues, events and/or case studies.

Course Description

Business Studies requires the students to:

- Use decision making and problem solving strategies to acquire high quality goods and services and to become informed and responsible consumers;
- Record, analyse, report and evaluate information;
- Generate business ideas, develop business proposals and undertake ventures; and
- Complete financial documents required in businesses.

	Term 1	Term 2	Term 3	Term 4
Year 9	Money Matters <ul style="list-style-type: none">• Needs and Wants• Income• Budgets• Banking	Business and Competitive Advantage <ul style="list-style-type: none">• Business in Australian Economy• Business Ownership and Location• Entrepreneurship• Business Environments• Marketing• Evaluating Products	Design a Venture <ul style="list-style-type: none">• Proposals• Business Plans• Marketing• Trade Show	Introduction to Financial Documents <ul style="list-style-type: none">• Source Documents• Banking• Petty cash

Home Economics

The study of food and nutrition provides learning which is essential for the current and future wellbeing of individuals, families and communities.

Students engage in practical skills which are underpinned by theoretical knowledge and understandings designed to enhance their future health and success in everyday life.

Students are encouraged to make informed decisions regarding their personal diet and food choices taking into consideration their physical, social, emotional, cultural, economic and environmental needs. The study of Food and Nutrition also promotes attributes including autonomy, safety of self and others, social interaction involving communication and group participation as well as the effective management of resources, all of which are essential life-skills.

The food and nutrition classroom is a supportive environment which values and encourages the development of life-long learning skills through participation in both theoretical and practical tasks. Literacy and Numeracy are also developed in a food and nutrition context. The use of technology is valued and employed to achieve high quality products and optimal student achievement.

Year 7	Year 8
<p>Introduction – What is Food and Nutrition?</p> <ul style="list-style-type: none"> Resources and Requirements Term Outline Kitchen Facilities/Rules Recipe Booklets Safety Procedures and Hygiene Group Allocation for Cleaning Nutrients – What are they? Why do we need them? <p>Students – Practical Cooking Class</p> <ul style="list-style-type: none"> Making Coconut and Yoghurt Fruit, Salad – techniques are knife skills and safety using kitchen equipment eg. grater. Making Blueberry and Oatmeal Muffins – techniques are mixing and baking. Making Scrambled Eggs with ham and tomato on toast or muffin – techniques include mixing, knife skills and shallow frying. <p>Assessment Tasks</p> <ol style="list-style-type: none"> Continuous Cookery and Practical Cooking exam – focusing on breakfast Assignment: Breakfast (written and practical areas assessed). 	<p>Introduction – Why Study Food and Nutrition?</p> <ul style="list-style-type: none"> Review – Safety and Hygiene procedures Demonstration of Knife techniques and uses; types and care for knives Nutritional Knowledge – The nutrients needed for health, growth and development Positive food choices Understanding the ‘Dietary Guidelines for all Australians’ <p>Students – Practical Cookery Class</p> <ul style="list-style-type: none"> Making Oven Baked Spring Rolls – techniques include dicing, shallow frying and baking. Making Vegetable fried rice – techniques are cutting, boiling, stir-frying. Healthy Pizza – techniques include kneading, cutting and baking. <p>Assessment Tasks</p> <ol style="list-style-type: none"> Continuous Cookery and Practical Cooking exam – Focusing on Healthy lunch options. Exam – Nutrition and Evaluation of practical Assignment

Year 9 (full year)

Term 1	Term 2	Term 3	Term 4
<p><u>Topics</u></p> <ul style="list-style-type: none"> • Textile Design • Sewing Techniques • Seam and Seam Finishes • Decorative Cut-out • Tie Dying • Fabric Painting and Stencilling • Machine Embroidery • Decorative Stitching <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Apron construction • Textile Exam 	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Safety and Hygiene • General Nutrition • Carbohydrates and Fibre – Food Group Pasta and Rice • Protein – Food Group Meat and Dairy • Vitamins and Minerals – Food Group Vegetables and Vegetarian • Fats and Oils <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Continuous Cookery • Fibre Assignment • Cooking Exam 	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Textile Design and Construction – techniques include reading and interpreting pattern instructions; placement of pattern pieces and skill refinement to ensure completion of a quality bag suited to the intended purpose <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Bag construction and Journal 	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Cultural Cooking Thai, Mexican, Italian, Chinese <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Cultural Cooking Assignment • Cooking Exam – Continuous Cookery <p>(Students attend Mt Binga during this term.)</p>



Information and Communication Technology (ICT)

The study of ICT provides an insight into the significance and relevance of computers, applications and communications in the work environment and everyday life. ICT is used in areas as diverse as manufacturing, education and medicine and ICT skills are valued in virtually all areas of business and society. The practical element of the ICT course involves the use of application software such as Microsoft Office, Gamemaker, SketchUp, and the Adobe Creative Suite. Students will understand the transformation of data to information and be able to critically analyse, research and develop processes that will assist their everyday College activities and beyond.

Please note, **students who undertake ICT at Year 9 must have their own laptop computer** that will run Adobe Suite and other industry standard programs.

Overview:

Year 7	<p>Students will engage in file management as well as enhanced MS Word and Excel skills. Students will understand the need for internet protocols and security while developing email responses, signatures and management structures.</p> <p>Scratch – Students will learn the basic tools and techniques of the visual coding software ‘Scratch’ while developing an interactive game.</p>		
Year 8	<p>MS Office – Students will build on their skills in MS Word and Excel from Year 7.</p> <p>Adobe Flash – Students learn basic animations using frames and tweens. They use these skills to create an animated banner advertisement for a website.</p>		
Year 9	Term 1	Term 2	Term 3 and 4 (Mt Binga)
	<p>Gamemaker</p> <p>Students learn basic ‘drag and drop’ style coding as an introduction to programming. They create a basic platform game.</p>	<p>Interactive Animation</p> <p>Students build their animation skills in Adobe Flash. They learn basic Actionscript for navigation within their animation; stop, play or jump to another frame on the click of a button. The final product is an Interactive story that uses these elements.</p>	<p>Multimedia</p> <p>Students will learn how to develop Web Designs. This culminates in a major project based on a social group of interest eg. sporting club, family tree, Mt Binga story, music group.</p>

Technology and Design

The Technology and Design learning area challenges students to respond to the technological demands from a vast range of situations. This involves developing products in response to needs, wants and opportunities; using technology practice, information, materials and systems; considering appropriateness, context and management. The design process allows students to research existing products; evaluate their effectiveness and then refine and manufacture their own unique product. Students develop life-long learning skills through the study of both the theoretical and practical components of the subject.

Technology practice is central to this learning area. It is a dynamic process where students develop significant hand skills and design concepts. Students are introduced to an extensive range of materials, equipment, machinery and production processes. Workplace Health and Safety is central to all activities undertaken by the students.

Overview

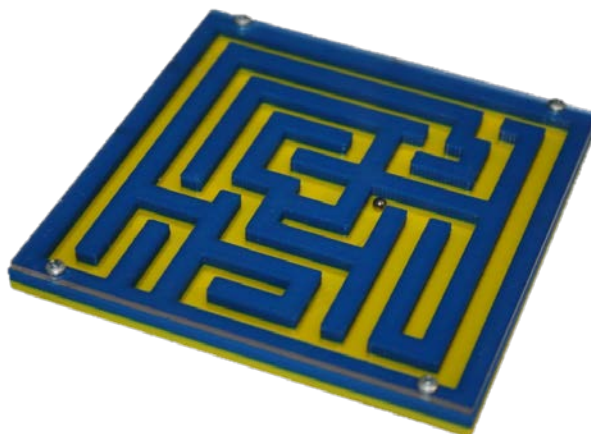
Year 7	JELLY BEANS GALORE A practical exercise where students develop acrylic bowls using three different molding processes. This is their first introduction to the workshop environment and the safety demands placed on all students.	
Year 8	ACRYLIC CLOCK Students research and design the face and hands of a clock made from acrylic plastic. The manufacturing process involves cutting their design with a Laser cutter. Workplace Health & Safety is central to all practical experiences.	
Year 9	Terms 1 & 2	Terms 3 & 4
	FOOSBALL TABLE This project involves the design and manufacture of a skill game. Components are manufactured from working drawings and assembled as a completed project. The players and other specialty items are designed using CADD software then the finished digital image is 3D printed. A number of components are designed and then cut and engraved using a Laser Cutter. Workplace Health & Safety is central to all practical experiences.	OCCASIONAL TABLE An individual task where students design an Occasional Table. The design must meet certain criteria such as size and type of materials and equipment available. In-between centre turning using a wood lathe complements the centre column of the table. Extensive wood machining is central to their design and manufacture. Laser designs are engraved into the table surface. The final process involves finishing the project with a lacquer applied with a spray gun. Workplace Health & Safety is central to all practical experiences.

Graphics

Students studying Graphics will learn a new form of communication that will help them to accurately convey a concept or idea to another person.

They will be using a range of digital technologies to produce a variety of graphical representations. These will be used to communicate original ideas and concepts. The production of plans in two and three-dimensional form will use a range of drawing types including perspective, scale, orthogonal and production drawings with sectional and exploded views. They will produce rendered views suitable for illustrations in marketing and manufacture. Students will use graphic software to produce realistic views of digital products.

Year 7	AMAZING MAZES Students are introduced to the software program 'Inventor'. This program is a world leader for Graphics applications. Their task is to design a maze taking into account established criteria and then convert the file so that their solution can be 3D printed. The final print is assembled with other components that have been laser cut. An evaluation of the finished project determines the degree of success.
Year 8	A PART FOR TOYS Students research the model toy market and design a multi part toy that can be 3D printed. Each part needs to be precision made so that the finished product successfully assembles as a model toy. A folio of working drawings will be produced to assist manufacturers in production. Multiple units are encouraged and the finished products are evaluated to determine the degree of success.



Year 10 Graphics – Optional

Students studying Graphics will be learning a new form of communication that will help them to accurately convey a concept or idea to another person.

They will be using a range of digital technologies to produce a variety of graphical representations. These will be used to communicate original ideas and concepts. The production of plans in two and three dimensional form will use a range of drawing types including perspective, scale, orthogonal and production drawings with sectional and exploded views. They will produce rendered views suitable for illustrations in marketing and manufacture. Students will use graphic software to produce realistic views of digital products.

Year 10 Semester 1 Engineering	PLAYGROUNDS R US Student will use the software program 'Inventor' to design a new modular playground. The focus of their work will be to produce a folio of working drawings that can be used to assist manufacturers in production. Multiple modules are encouraged. Homework will be a family excursion to a variety of local fast food outlets. An evaluation of the finished product against the established design criteria will determine the degree of success.
Year 10 Semester 2 Architecture	RENOVATION RUMBLE Students will use the software program 'Revit' to design an extension to an existing home. A folio of working drawings will be produced to inform the owners about their new extension and to assist the builder during construction. An evaluation of the finished project against the design criteria will determine the degree of success.

Year 10 Legal Studies – Optional

The Year 10 Legal Studies curriculum focuses on Australia's system of government by deconstructing the roles and responsibilities of the various levels of government and the legal and administrative framework that are implemented to support a resilient democracy and cohesive society.

The Year 10 Legal Studies curriculum is designed to introduce and prepare students to the procedures, criterion and assessment methods applied throughout Year 11 and 12 Legal Studies. It consists of 4 major units that are designed to engage the students in significant, ongoing inquiry based learning. It focuses on contemporary topics that will require the students to use current resources and recent case studies to create and develop their own understanding of each topic.

Units studied include:

- Governance and Citizenship – structure of Australian court system and levels of government;
- Criminal Law – investigation of criminal cases;
- Civil Law and Sport – defamation, negligence, Duty of Care; and
- Family Law and Human Rights – contemporary legal issues.

Students will undertake a number of assessments throughout the course. These are closely aligned to the styles and methods of assessment that will be delivered during Year 11 and 12 Legal Studies programs. Students will be assessed through the completion of an Inquiry Research Assignment, Short Response Examination, Extended Response Test and a Multimodal Presentation.

By the end of Year 10, students will have effectively developed their ability to create and evaluate a range of questions to lead investigations of key features and values of systems of Australia's legal and government systems. They will have conducted analysis of the Australian Government's and Court's roles and responsibilities and explain how Australia's Federal and state obligations influence law and government policy to sustain democratic societies.

They will critically analyse information gathered from different sources for relevance and reliability as well as different interpretations of contemporary political and legal issues. There is a strong emphasis on equipping the students with skills to develop and present evidence-based arguments that incorporate different points of view. They will use appropriate texts, subject specific language and concepts while evaluating ways they can be active and informed citizens.

Inclusive Education

Faith Lutheran College, Redlands is committed to providing a quality Christian education appropriate to all students, including those with special needs, learning difficulties, students from Non-English Speaking Backgrounds (NESB) and those who excel or have the potential to excel. All students are not the same and therefore, they may need the curriculum to be taught differently from their peers whilst encouraging their individual strengths and developing strategies to overcome individual weaknesses.



Inclusive Education at Faith provides an avenue for students who experience difficulties, are NESB or have a disability to gain equity in their learning and ensuring all students achieve their full potential. The Inclusive Education Teacher and Intervention Aides use a variety of strategies to accommodate and address the needs of each student. These strategies may include minor modifications to teaching practice, provision of resources and differentiation within the classroom environments creating a curriculum which is inclusive of the educational needs, experiences, interests and values of all students. It could also include the development of Individual Education Plans (IEPs) and Education Assessment Plans (EAPs). Support may be short or long term depending on the child, his or her individual learning problem and his or her determination to succeed.

When working with students with learning difficulties or disabilities, or are NESB the Inclusive Education Teacher and Intervention Aides focus on what each student can achieve and work towards addressing his or her weaknesses by further developing their strengths. The aim is to improve students' self-esteem and develop both skills at a pace at which he or she are able to work effectively.

Areas in which your child may receive assistance could include:

- Literacy skills;
- Numeracy skills;
- Social skills;
- Motor skills; and
- A reader or scribe for exams.

A range of texts, students' books and computer programs, as well as manipulative materials, are used to assist students.

Those students who have also been identified as gifted or talented will also be catered for through a differentiated curriculum, extra-curricular activities or an accelerated program in negotiation with parents and College staff.

Any educational strategy devised for a student will be discussed with parents and class teachers to identify strategies of intervention which will be most effective. This enables all those involved with the education of the child to become aware of any specific needs and concerns of the child.

The Inclusive Education Teacher encourages regular contact with parents and parents are encouraged to contact her with any concerns or questions.

Middle School Camping and Outdoor Education Program

Faith Lutheran College, Redlands has a very strong developmental camping program throughout the Junior, Middle and Senior Schools. The Middle School program offers two camps over the three years of Middle Schooling. The College regards these experiences as an integral part of our program, which is why the Year 7 and 8 Beach Camp and the Year 9 Mt Binga Outdoor Education Camp are compulsory for all students. The Year 7 National Capital Tour is recommended for all Year 7 students and as a non-compulsory camp incurs a separate fee.

The camping program aims to foster personal development through:

- The growth of interpersonal relationships;
- An increase in independence and personal responsibility;
- The development of skills in being part of a team;
- The experience of independence and interdependence
- Experiencing new environments and activities;
- The development of self-esteem through the acquisition of new skills; and
- Developing friendships.

Year level	Camp	Timing
Year 7 and 8	Year 7 and 8 Beach Camp	Early Term 1
Year 7	National Capital Tour	Early Term 3 (July/August)
Year 9	Mt Binga Outdoor Education Centre	Term 4 (October to November)

Year 7 National Capital Tour

The **National Capital Tour** (NCT) is an integral and vital aspect of the curriculum offered at Faith Lutheran College, Redlands. In the company of College staff and supervising parents, it takes in one day in Sydney, two days of touring the iconic highlights of Canberra and two days in the snow at Perisher Valley, in the Mt Kosciusko National Park. This year students will travel by air to Sydney and by bus to Canberra. This trip provides our students with valuable educational opportunities through:

- Experiencing first hand, the workings of the Federal Government by visiting Parliament House and Old Parliament House, enhancing and supporting the Year 7 Curriculum;
- Visiting Sydney Taronga Park Zoo, the Australian War Memorial, Questacon, Australian Institute of Sport, Australian Mint, Mt Ainslie Lookout, Embassies and other National icons;
- Learning to ski through participation in structured ski lessons from qualified ski instructors for two mornings (ability grouped lessons); and
- The challenge and practice of new skiing skills for 2 afternoons on the ski slopes.



Through all of these new experiences a great sense of camaraderie develops, where tolerance, concern, care and love abound - the stuff of which wonderful memories are made!

Year 7 and 8 Beach Camp

During the first weeks of Term 1, our Year 7 and 8 students travel to either Currumbundi Outdoor Recreation Centre or Tallebudgera Outdoor Education Centre to spend three days with their House group and Pastoral Care teachers, participating in a range of team building activities. This 'getting to know you' time offers the students and staff the opportunity to develop relationships with one another across year levels and outside of the formal structure of the College day, setting strong foundations for the upcoming year. The 3 day program traditionally includes, surfing lessons, low ropes course, team games, volleyball, table tennis, fencing, canoeing, art and craft sessions, banner making, mini-Olympics, talent show and lots of other fun activities. The outdoor focus provides great opportunities for high level activity within a structured program.



Year 9 Mt Binga Outdoor Education Centre Camp



Year 9 Mt Binga Outdoor Education Centre, 20km west of Blackbutt, is owned, run and staffed by Immanuel Lutheran College. The four week Mt Binga Camp provides our students with the unique opportunity of connecting with nature, away from the trappings of life in the 2000s. Experiencing clear, crisp starry nights with only the sounds of the bush to lull campers to sleep is something many don't experience in a lifetime.

The program includes a busy schedule through the week, with weekends dedicated to clothes washing, rest and recreation and Sunday worship.

Campers are accommodated in cabins offering comfortable beds, a dining room and attached kitchen and bathrooms. Daily chores and activities for the camp are rostered among the cabin groups. Activities in the program include horse riding, abseiling, tending to cattle, feeding chickens and collecting eggs, tending the vegetable patch, hiking, camping out in groups, pairs and solo, project work and learning bush craft.

Life skills such as cooking and cleaning are an integral part of each camper's every day routine. A high ratio of staff to campers ensures that our students are well instructed, monitored and cared for.

One Sunday during the program is 'Family Day', a time when families visit, worship and picnic together to share the stories of challenge and adventure.

Mt Binga provides an opportunity for personal and spiritual growth. The change of pace allows students a chance to reflect and re-discover quiet, personal time. Learning and living together in 'God's Great Outdoors' enables prayer and worship to take place in unique places; a reminder that God walks alongside us at all times. It also teaches students to be reliant on community effort and enables students to recognise their own individual strengths and gifts thus allowing them to build confidence and self-esteem. Such an opportunity also enables the development of new life-skills.



Extra-curricular Activities and PEP

The College offers a range of Extra-curricular activities to suit the needs and interests of students. There are such activities as Chess, Book Club, High Performance Computing, Robotics and Japanese Club available. The two largest activities, however, are our Instrumental Music and Sporting (TAS) programs.

Instrumental Music

At Faith Lutheran College Redlands, music making is at the forefront of the College's cultural, civic and recreational life. Whether your musical interest lies in vocal or instrumental performance, Faith has it covered with an impressive array of choirs, bands and ensembles.

Students are encouraged to participate in Concert Band, Stage Band, Flute, Clarinet, Saxophone and Brass ensembles, Percussion ensemble, Guitar ensemble, rock bands and jazz combos that offer musical opportunities outside of more traditional formats. Vocal performance is a core element within Faith's musical community, with choirs, contemporary vocal performance and individual voice studies readily available.

Group or individual tuition is available across a broad range of instruments that includes Piano, Guitar, Percussion, Woodwind, Brass, Strings and Voice. Tutors at Faith are all highly regarded professionals, who have a passion for passing on the traditions, skills and industry knowledge needed by future musicians.

Our musicians and singers have collated an impressive range of performance credits, both within the College and the Redlands community at large. The music resources of the College are consistently called upon to support the outside community, the business district and collaborations with other musicians, choirs and other artists' support.



The Associated Schools – Greater Brisbane Conference (TAS GBC Sports)

Faith Lutheran College, Redlands has an extensive offering in competitive sports and games. The College's membership in TAS GBC enables the students in Year 7 to 12 to participate and represent the College in the various sports which are offered. Membership in TAS GBC (The Associated Schools Greater Brisbane Conference) enables boys and girls to represent their school in a variety of summer and winter sporting fixtures against a number of Brisbane and surrounding area schools and colleges.

Whilst our sporting achievements are promoted and significant, the College places its greatest emphasis upon skill acquisition and participation for enjoyment. **All students are encouraged to play at least one sport throughout the year.** Students can be involved as players, managers, score-keepers or being responsible for equipment.

Fixtures are played on Saturday mornings each term; approximately seven weeks of competition. Interschool carnivals are also held for Swimming, Cross Country and Athletics in Term 1, 2 and 3 respectively.

TAS Fixtures	Boys	Girls
Trimester 1	Cricket and Volleyball	Basketball and Tennis
Trimester 2	Rugby and Tennis	Netball and Soccer
Trimester 3	Soccer and Basketball	Touch Football and Volleyball



Faith Lutheran College, Redlands
Middle School 1-15 Beveridge Road, Thornlands Qld 4164
Phone: 3820 5500 Facsimilie: 3820 5511
Postal: PO Box 5400, Victoria Point Qld 4165
Email: office@flcr.qld.edu.au
ABN: 12 305 614 245 www.faithlutheran.qld.edu.au

August 2016

Front Cover: Sidewalk Chalk Drawings from 2014