Northside Christian College
CHRISTIAN FOUNDATIONS
Year 7

Course Outline

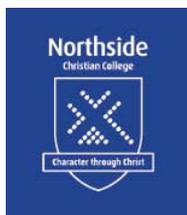| TERM ONE	
Week	**Content/Activities**
1-2	**Personal Christian History & The Purpose of the Bible** Explain CF Teachers share their personal, Christian testimony. Teachers emphasize that the Bible's claims to be the inerrant, infallible, WORD of GOD are the truth and have been proven so time and again in their lives. Discuss the claims of the Bible to be God's WORD. Discuss the PURPOSE of God's WORD. (2 Timothy 3:16-17) Discuss the metaphors used for God's WORD in the Bible. *E.g. God's WORD is the "Sword of the Spirit" (Eph 6). It is God's gift to us and many Christians have died for defending the truth of the Bible (Jesus Freaks pp.256-260). Use clip from Lord of the Rings when Frodo is handed Bilbo's sword, "Sting", as an example of the importance of receiving a life-saving gift.* Explain that throughout Term One, students will explore the history of the Bible and the evidence for the Bible's authenticity and accuracy. "Bigger than the world itself" VIDEO (Clickview) a. Focus then shifts to the students themselves – What do they intend to get out of CF? Discuss the notion of PERSONAL GROWTH throughout the year. (Luke 2:52) Boys will set PHYSICAL, RELATIONAL, ACADEMIC and SPIRITUAL goals for the year. "My Story" profile sheet. MV: 2 Timothy 3:16-17 HW: "My Life as a Story – How does it play out?" (Worksheet)
3	**The History of the Bible** Students hear the testimony of Christians in the world of sport and at school. (E.g. Mr. Mac's testimony, Andrew Fisher's testimony (V8 Supercars), Brad Thorn's testimony) This raises the question: ***What is it about the Bible that is so amazing?*** Introduction to Bible History: ROUND ROBIN: "What is the New Testament?"; "Is the Bible still accurate after 2000 years?"; "What is the Old Testament?"; "The Dead Sea Scrolls"; "The Oldest forms of the Bible ever discovered". The Bible Society website also offers excellent information on the history of the Bible. *A short history of the Bible* VIDEO MV: John 1:1
4	**The Dead Sea Scrolls** Students explore the story of the Dead Sea Scrolls. MV: Romans 10:17
5	**The Walls of Jericho** Students explore the historical records which support the Biblical account of the walls of Jericho. (Joshua 5:13 – 6:27) MV: Psalm 119:105
6	**Dinosaurs in the Bible** "Dinosaurs in the Bible" PPT (THP) "The X-Nilo Show – Dinosaurs and the Bible" DVD (KSC) MV: 2 Corinthians 5:7
7	**THE WRAP – How do we know the Bible's stories are true?** "Storytelling – Biblical Tradition" Week 2 (Information Sheet) (PSC) "Evidence that Demands a Verdict" MV: Hebrews 11:6

8	**William Tyndale and John Wycliffe**
	Students investigate the story of William Tyndale and John Wycliffe. (DVD – *Torchlighters series*)
	Students participate in their own translation simulation. Students will be given a script that they must copy as accurately and as quickly as possible. They must complete the copy in perfect silence and if any mistakes are made, they will need to start over again.
	MV: Hebrews 12
9	**The sacrifices of those who have given their lives for a Bible**
	Students explore the stories of modern Bible smugglers and Christian organizations who translate, print and export copies of Bibles into all corners of the world.
	MV TEST
10	**The evidence that demands a verdict: Jesus**
	In the lead-up to Easter, students investigate the Bible as being one, consistent story of Jesus' redemptive work (*The Trouble with Paris* DVD)
	Discuss Jesus' claims in the Bible (John 1:1-18).
	All Scripture leads to the person and redemptive work of Jesus (Luke 24:27)
	Discuss that given the weight of evidence, a response begs. "Easter the REAL meaning" (Worksheet – THP)
	MV TEST

TERM TWO

Week	Content/Activities
1-2	**Preparation of Assessment Task – Continuation of Term One unit**
	Students consider the LEGACY they would like to leave for the Year 7 boys of 2013. They will need to prepare a text of some sort (poster, video, etc.) that explains: *the purpose of the Bible, the history of the Bible, how the Bible is all about Jesus and why the Bible is like a survival guide for life.*
	Students may choose to do a poster that reflects a metaphor for the Bible (e.g. fire, mirror, sword) or a video (e.g. *Survivorman*) that offers a survival-scenario take on the importance of the Bible.
	These items will be placed in a suitcase and will be returned to the boys at the end of the year before being packaged up again to be shown to the students in 2013.
3-10	**Old Testament Heroes**
	Noah
	Joshua
	Jonah
	David
	Gideon
	Jeremiah
	Joshua
	Hannah
	Abigail
	Eve
	Deborah
	Esther
	Miriam
	Ruth
	Rebekah
	MV TEST (each week)

Northside Christian College
CHRISTIAN FOUNDATIONS
Year 7

TERM THREE	
Week	**Content/Activities**
1-10	**Proverbs** Students will focus on one key theme per week in accordance with the study booklet produced by PSC. Students will choose one key Proverb to complete an oral task on at the end of Term 3. Students will need to explain the implication of the Proverb and why it is of particular significance to them. MV TEST (each week)

TERM FOUR	
Week	**Content/Activities**
1	**Leaving a Legacy** Explain the importance of leaving a legacy of great importance for others to follow. Each week in CF, the students will consider a different aspect of leaving a positive legacy. d. **Perseverance** Students complete an intense, 20 minute fitness work out. Students reflect on the value of perseverance in life. Students explore the Biblical notion of "finishing the race well".
2	**Service** Students explore the importance of serving others, particularly given the example of Jesus, who, in washing the disciples' feet, illustrated that service is beyond no one, and is of immense importance in the Christian walk. Students participate in a mini-project around the school that involves a service element. (e.g. helping collect cans from classes for the TWO-CAN appeal and taking them to a relevant office, cleaning out the sports room).
4	**Teamwork** Students participate in teamwork challenges on the oval before reading of the importance of working WITH others, in community, as the body of Christ (Acts 2:42-47).
5	**Respect** Students reflect on the importance of respecting those others. Students make their own video that retells the story of Elisha calling the bears down on the youths who mocked him. (2 Kings 2:23-25)
6	**Purity** Students reflect on the Biblical importance of living a pure life.
7	**Leadership** Students consider Biblical perspectives of leadership. Year 12 leaders come and speak to the students about their understanding of servant leadership as a Christian.
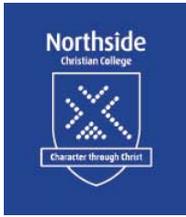
Northside Christian College

PERFORMING ARTS

Dance – Year 7

Introduction

Dance is a visual art form utilising human movement to express ideas. This non-verbal communication is devised with the consideration of specific audiences and purposes and through the purposeful manipulation of dance elements within genre-specific contexts.

The study of dance fosters unique and significant skills and understandings which are transferable to other areas of learning. By engaging in, and reflecting on, dance activities, students develop skills and abilities to use processes that contribute to their physical, cognitive, emotional, aesthetic, cultural, social, moral and spiritual development. Students learn to think critically as they analyse and critique dance works and identify the influence of particular contexts.

Subject Outline

Through the study of Dance in Year 7 students will examine the ways human movement is generated, learning how to use forming devices in order to shape movement. The program provides students with a practical knowledge of movement, thereby increasing their ability to be physically and verbally articulate in the language of dance. Students will be lead through the process of choreography, developing experience and confidence in composing movement, and will learn basic Hip Hop technique in order to perform a dance work.

The Year 7 Dance program consists of two units of study over the course of a term; two lessons per week

Course Outline

Unit One: Movement

Through this unit students will explore the various ways humans move and will develop the skills to structure movement in their individual choreography. Through task-based learning activities and 'found movement', students will be provided with clear scaffolding which allows them to successfully utilise structuring devices and construct purposeful movement sequences. Included in the unit is the study of form (structure), transitions, choreographic devices, space, time, and dynamics. Students will manipulate the elements of Dance in order to devise choreographed movement, demonstrating a focus on innovation and aesthetic value.

Assessment: *MAKING - CHOREOGRAPHING (INDIVIDUAL)*

CRITERIA**:**

- Students choreograph dances demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent

Unit Two: Hip Hop

Through this unit students will develop an appreciation of the historical context of the Hip Hop genre of dance together with an understanding of the technical skills specific to the style. Students will participate in classroom workshops which develop their physical skill-set in relation to Hip Hop as well as their awareness of safe dance practices and the importance of warming up.

Assessment: *MAKING - PERFORMING*

CRITERIA:

- Students perform with confidence and clarity, demonstrating technical and expressive skills appropriate to the dance style
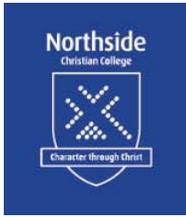
Northside Christian College
TECHNOLOGIES AND DESIGN
Design Technologies - Year 7

Subject Introduction

Design Technologies gives students opportunities to create designed solutions for a range of contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Design Technologies provides students with opportunities to engage in two technologies contexts: **Food and Fibre and Engineering and Materials,** which are studied for one semester each in Year 7. By undertaking practical, guided design activities students learn to think, plan, discover and implement ideas and innovations. Design Technologies develops the student's ability to appreciate and explore design, material properties, emerging and traditional technologies, and safe practices.

Subject Outline

Semester One – Food and Fibre

- Food and Nutrition
- Hygiene and safety in the Kitchen
- Introduction to the Australian Guide to Healthy Eating and the Australian Dietary Guidelines
- Food preparation techniques including knife skills
- Designing healthy meals using dietary guidelines
- Textile Studies
- Safety and efficiency in the Textiles room
- Machine settings and sewing skills
- Design project incorporating sustainability and practical skills

Semester Two - Engineering and Materials

- Design-thinking projects (Participation in a guided design program)
- Working safely in the Design and Innovation space
- Exploring materials – metals, polymers and timber
- Basic engineering and manufacturing processes

Assessment Focus

Assessment of learning in the Design Technologies subject area is focused on:

- **Knowledge and understanding** of the principles, techniques and practices relevant to each of the technologies contexts.
- **Processes and production** of products including the selection of materials, ingredients, tools, equipment and technologies to safely make designed solutions.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, demonstration of practical skills, research and investigation assignment, a design folio as well as teacher observation.

Northside Christian College
TECHNOLOGIES AND DESIGN
Digital Technologies - Year 7
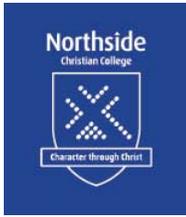
Subject Introduction

Digital Technologies gives students opportunities to plan and manage digital projects to create interactive information. Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems. Students define and deconstruct problems in terms of functional requirements and constraints, and evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.

Year 8 Digital Technologies has been designed to assist students to become not only confident and competent users and consumers of ICT and Digital Media but also developers of digital solutions, by applying computational thinking. This course is designed to enhance students ICT knowledge through the use of various multimedia technologies in response to digital communication challenges.

Subject Outline

Semester 1 – Game Design and Coding

Term 1: Starting from Scratch

- Programing interactive stories, games and animations
- Students learn the fundamentals of computer programming in a visual environment, without the need to write any code.

Term 2: Python from Scratch

- Developing programming language competence
- An introductory course using the programming language Python for students with little to no programming experience

Semester 2 – Design and Development of Web Pages

Term 3: Image Editing

- Students will develop skills in software such as Photoshop and Illustrator.

Term 4: Design and Development of Web Pages

- All learning is bought together in a web-based project.

Assessment Focus

Assessment of learning in the Digital Technologies subject area is focused on:

- **Knowledge and understanding** of the principles, techniques and practices relevant digital technologies contexts.
- **Processes and production** of digital projects that create and communicate ideas and information.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, the production of digital products, research and investigation projects, and the compilation of a design folio.

Northside Christian College
PERFORMING ARTS
Drama – Year 7
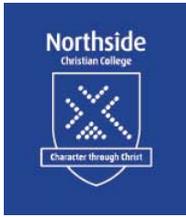
Introduction

By the end of Year 7

Learning and assessment focus

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Drama. They extend their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering intended audiences and intended purposes. They recognise that there are many different arts disciplines and that people may choose to work as artists or use their expressive capabilities in other areas of their recreational and working lives.

Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They extend their understanding of arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within one or across many arts disciplines.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present arts works, and to communicate their own arts practice and that of others.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

RESPONDING
- analysis and evaluation of the use of elements of drama

MAKING: PERFORMING
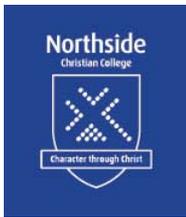- conveying dramatic action when collaborating by rehearsing, refining and producing a scripted drama performance.

MAKING: FORMING
- development of roles and characters when collaborating to plan, direct, produce and refine drama in different forms, styles and performance spaces through improvisation.

Ways of working

Students are able to:

- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages

- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times

- modify and polish arts works, using interpretive and technical skills

- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes

- identify, apply and justify safe practices

- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages

- reflect on learning, apply new understandings and identify future applications.
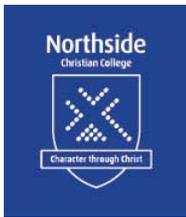
Northside Christian College
PERFORMING ARTS
Drama – Year 7

Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.

• Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus *e.g. presenting land-user, traditional owner, environmentalist and government representative roles in an environmental issues drama.*

• Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas *e.g. changing mood of tired and depressed shipwreck survivors when a rescue boat is sighted.*

• Dramatic action is interpreted, prepared and shaped through scenarios and scripts *e.g. using a student-devised script on a school-based issue such as bullying.*

YEAR	UNIT ONE	UNIT TWO
7	Drama Games • Focus and Spatial Awareness • Basic Role-play using blank Text Monologue • Finding a character • Learning text and blocking basics for presentation to an audience **Assessment: Presentation of a Monologue**	Image Theatre • Freeze frame basic emotions and themes • Storytelling through Images • Augusto Boal – Real vs. Ideal • Dealing with Bullying through Image theatre Parables • Using images and movement to present a parable • Transforming a parable into modern context **Assessment: Presentation of a parable**
8	Drama Games • Confidence Building Improvisation • Making/accepting offers • No blocking • Improvisation exercises using A/B scripts **Assessment: Improvisation using A/B scripts** Mime • Spatial Awareness • Neutral stance • Physical extension exercises	Mime (cont'd) • Basel masks – create a stock character • Group work in Mask given scenarios **Assessment: Group Mime Performance in Mask** Realism Script • Character profiling • Blocking a scene • Acting exercises **Assessment: Presenting Tasks – Scripts**
9	The elements of Drama • Human context, Tension • Role-play development: writing in role etc. • Journal writing – response to given situation • Analysis of Human Context in Text • Acting Exercises on • Scripted Drama Presentation **Assessment: Presenting Task – Script Provided**	The elements of Drama cont'd • Time, Space • Voice, Movement • Symbol, Mood Improvisation • Making/accepting Offers • Extending Offers • Building context/Creating Mood • Writing a scene based on stimulus • Building Drama from a given stimulus **Assessment: Polished Group Performance based on Stimulus**

Northside Christian College
ENGLISH & OTHER LANGUAGES
English – Year 7

Subject Outline

From 2012, Northside Christian College has implemented the Australian Curriculum for English. Detailed information regarding Rationale and Aims, Content, and Achievement Standards may be found by visiting: www.australiancurriculum.edu.au

Texts studied at Northside are always taught from a Christian perspective and students will be taught to think critically about the values promoted in texts.

Course Outline

UNIT	TEXTS
Magnificent Me As students enter the Middle School phase of learning, they launch into a unit of work centered on themselves as the subject matter. They will study sentence and paragraph structure, and will write an analytical paragraph to complement their favourite selfie. They will then present a speech based on an inspirational person in their life. To wrap up the unit, they will apply the 'Seven Steps to Writing Success' to write a short story where they are the main character – the hero of their story.	* Various short stories
Analyse This Students will examine the biblical account of Moses and will undertake analysis of the animated 'Prince of Egypt' film. They will analyse how films can be used as a powerful medium to position viewers to accept a particular point of view.	* The Prince of Egypt * The Bible
Freedom! Students will undertake a comprehensive novel study focusing on the theme of freedom. They will examine the characters in depth and will present a monologue in role followed by a written feature article.	* Either: I am David, The Cay or Islands of the Blue Dolphins
Poetry – I think therefore I am … Students study poetic form and language and will select and recite a poem from a selection of poetry classics. Furthermore, they will analyse poetry and create a collection of three poems on a theme of personal choice.	* Various poems

Language conventions are embedded in all units of work, with an examination undertaken each semester.

Further information, including current assessment tasks, may be found by visiting the school's online learning hub: MOODLE.

Types of Assessment

The Australian Curriculum for English requires students to complete a range of written and spoken tasks. These tasks must reflect a range of conditions and text types. Tasks will include written and spoken assignments, as well as written exams where the question may be seen (students are notified of the question in advance) or unseen.
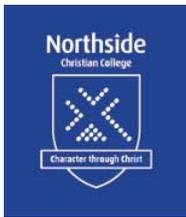
Learning Area Standard Descriptors Used In Assessment

Understanding and Skills – Receptive Modes

Students are required to:

- Select and evaluate relevant ideas and information
- Develop and justify interpretations of texts
- Explain how text types are used to achieve different purposes
- Analyse how a variety of language features achieve different purposes

Understanding and Skills – Productive Modes

Students are required to:

- Select, organise, and synthesise a variety of relevant ideas and information to support different viewpoints, attitudes and perspectives
- Use a variety of text structures to achieve different purposes and effects
- Use a range of grammatical structures and vocabulary to achieve different purposes and effects
- Use a variety of text and language features to achieve different purposes and effects, for example:

    1. Punctuation and spelling
    2. Pronunciation, pace, phrasing and pausing, audibility and clarity
    3. Facial expressions, gestures, proximity, stance, movement
    4. Graphics, still and moving images

How a student's final Level of Achievement is determined

For each piece of assessment in English, a student's grade or mark is determined holistically. This means that the student's result is determined by the performance across ALL of the criteria for each assessment piece. Their results for the criteria subsets (listed above) are not used separately to arrive at a grade. In practice, students will be given one holistic grade for each piece of assessment ranging from A+ to E-.

In English, a student's Semester Report records their progress for the year, not the semester. This means that each student's Semester 2 Report will record their progress for the entire year. In subject English, this is the best way to provide parents and students with an accurate indication of progress at the conclusion of the year.

The results students have achieved for their tasks are used to determine their exit Level of Achievement. Their Level of Achievement is determined by examining their achievement for tasks according to the two categories, WRITING and SPEAKING.

The following principles are applied in determining overall results:

- All work is summative
- Greatest attention should be given to a student's fullest and latest assessment
- Students must demonstrate they can perform consistently at a particular level in **BOTH writing AND speaking** to meet the standards for that Level of Achievement

The following table may be used as a guide.

A	Predominantly A results for both written and spoken tasks
B	Predominantly B results for both written and spoken tasks
C	Predominantly C results for both written and spoken tasks. No more than one D or E result for written tasks and no more than one D or E result for spoken tasks. (If a student achieves two or more results lower than a C, they cannot obtain a pass in this subject.)
D	Predominantly D results for both written and spoken tasks
E	Predominantly E results for both written and spoken tasks
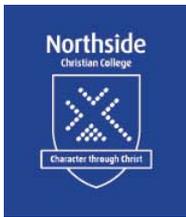
Northside Christian College

ENGLISH AND OTHER LANGUAGES

French – Year 7

Subject Outline

Students learn to communicate in French for practical purposes. They will also develop greater knowledge, understanding and appreciation of the over 48 French speaking countries, cultures and customs. They will work collaboratively and independently to develop cultural and intercultural exchanges.

Course Outline

Term	Theme	Potential Topics
1	Basic Salutations	- Introducing yourself - Talking about how you are going - Describing yourself using adjectives - Days of the week, months and seasons - Numbers 0 – 20 - Telling the time - Pronunciation of French vowels and the alphabet
2	French Cultures	- Forming questions and responding - Learn nationality, countries, clothing and weather.

Types of Assessment

In French, students will complete a range of tasks that include Short Answer Exams and a multi-modal presentation. . This will determine their ability to socialise, inform and create in the French language, and to translate and reflect.

Criteria Used in Assessment

Students will be assessed according to their proficiency in these skills:

Translation: Comprehending by identifying mains ideas, supporting ideas, idiom and colloquial language use, interpreting gestures, facial expressions and attitudes.

Understanding: Comprehending by identifying main ideas and supporting details, using textual features to locate information and help with meaning.

Communicating: Composing by selecting appropriate language to hold conversations through clear pronunciation and by controlling pitch, intonation and rhythm.

Creating: Composing by using appropriate vocabulary, spelling and punctuation, and sequencing material logically.

Reflecting: Thinking about how students use the French and English languages, giving consideration to the differences and similarities.

## How a student's Level of Achievement is determined

Students will be given opportunities throughout the year to demonstrate their achievement. Each assessment is given a percentage contribution to the determination of achievement.

French Immersion Opportunity

At the completion of even calendar years (2018, 2020 etc.) students are provided with an opportunity to travel to New Caledonia to immerse themselves in French culture, and to develop their language skills. This trip is open to all students studying French with priority given to those continuing with French as a subject in following years.

Possible Career Prerequisites

As Australia extends its trade links throughout the world, increasingly Australians are working, travelling and studying overseas. Learning French offers students many opportunities. A command of French offers the worker, student or traveller an opportunity for a deeper appreciation of the over 48 French speaking countries and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.
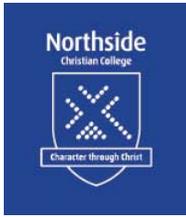
Northside Christian College

ENGLISH AND OTHER LANGUAGES

Japanese – Year 7

Subject Outline

Students learn to communicate in Japanese using the skills of listening, speaking, reading and writing for practical purposes. They will also develop greater knowledge, understanding and appreciation of Japanese culture and customs.

Course Outline

Term	Theme	Possible Topics
1	Self-introduction	Greeting, names, addressing
	Numbers	Age, grade, phone number
	Around the world	Countries, nationality
2	Japanese writing	Hiragana
	My world	Family and pets
	Japanese culture	Food, anime

Types of Assessment

In Japanese, students will complete a range of tasks including reading, writing, speaking and listening exams.

Criteria Used in Assessment

Students will be assessed according to their proficiency in each of the four macroskills:

Listening: Comprehending by identifying mains ideas, supporting ideas, idiom and colloquial language use, interpreting gestures, facial expressions and attitudes.

Reading: Comprehending by identifying main ideas and supporting details, using textual feature to locate information and help with meaning.

Speaking: Composing by selecting appropriate language to hold conversations through clear pronunciation and by controlling pitch, intonation and rhythm.

Writing: Composing by using appropriate vocabulary, spelling and punctuation, and sequencing material logically.

## How a student's Level of Achievement is determined

Students will be given opportunities throughout the year to demonstrate their achievement in each of the four macroskills. Each macroskill is to make an equal contribution to the determination of achievement.
Once standards have been determine for each of the macroskills, the following table is used to determine the level of achievement.

A	Standard A in any two macroskills and no less than a Standard B in the remaining macroskills.
B	Standard B in any two macroskills and no less than a Standard C in the remaining macroskills.
C	Standard C in any three macroskills; no less than a Standard D in the remaining macroskills.
D	Standard D in any three macroskills; Standard E in the remaining macroskills.
E	Does not meet the requirements for a D.

Possible Career Prerequisites

As Australia extends its trade links throughout the world and increasingly Australians are working, travelling and studying overseas, learning Japanese offers students many opportunities. A command of Japanese offers the worker, student or traveller an opportunity for a deeper appreciation of the country and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.
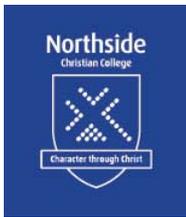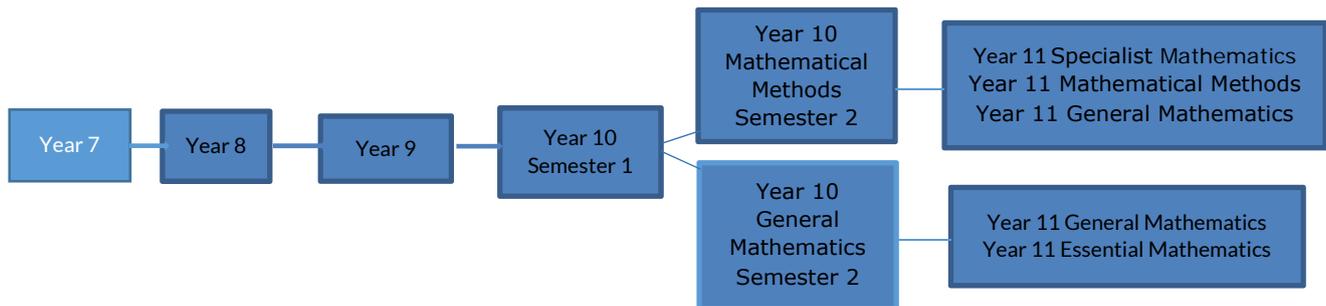
Northside Christian College
MATHEMATICS
Year 7

Subject Outline

Mathematics in Middle School is not academically streamed, teachers follow a "differentiating the curriculum" approach based on the National Curriculum to provide appropriate learning opportunities for students. Year 7 is also a conciliation year as students of different Primary Schools enroll into NCC.

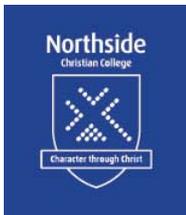Mathematical pathways at Northside Christian College are depicted below.

Course Outline

Semester 1	
Term 1	Term 2
Mathematical Foundations Number System 1: - Positive Integers - Rational numbers	Number System 2: - Decimals - Negative Numbers Percentages Algebra
Semester 2	
Term 3	Term 4
Measurement Probability Cartesian Plane	Linear Equations Money Statistics Transformations

Assessment

Assessment techniques in this syllabus are grouped under categories.

- Assignment
  1. Extended modelling and problem solving task
  2. Homework sheets
  3. Teacher specified
- Supervised tests.

Criteria used in Assessment

The following exit criteria must be used in making judgments about a student's level of achievement at exit from this course:

Knowledge and Procedures

This criterion refers to the student's ability to recall, access, select and apply mathematical definitions, rules and procedures, to demonstrate numerical and spatial sense and algebraic facility, with and without the use of mathematical technology.

**Modelling and Problem Solving**

This criterion refers to the student's ability to apply problem-solving strategies to investigate and model situations, generate and use data, analyse and interpret results in the context of problems to investigate the validity of mathematical arguments and models.

Communication and Justification

This criterion refers to the student's ability to interpret, translate, communicate, present and justify mathematical arguments and propositions, using mathematical and everyday language and symbols to develop logical supported arguments.

Awarding exit levels of achievement

VHA	Standard *A* in any two criteria and no less than a *B* in the remaining criterion
HA	Standard *B* in any two criteria and no less than a *C* in the remaining criterion
SA	Standard *C* in any two criteria, one of which must be the *Knowledge and procedures* criterion, and no less than a *D* in the remaining criterion
LA	At least Standard *D* in any two criteria, one of which must be the *Knowledge and procedures* criterion
VLA	Standard E in the three criteria
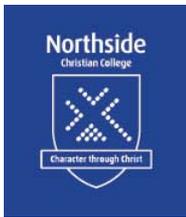
Northside Christian College
PERFORMING ARTS
Music – Year 7

Subject Outline

Skills learned / developed in the course:

- Duration, beat, time values and metre are used to create and vary rhythm.
- Pitch, tonalities, scales and intervals are used to create and vary the horizontal arrangement of sound.
- Tonalities and harmonies are used to organise music in different vertical arrangements.
- Contemporary, traditional and genre-specific musical forms are used to structure music.
- Interaction between the linear and the vertical arrangement of music is used to create the texture or density of sound.
- Vocal, instrumental, electronic and computer-generated sound sources have characteristic sound qualities (tone colour) that can be altered through methods of production and manipulation.
- Relative softness and loudness of sounds, and digital and electronic devices, are used to change dynamic levels and expression of music.

The Music course involves the study of the following units for one term; two lessons per week

Year 7	Units studied
Weeks 1 – 5	Keyboard Music
Weeks 6 - 10	Guitar

Course Outline

Year 7 Music is divided into the following three dimensions:

RESPONDING -

- identification and analysis of how the elements of music are used in different styles
- evaluation of musical choices made to communicate meaning as performers and composers

MAKING: COMPOSING –

- composition of music demonstrating notation, manipulation and use of the elements of music, stylistic convention, aural skills and music

MAKING: PERFORMING –

- interpretation and performance of songs and instrumental pieces (in unison and in parts) demonstrating the use of technical skills, expressive skills and aural skills

Types of Assessment

Typical Assessment in a Semester may include:

- RESPONDING - Identification and analysis of how the elements of music are used in different styles
- MAKING: COMPOSING – Introduction to song writing, chord progressions and recording
- MAKING: PERFORMING – Guitar and Keyboard performances

How The Student's Final Level of Achievement Is Determined

When standards have been determined in each of the three criteria of Listening, Composing and Performing, the following table is used to determine the exit level of achievement, where A represents the highest and E the lowest.

A	Standard A in any two exit criteria, and no less than a B in the remaining criterion.
B	Standard A in any two exit criteria, and no less than a B in the remaining criterion.
C	Standard A in any two exit criteria, and no less than a B in the remaining criterion.
D	Standard D in any two exit criteria
E	Does not meet the requirements for D standard
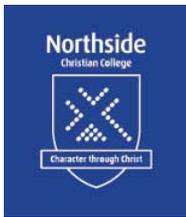
Northside Christian College
PHYSICAL EDUCATION
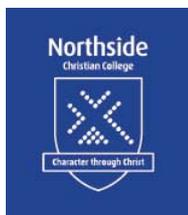## Year 7

Introduction

Students in Year 7 Physical Education participate in a range of activities which encourage students to:

- develop a fit, healthy life with proper standards of fitness, cleanliness and responsibility;

- develop the qualities of stewardship, sportsmanship, friendship and leadership; and

- develop the ability to find and achieve a full potential as a healthy human being.

Course Outline

The program for Year 7 Physical Education is as follows.

	Term 1	**Term 2**	**Term 3**	**Term 4**
Practical	Games Unit and Cross Country Training	Athletics	A selection of: Touch Football Soccer AFL European Handball Netball Basketball	Swimming
Assessment	Students are assessed on whether they are able to: Demonstrate a range of physical responses within the contextual demands of the activities Demonstrate physical responses that reflect both an ability to implement and evaluate strategies and tactics in physical activities Demonstrate the application and evaluation of movement concepts and principles to performance in physical activities. Demonstrate the ability to reflect critically upon physical activity in social, historical and cultural contexts Accept responsibility for the organisation and development of their learning experiences within a framework provided by the teacher Demonstrate the ability to select and use information in order to evaluate and enhance learning in, about and through physical activities Communicate through a variety of modes (including physical) Experience the enjoyment, challenge, self-expression and social interaction that is possible through informed engagement in physical activities.			

Northside Christian College

SCIENCE

Year 7

Rationale

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

Some of the Topics Covered Include:

TERM	UNITS/THEMES	UNIT LENGTH IN WEEKS
1	Investigating Science	4
	Properties of Substances and Mixtures	5
2	Classification	4
	Habitats and Interactions	5
3	Forces & Simple Machines	10
4	Earth in Space and Earth Resources	7

Assessment Criteria

Students are assessed through written tasks, extended experimental investigations and extended response tasks.

The following criteria are addressed in order to grade students in tasks:

- Science Understanding
- Science Inquiry Skills
- Science as a Human Endeavour

All three criteria are equally weighted to an overall grade.

Determination of Student's Level of Achievement

Each criterion makes an equal contribution to the determination of levels of exit achievement. When Standards have been determined in each of the three criteria, the following table is used to determine the semester achievement, where A represents the highest standard and E the lowest.

VHA	A in any three exit criteria and no less than a B in the remaining criterion
HA	B in any three exit criteria and no less than a C in the remaining criterion
SA	C in any three exit criteria and no less than a D in the remaining criterion
LA	D in any three exit criteria
VLA	Does not meet the requirements for Limited Achievement
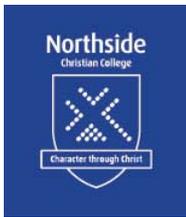
Northside Christian College

SOCIAL SCIENCE

Year 7

Subject Outline

The Social Sciences' curriculum at Northside Christian College involves the study of history, geography and civics. In this regard, the Australian National Curriculum History, Geography and Civics and Citizenship courses form the basis of instruction, assessment and reporting throughout the Year Seven course.

Each Social Sciences' discipline is approached from a Christian worldview. Content is unfolded within this perspective. The manner in which students engage with the curriculum is guided by the Biblical values of empathy, stewardship and reflective inquiry. As students investigate the geographical, political and societal problems that have plagued humanity across time and distance, students are encouraged to reflect on humanity's need for a Saviour.

Through these curriculum perspectives, and the excellent team of Social Science teachers, we endeavour to instill a passion for the subject area whilst encouraging students to reach their full potential in the academic arena.

Social Science at Northside Christian College is a core subject in the Middle School. Students may then elect to do Senior Social Science in Year 10, which introduces each of the senior level subjects including Modern History, Ancient History and Psychology.

Course Outline

Semester One – History: The Ancient World (Investigating the Ancient Past; The Mediterranean World – Ancient Greece; The Asian World – Ancient China)

Semester Two – Civics and Citizenship: Australia's system of government; Geography: Water in the World, Place and Liveability

Criteria Used In Assessment

Criterion 1: Knowledge and understanding – the ability to recall or bring to mind previously learned factual information, and to show understanding by explaining concepts, key ideas and principles.

Criterion 2: Critical process skills – applies to analysing and organising information from a range of sources, and to many of the processes and skills of problem solving and decision making.

Criterion 3: Research and questioning skills – refers to the development of questions and hypotheses and to the collection and recording of data.

Criterion 4: Communication skills – refers to the range of ways in which students can present the results of their learning experiences in spoken, written, graphic, audio-visual and electronic format.

Types of Assessment

A variety of assessment instruments – written, spoken and multimodal – are used to provide information on student progress. These include written research assignments, multimedia presentations, collections of work and exams that involve a combination of source/data analysis, essay writing or short responses.

How the Student's Semester Level of Achievement is Determined
Each criterion must be assessed in each semester and each criterion is to make an equal contribution to the determination of levels of exit achievement. When standards have been determined in each of the four criteria, the following table is used to determine the semester achievement, where A represents the highest standard and E the lowest.

|	
A	A in any three criteria and no less than a B in the remaining criterion
B	B in any three criteria and no less than a C in the remaining criterion
C	C in any three criteria and no less than a D in the remaining criterion
D	D in any three criteria
E	Does not meet the requirements for Limited Achievement
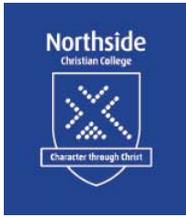
Possible Career Paths

Students who have completed the course in the past have found it valuable, both personally and as preparation for their senior courses.

The subject could be of importance to any student considering a career in sociology, psychology, early childhood care, education, archaeology, research, law or politics.

Many professions and occupations value persons with the skills of being able to develop and express reasoned opinion. The social sciences help to develop these capabilities.

Students should refer to individual universities/learning institutions and tertiary institutions for course prerequisites.

Northside Christian College

VISUAL ARTS

Year 7
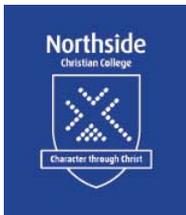
Subject Outline

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They extend their understanding of arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they reflect on the creative process.

By the end of year 7 students are able to:
- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times
- modify and polish arts works, using interpretive and technical skills
- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes
- identify, apply and justify safe practices
- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages
- reflect on learning, apply new understandings and identify future applications.

Time Allocation

Year 7: One term of approximately nine weeks. Two x 70 minute lessons per week

Overview of Possible Topics and Media Areas

The following table outlines possible media areas and topics that can be covered in the course:

Year 7	
Drawing	Exploring Line – techniques and processes Mark-making using different tools
Printmaking	Simple print methods Found objects prints Monoprints, Etching
Clay	Pinch pots / slab construction.
Sculpture	Paper sculpture, Found objects Wire Sculpture. Simple sculpture forms
Painting	Colour theory & Colour wheel Exploring with colour.

Communication Skills

The student learns techniques that will enable them to:
- plan and organise to achieve purposes and outcomes.
- Investigate, interpret and analyse.
- Reflect, evaluate and synthesise.
- Draw informed and insightful conclusions.
- demonstrate creativity and technical skills to express, present and represent ideas, concepts and information.
- Implement processes to achieve intended purposes.
- Use Visual Arts and Media languages meaningfully.
- Work successfully in groups and individually
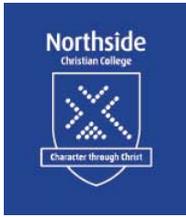
Northside Christian College

VISUAL ARTS

Year 7

Assessment Instruments

A variety of instruments will be used to provide information on a student's progress. These may take a variety of forms including projects, folios, written tasks, non-written presentations and/or practical tasks. The general criteria for each instrument are indicated below, the specific criteria are those listed as specific objectives. Reference should be made to those specific objectives relating to the practical activities attempted when assessing work.

Criteria used in Assessment

Determining Levels of Achievement: Exit levels are awarded according to the minimum standards in each of the two criteria:

Responding – identifies, explores, responds to, analyses, interprets and evaluates artworks

Making – plans, designs and explores knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

These are outlined in the following table:

VHA	Standard *A* in any two exit criteria and no less than a *B* in the remaining criterion
HA	Standard *B* in any two exit criteria and no less than a *C* in the remaining criterion
SA	Standard *C* in any two exit criteria, and no less than a *D* in the remaining criterion
LA	Standard *D* in any two exit criteria
VLA	Does not meet the requirements for Limited Achievement