



WHITSUNDAY

CHRISTIAN COLLEGE

26 Paluma Road, Cannonvale

2021 Middle Phase Subject Information



Middle Phase Year 7 – Year 10

Head, Hands, Heart

Our Middle Phase of Secondary School is designed to engage our young people. The ‘head, hands and heart’ holistic theme reflects our aim of connecting academic and practical knowledge with thinking skills within an environment where Christian values are promoted. Students will develop in terms of knowledge and character as their learning is enhanced through enjoyment and engagement. While this prepares our students for the future, we believe that it values their life experience in the present as they travel through these important years of development in an authentic and purposeful manner.

Year 7 - Year 8 Core Subjects

- English
- Mathematics
- Science
- Social Studies
- Health and Physical Education
- Japanese

Year 9 - Year 10 Core Subjects

- English
- Mathematics
- Science
- Social Studies
- Health & Physical Education
- Biblical Studies



English

We value that the study of English helps create confident communicators, imaginative thinkers and informed citizens. Students learn to analyse, understand and communicate with others and with the world around them. Students engage imaginatively and critically with literature to expand the scope of their experiences. The teaching of English is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Mathematics

Our Mathematics lessons provide students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Our programs aim to develop the numeracy capabilities that all students need in their personal, work and civic life. We provide students with carefully paced, in-depth study of critical skills and concepts. We encourage and help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Science

Our Science program 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. We support students in developing scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Social Studies

Through a study of Social Studies, students develop a greater awareness of the world around them, especially in terms of the physical and social aspects of human experience. The four main strands in the Social Studies course are History, Geography, Civics and Citizenship and Economics and Business.



Health and Physical Education

Health and Physical Education promotes the development of student knowledge, processes, skills and attitudes necessary to make informed decisions, take action and advocate in order to enhance:

- personal and community health, especially as it relates to food and nutrition, and to personal safety
- movement skills
- physical performance and fitness
- personal development, in particular identity, interpersonal relationships and resilience.

Japanese – Year 7 - Year 8

Japanese language is used in classroom interactions, for creating and maintaining classroom relationships and for explaining and practicing language forms. Learners work both collaboratively and independently in Japanese, exploring a variety of texts, including songs/raps and role-plays, with particular reference to their social, cultural and communicative interests. They use modelled and rehearsed language in familiar and unfamiliar contexts and begin to use vocabulary and grammar with increasing accuracy and confidence. Learners also learn to use the katakana alphabet and develop their understanding of the relationship between hiragana, katakana and Kanji alphabets.

Additional Subjects – Electives Year 7 - Year 8

Students choose three electives to study for the year. Students are only able to change electives at the beginning of the year, a maximum of four weeks into Term 1.

- Dance
- Design and Technology - Digital Technologies
- Design and Technology - Home Economics
- Design and Technology - Practical Technologies
- Design and Technology - Woodwork
- Drama
- Media Arts
- Music
- Visual Art



Additional Subjects – Electives Year 9 - Year 10

Students choose three electives to study for the year. Students are only able to change electives at the beginning of the year, a maximum of four weeks into Term 1.

- Dance
- Design and Technology - Graphics
- Design and Technology - Home Economics
- Design and Technology - Practical Technologies
- Design and Technology - Woodwork
- Drama
- Japanese
- Music
- Visual Art

Students also participate in:

- Home Class activities: Biblical Studies, buddy classes, outdoor games, team-building activities, life skills education.
- Sport: school and after school sports, Swimming Carnival, Athletics Carnival, Cross Country, District Sport and Interschool Sport.
- Camp
- Chapel

Elective Descriptions

Dance – Year 7 - Year 8

In Dance, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.

Dance – Year 9 - Year 10

In Dance, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Design and Technology – Digital Technologies - Year 7 - Year 8

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

In Year 7 and 8, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

Design and Technology – Graphics - Year 9 - Year 10

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a

range of design tasks safely. They apply management plans, changing direction when necessary to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Design and Technology – Home Economics

Home Economics encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments, textiles and fashion. Students who undertake this subject are required to supply their own ingredients for dishes made during class and transport their food home in their own containers. They are required to provide fabric to make a range of items.

Design and Technology – Practical Technology

Practical Technology is a new subject which is a combination of the previous Practical Studies and STEAM subjects. The subject has been designed to include the practical elements of the design process with the use of mathematics and science to solve real-world challenges and problems.

Design and Technology – Woodwork

Discover the exciting and creative world of working with timber. Students learn how to use hand tools and selected electric tools. The course begins with wood theory and jointing methods before students undertake individual projects. They use AutoCAD (a commercial software application for 2D and 3D computer-aided design) to create their designs and produce actual models using 3D printing. The subject provides a solid foundation to careers in industrial design, architecture, drafting and web design.



Drama

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. Students learn to think, move, speak and act with confidence.

Japanese – Year 9 - Year 10

Japanese language is used to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. Learners sequence and describe events using a range of cohesive devices, and complete communicative tasks that involve planning, performance, collaborative and independent work. They use language more fluently and are able to read and write using hiragana, katakana and an increasing number of kanji in texts.

Media Arts – Year 7 - Year 8

Students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage in their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

Music

Students study and analyse the musical elements to develop an understanding of how music is made. They have opportunities to create their own music in a variety of styles. Practically, students will enjoy making music through singing and playing instruments in both small groups and individually.



Visual Art

Visual Art is divided up into three sections: design work, research and practical work. Students learn about the elements and principles of design and how they are applied. They develop their own designs and document all work. They are encouraged to think creatively and evaluate their achievements.