Swan Christian College
WISDOM IS OF GOD

2025 Year 7
Subject Information Booklet

An information booklet for students and their parents

www.swan.wa.edu.au

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Introduction

Learning is our core business. All aspects of a student's journey in the middle years contribute to their learning. Pastoral care, public gatherings, extra-curricular groups, Living Well, service learning and camps shape our young people and contribute to the development of the whole person: heart, mind, spirit, body.

Curriculum

The curriculum at Swan Christian College is organised according to the guidelines laid down by the School Curriculum and Standards Authority (SCSA): https://www.scsa.wa.edu.au. The curriculum is specific to Western Australians although founded on the Australian Curriculum developed by ACARA.

Courses at Swan Christian College are grouped into the following Learning Areas with a Head of Learning Area (HOLA) responsible for all courses within it:

- Christian Living

- English

- Mathematics

- Science

- Technologies and Visual Arts (Digital and Technologies in a range of contexts, as well as Media and Visual Arts)

- Humanities and Social Sciences (with sub-strands History, Economics and Business, Civics and Citizenship, and Geography)

- Languages

- Performing Arts (including Dance, Drama, Music)

- Health and Physical Education

The teaching programs at Swan Christian College aim to foster a passion for learning that will remain with our students throughout their lifetime. They aim to develop individuals' understanding of themselves as valued children of God, with personal gifts to be nurtured, developed and engaged with; in such a way that the students are well prepared for life, able to enjoy it and able to contribute effectively to our school and the wider community.

Years 7 and 8

In Years 7 and 8 students study a more generalised curriculum with all courses being mandated by the Western Australian government. The exception is Christian Living which is studied at Swan Christian College based on our Christian identity as outlined in our strategic plan.

In Year 8 students have a little more choice in their studies and choose to specialise in two of the Learning Areas – The Arts and Technologies. Students choose from a Visual Art (Media Arts or Visual Arts) and from a range of Technologies (Food, Textiles, Materials (Wood/Metal), Engineering etc). Electives are semester based. All other courses are year length. Subject choices are usually made mid-year for the following year using online tools and require parents to co-sign the choices.

Years 9

In Year 9 there is more scope for student choice. Students still study core subjects as mandated by the Western Australian government. These include:

- English

- Mathematics

- Science

- Humanities and Social Sciences (with sub-strands History, Economics and Business, Civics and Citizenship, and Geography)

- Health and Physical Education

- Christian Living is continued throughout K-12.

There is a greater flexibility of elective choice in Year 9 than previously. We also offer several school developed courses as electives in Year 9 including Outdoor Education, Business and Enterprise, and Specialists sports programs. The nature of these is fluid and may vary over time. Students choose two electives to study for a full year. Subject choices are usually made mid-year for the following year using online tools and require parents to co-sign the choices.

There are a number of additional services for students with particular needs, gifts or interests.

Christian Living

Mr James Ellis, Acting Dean of Christian Living

Christian Living

LEARNING AREA: CHRISTIAN LIVING

Course Description

In Christian Living, Year 7 students will explore the Bible's big picture and the central message of God's promise firstly to Israel and then all people. Students will learn the key stories of the Bible and explore how these small stories tell the big picture of God. The Action Bible ©, a graphic novel, brings to life the stories of the Bible. This primary textbook is complemented by 'The Big Picture' student workbooks which are used to guide each students in their understanding of God's redemptive story. Students will be encouraged to explore what each Bible story teaches us about God, explore challenging questions from the text, and identify how they can learn to live well based on the teachings of Scripture. Christian Living programs at Swan Christian College are based on SCEA's Collaborative Curriculum Framework designed to cover an array of material during a student's journey through Kindergarten to Year 12.

Literacy
Students will read for literal and inferential meaning, link and summarise information from different sources and use evidence. They will read maps and diagrams, and explore how images shape our interpretation of the Bible. They will write short responses, a personal letter and expositions, use language to make judgments and express opinions. They will learn to use and spell specialist words. Speaking and listening are key skills in Christian Living. Students will listen to spoken, audio and multi-media texts, respond to them, and interpret information and ideas presented. They will actively contribute to class discussions.

ICT
Students consider social and ethical protocols and practices when using ICT such as cyber-bullying, plagiarism and using social media; investigate Christian themes using ICT considering reliability of internet sources, use a digital version of the Bible, manage electronic files, use SEQTA. In addition, students may create texts such as PowerPoint presentations, blogs, or brochures.

Numeracy
Students will use numeracy in a range of ways such as producing, collating and analysing statistics, making estimations, calculations, and solving problems. They may interpret data presented in the form of graphs, conduct surveys and use grid references on a map.

Christian Worldview
A Biblical framework underpins every lesson.

Assessments
Include such things as: personal letters, reflections, presentations, reports and class contributions.

Useful Links
- https://www.biblegateway.com

Homework
Generally there will be limited homework for Christian Living.

English

Mr Glenn Marlow, Acting Head of English

English

Course Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. 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.

Students engage with a variety of texts and develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literacy

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Much of the explicit teaching of literacy occurs in English. The texts that students need to understand and produce take on increasingly formal and academic features, employing technical, abstract and specialised 'written-like' language forms, in order to communicate complexities of meaning.

ICT

Students analyse and explain the effect of technological innovations on texts, particularly media texts, understand the way language evolves in response to new technology, and plan, draft and publish texts using a range of software.

Numeracy

While numeracy is not a specific focus of English, that language of numeracy is identified and taught when appropriate. Informational texts that include infographics, graphs and statistics are examples of numeracy elements found in texts studied in English. Students are encouraged to recognise the interconnected nature of mathematical knowledge and use their mathematical skills broadly.

Christian Worldview

Texts are studied in the light of biblical truth, highlighting the elements that each text reveals about the creation, fall, redemption and hope paradigm.

Assessments

Assessments are drawn from students' creation of a range of imaginative, informative and persuasive types of texts, for example, narratives, procedures, performances, reports and discussions, some of which will require the beginnings of literary analyses and transformations of texts.

Homework

Regular short periods of reading and writing practice are encouraged to support the learning in English. At times, additional assignment or consolidation work may be required. In general, it is recommended that students spend a minimum of 15 minutes revising or practising English four times a week, and a minimum of 20 minutes reading per school evening.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8
- https://au.ixl.com/ela/year-7

Health and Physical Education

Mr Sam Tweedie, Head of Health and PE

Health

Course Description

In Year 7, the Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle. The content expands students' knowledge, understanding and skills to help them achieve positive outcomes in personal, social and online situations.

Students develop strategies to manage the physical, emotional and social changes associated with transitions and puberty. They learn how to make decisions and take positive action to promote their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices. Students develop effective communication skills when consent is required to be given or denied.

Literacy

Students will read for literal and inferential meaning, link and summarise information from different sources and use evidence. They will write short responses, a personal letter and expositions, use language to make judgments and express opinions. They will learn to use and spell specialist words.

Speaking and listening are key skills in Health Education. Students will listen to spoken, audio and multi-media texts, respond to them, and interpret information and ideas presented. They will actively contribute to class discussions.

Numeracy

Students will use numeracy in a range of ways such as producing, collating, and analysing statistics, making estimations, calculations, and solving problems. They may interpret data presented in the form of graphs, and conduct surveys.

ICT

Students consider social and ethical protocols and practices when using ICT such as cyber-bullying, plagiarism and using social media; investigate healthy lifestyle themes using ICT considering reliability of internet sources, manage electronic files, and use SEQTA. In addition students create texts such as PowerPoint presentations, blogs, or brochures.

Christian Worldview

The Bible and biblical teachings help to form the basis of the health education program. Students will be taught topics and concepts from a biblical viewpoint. The assessments also promote students to respond to the topics from a Christian worldview.

Assessments

Assessments types will include presentations, class contributions and research tasks.

Homework

Generally there will be limited homework for Health Education.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education

Physical Education

LEARNING AREA: HEALTH, SPORT AND PE

Course Description

In Year 7, the Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle. The content expands students' knowledge, understanding and skills to help them achieve positive outcomes in personal and social situations

Students continue to develop and refine movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to a range of physical activities. They have opportunities to analyse their performance using feedback to improve body control and coordination. They learn about the types of activities that enhance aspects of fitness and wellbeing. The application of fair play and ethical behaviour continues to be a focus for students as they consider how communication skills can assist with improving group cohesion.

Literacy
Students will read for literal and inferential meaning, link and summarise information from different sources and use evidence. They will write short responses to questions in theory tests.

Numeracy
Students will use numeracy in a range of ways such as producing, collating and analysing statistics, making estimations, and keeping score.

ICT
The use of ICT in Physical Education is limited to students accessing SEQTA to complete theory tasks and occasionally uploading data.

Christian Worldview
Fair play and sportsmanship are vital components of the Physical Education program. Respect for self and others and personal responsibility also form the basis of our Physical Education program.

Assessments
Assessment types will include termly practical assessments, fitness testing, athletics results and written tests.

Homework
Generally there will be limited homework for Physical Education.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education

Humanities and Social Sciences

Mr Jonathan Myers, Head of HASS

Humanities and Social Sciences

LEARNING AREA: HASS

Course Description

Humanities and Social Sciences consist of four main areas: Civics and Citizenship, Economics and Business, Geography, and History; linking significant ideas, events and processes that shape the world and the society we live in.

Students will explore the Westminster system by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system. Through Economics and Business, an understanding of the concepts of making choices and allocation of resources is developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success. Work futures are introduced, as students consider why people work. Geography is concerned with the concepts of place, space, environment, interconnection, sustainability and change. These concepts are developed as students inquire into the nature of water as a natural resource and the investigation of the liveability of places. In History, students explore the ancient past through a case study of the Roman Empire. They consider the causes of change and the significance of events and ideas that originated in the Roman Empire, including the spread of Christianity.

Literacy

Students will read historical sources, maps and diagrams, link and summarise information from different sources and use evidence to support opinions. They will translate information through the process of note taking, and develop their skills in the identification of key ideas in texts. Students will learn to use and spell specialist words.

ICT

Students consider social and ethical protocols and practices when using ICT such as plagiarism and using social media managing electronic files and using SEQTA. In addition students create texts such as PowerPoint presentations, Word documents, or brochures.

Numeracy

Students will use numeracy in a range of ways such as producing, collating and analysing statistics, making estimations, calculations, and solving problems. They will interpret data presented in the form of graphs, conduct surveys and use grid references on a map.

Christian Worldview

Stewardship of the Earth's resources, including water, is a core responsibility of humanity (Genesis 1:26-28). Students will explore how the use of resources can either enable or disadvantage human flourishing. They will investigate the components of our political and legal system to explore how Governments work for our protection (Romans 13:1-6). Students will also investigate the social and political structures that existed during the lifetime of Jesus, and track the positive changes that occurred in Roman society through the work of Christians and the early Church.

Assessments

Students will engage in a variety of assessments that focus on the skills of research, mapping, interpreting data, communication and critical analysis. These skills will be assessed through research projects and in-class tests.

Homework

Students are expected to maintain a 'Weekly Summary' document on their device (no more than 10min), training students in creating revision notes. Some research assignments may require time outside of the classroom.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences

Languages

Mrs Catherine Campbell

Dean of Languages

French

Course Description

Students take the first steps of discovering and appreciating the French language and culture through a rich variety of texts and practical situations. They explore language and culture through songs, poems, cartoons, recipes, meals, games and famous sporting events. Beginner students develop confidence in using their conversational French in practical situations with speaking partners and team mates. They learn how best to learn the language and record their progress with available technologies. Keen competitors have several opportunities to challenge themselves by taking part in state or world competitions. Discovering aspects of the French speaking culture around the Francophone world opens more opportunities to develop appreciation of a diversity of people and cultures.

Literacy

The study of another language affords opportunities for overall literacy development; strengthening literacy-related capabilities that are transferable across the language being learnt, their first language and English. For language learners, literacy involves skills and knowledge that need guidance, time and support to develop.

Numeracy

Learners of French are afforded opportunities to develop, use and understand patterns, order and relationships, to reinforce concepts, such as number, time and space, in their own and in others' cultural and linguistic systems.

ICT

French is enhanced through the use of information and communication technology; accessing live language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge.
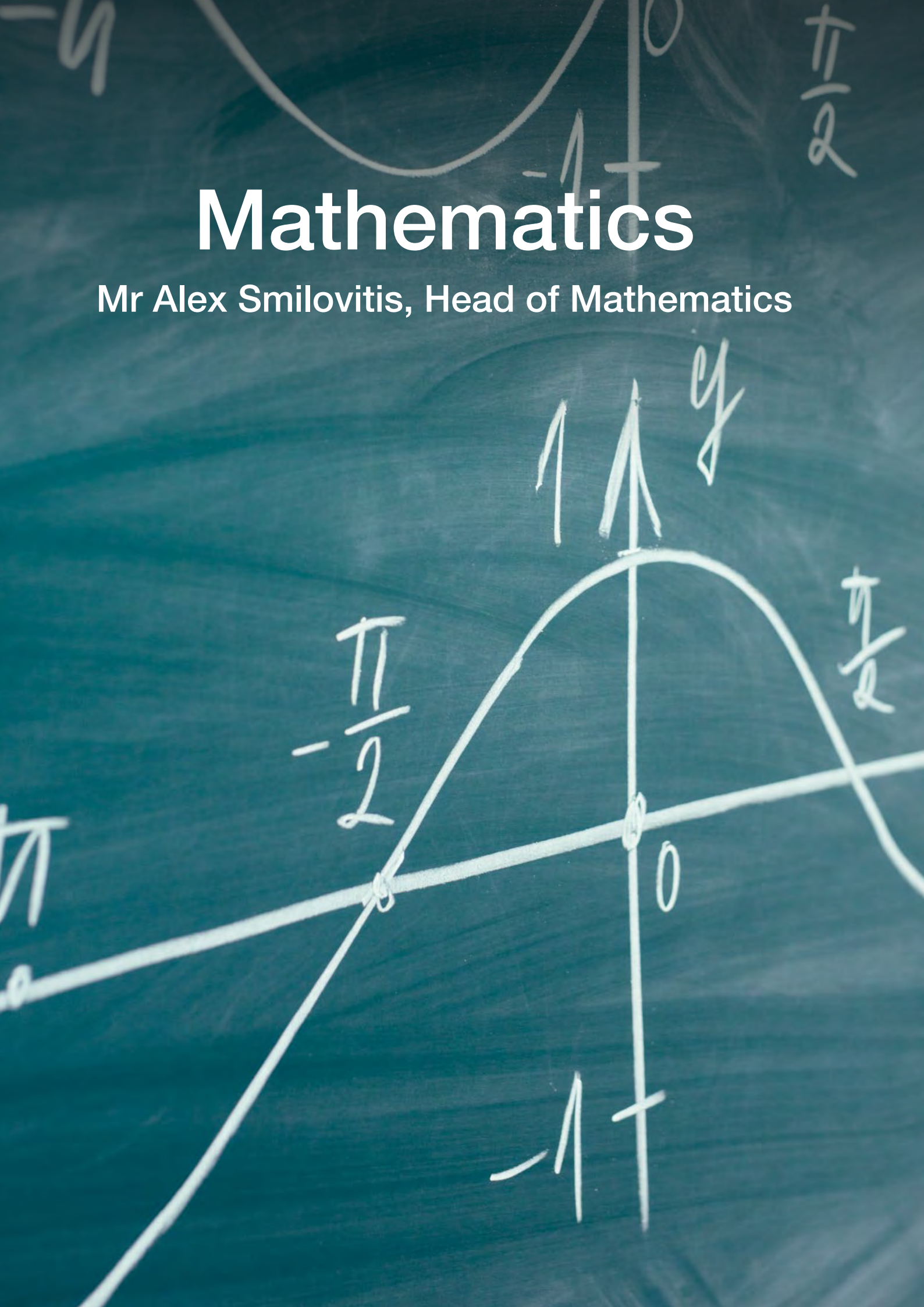
Christian Worldview

Students learn to appreciate and value the diversity of people in God's world, that all people have dignity and are created in God's image, and deserve to be loved as one's neighbours.

Assessments

In French, the two strands Communicating and Understanding are interrelated. When developing assessment tasks, teachers provide students with opportunities to communicate in French and to demonstrate their understanding of the language needed for effective and interculturally appropriate communication. Assessment tasks typically address the syllabus content in interconnected ways within relevant, meaningful contexts to students. Teachers use ongoing assessment processes that that may include observation, group activities, short responses, practical and authentic tasks, oral presentations, visual representations and portfolios.

Homework

Students are expected to regular short periods of revision, 5 to 10 minutes, at least three days a week consolidating their class learning.
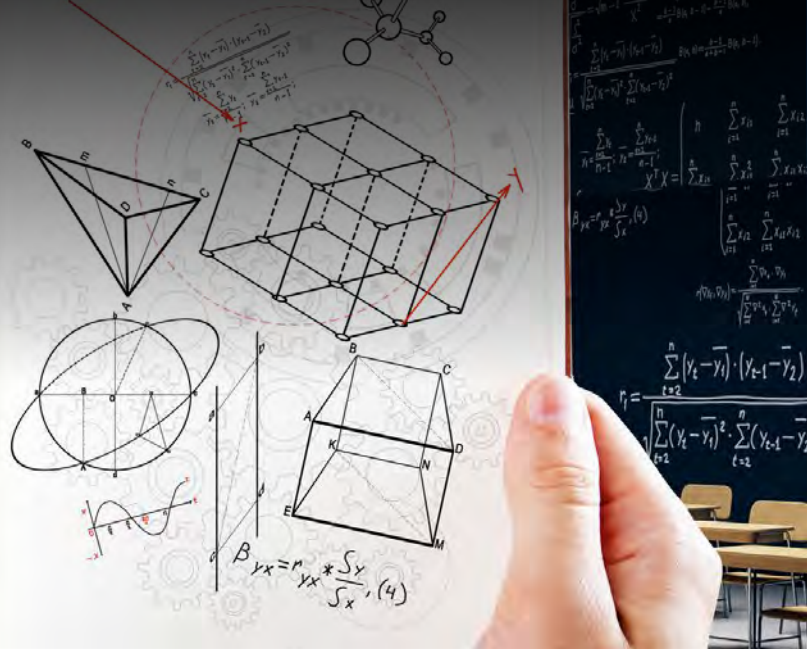
Useful Links

*   https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/languages/french

Mathematics

Mr Alex Smilovitis, Head of Mathematics

Mathematics

Course Description

In Year 7 Mathematics, the proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of Mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. Understanding includes connecting the laws and properties of numbers to algebraic terms and expressions. Fluency includes calculating accurately with integers. Problem Solving includes formulating and solving authentic problems using numbers and measurements. Reasoning includes applying known geometric facts to draw conclusions about shapes.

Literacy

It is essential that literacy is developed, reinforced and fostered in the Mathematics classroom. A lack of literacy can provide a significant hindrance to the students' ability to develop their understanding of Mathematics and restrict their ability to complete elements of assessments. In particular, sound levels of literacy are required to complete practical tasks such as investigations and projects where students are required to use the Mathematical Thinking Process or Statistical Investigative Process to explain their solution to an open question or exploratory task.

Numeracy

A significant part of Mathematics is transferring and applying numeracy to practical and real-life circumstances, creating links for the student between theory and skills to situations where the outworking of those concepts is displayed and developed. It is a goal for all Mathematics teachers to show the relevance of the content and understanding to students and to develop skills that can assist them in their life.

ICT

Students are encouraged to be self-reliant and take initiative wherever possible using technology. Students and parents have the opportunity to not rely on the teacher as the 'source of all knowledge' by using YouTube, Google and innumerable safe websites to research any concept in Mathematics. Also, most of their textbooks have links to very helpful video explanations of every example as well as fantastic resources through the use of the Education Perfect website which also has videos and explanations.
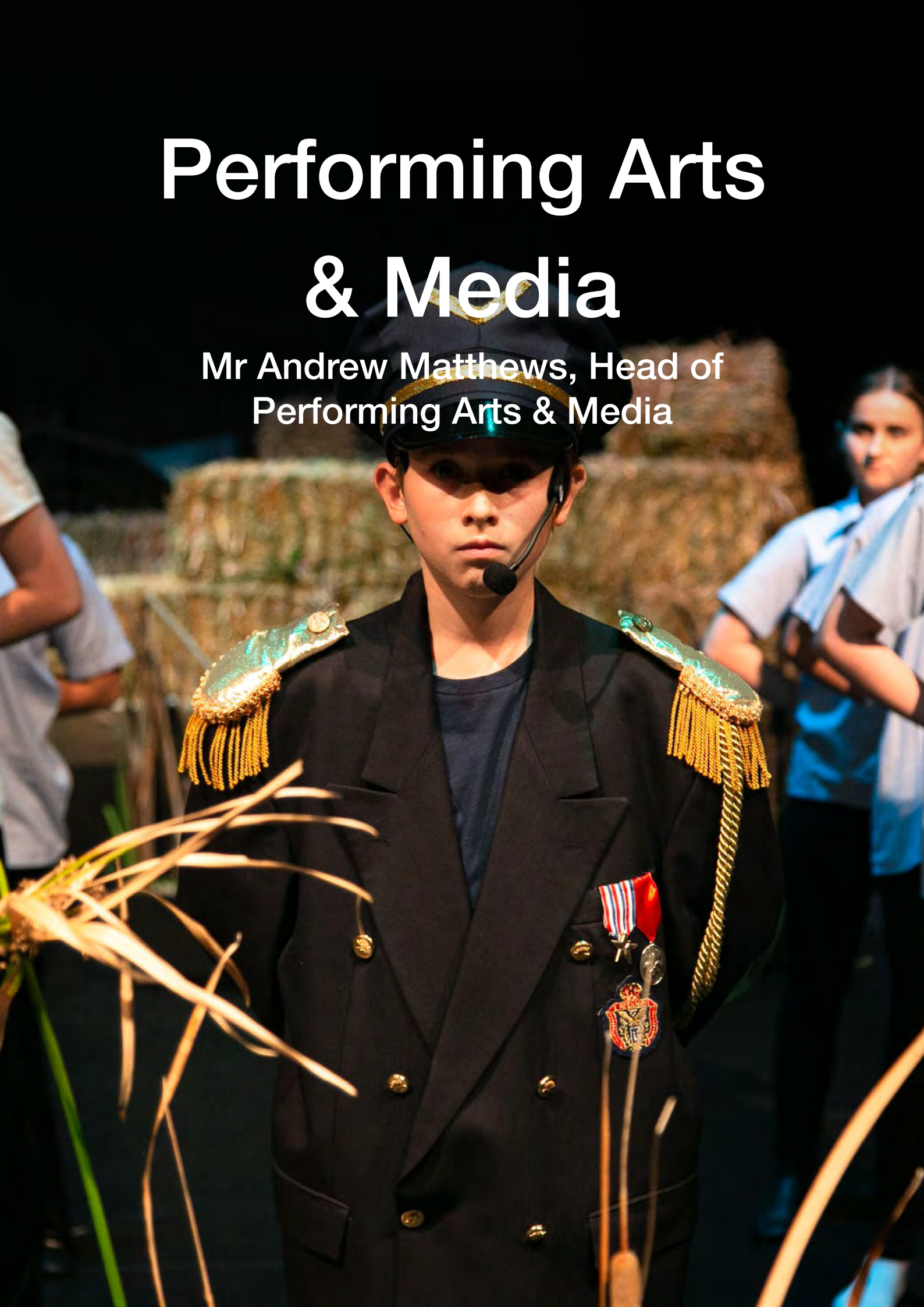
Christian Worldview

A Biblical basis is foundational to every lesson. This is seen in the encouragement and treatment of every student as a unique and special individual who is of great value to God. People frequently say 'How do you teach algebra from a Biblical worldview?' The reality is that every topic within Mathematics is a demonstration of design and purpose, suggesting an amazing designer. The History of Mathematics is a demonstration of mathematicians discovering and creating a system to represent what they have found in the universe around them.

Assessments

Assessment types include tests, investigations and projects. There will be a limited number of 'summative' assessments which will each count towards the year grade. Other assessments will be formative, where they will not count towards the year grade, but provide vital educational feedback to the student and teacher.

Homework

Students are expected to complete a maximum of 2 hours homework per week, usually across 4 nights. If your child has a large number of commitments outside of school hours, please feel free to negotiate with your child's teacher about the opportunity to catch up on weekends.

Useful Links

https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/mathematics-v8

Performing Arts & Media

Mr Andrew Matthews, Head of Performing Arts & Media

Drama

Course Description

In Year 7 Drama, students explore and develop valuable skills in confidence, innovation, self-regulation, collaboration, problem-solving, communication and creativity. Students get the opportunity to plan and present drama work with their peers through forms of improvisation and mime as well as exploring and engaging in other theatre skills and forms. There is a small written component for this course that helps students to support and reflect on their practical work.

Literacy

Drama terminology used in the course improves student ability to understand and evaluate information in both written [script interpretation] and spoken forms [listening and viewing drama]. They learn to make meaning by expressing thoughts and emotions, and presenting ideas and opinions. Through the interaction and participation with others in creative activities their literacy learning is strengthened. These literacy-rich drama situations are a part of learning across all curriculum areas.

Christian Worldview

"So God created human beings in his own likeness." – Genesis 1:27 NIRV

And since God is creative, we humans are also creative. Drama offers a great opportunity to fulfil the creative component of our nature in a collaborative context. Indeed, we glorify God when we use these God-given gifts and reflect his nature.

Assessments

Assessment tasks comprise practical work, with a small component of self-reflection.

Homework

Homework is not a requirement, but opportunities to showcase work may require some line memorisation.

Useful Links

* https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/drama3

Music

Course Description

In Year 7 students are given opportunities to learn new music sklills and knowledge when performing, composing and listening to music. Students with advanced music awareness such as individual or band instrumental performance and/or music theory are able to stretch their knowledge with supported differentiation. All students also develop their aural skills and aural memory to identify, sing and play music, and make connections between sound and notation.

Students are engaged in fun class activities, which explore the elements of music, notation and music terminology, to record and communicate music ideas. They will participate in listening and reading music focusing on increasing their understanding of the elements of music in music styles.

Literacy

Literacy demands in music are found and explored in four types of activities in the classroom:
1. Aural and Theory (music language, terminology, concepts, music analysis, genres, advertising jingle)
2. Composing and Arranging (composition of advertising jingle, discussion of elements of music and application)
3. Analysis and Context (score analysis, form and structure in music compositions, composers, application of the elements of music)
4. Practical and Performance skills (critical responses to rehearsal technique and performance, interpretation, reflections).

Numeracy

Students have opportunities to use numeracy in a wide range of situations transferring their mathematical knowledge and skills to contexts in the music classroom. Numeracy demands in music are found and explored in three types:
1. Aural and Theory (rhythm, pitch, time signatures, beat counts)
2. Composing and Arranging (rhythmic note values)
3. Analysis and Context (score analysis, form and structure in music compositions, genre periods and study of composers).

ICT

Students learn to use ICT effectively and appropriately to access, communicate and create ideas, solve problems and work collaboratively in Music. Using different technology in music, students will explore different rhythmic patterns, listen to designated music, investigate sound, use recording software and music arrangement software, and develop their aural perception.

Christian Worldview

The Arts program provides students with an opportunity for personal growth, self-discovery of talents and the expression of artistic ideas. We are God's workmanship created for the purpose of glorifying God in good works (Ephesians 2:10). Engaging in music is an enjoyable experience that promotes cooperation and self-esteem, creativity and can be used as a vehicle for worship.

Assessments

Students have four assessment tasks to complete. For the practical component, students will be exploring music software, playing on music instruments and composing music. For the written component, students will be engaged in self-reflections, analysing music and building musical theory knowledge.

Homework

Homework is not required for this course.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/music2

Science

Mr Zalman Jacques, Head of Science

Science

Course Description

Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains and the water cycle to represent and analyse the flow of energy and matter through ecosystems, and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion, explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-Sun-Moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes. The Science Inquiry Skills and Science as a Human Endeavour strands are taught in conjunction with the Science Understanding strand. This ensures the curriculum is taught in an integrated way across all disciplines.

Literacy

Shared reading makes clear the importance of text as a tool for learning science. Talk is important in science and discussion, both for the whole class and for small groups. Students' writing is developed by describing events and phenomena, recounting experiments, giving explanations and presenting opinions or claims. By learning the literacy of science, students understand that language varies according to context and they increase their ability to use language flexibly.

Numeracy

Students will use numeracy in practical measurement and the collection, representation and interpretation of data from investigation. As students' progress, they collect qualitative and quantitative data, which are analysed and represented in graphical forms.

ICT

Students develop ICT capability when they research science concepts and applications, investigate scientific phenomena and communicate their scientific understandings. In particular, they use their ICT capability to access information; collect, analyse and represent data; model and interpret concepts and relationships; and communicate science ideas, processes and information.
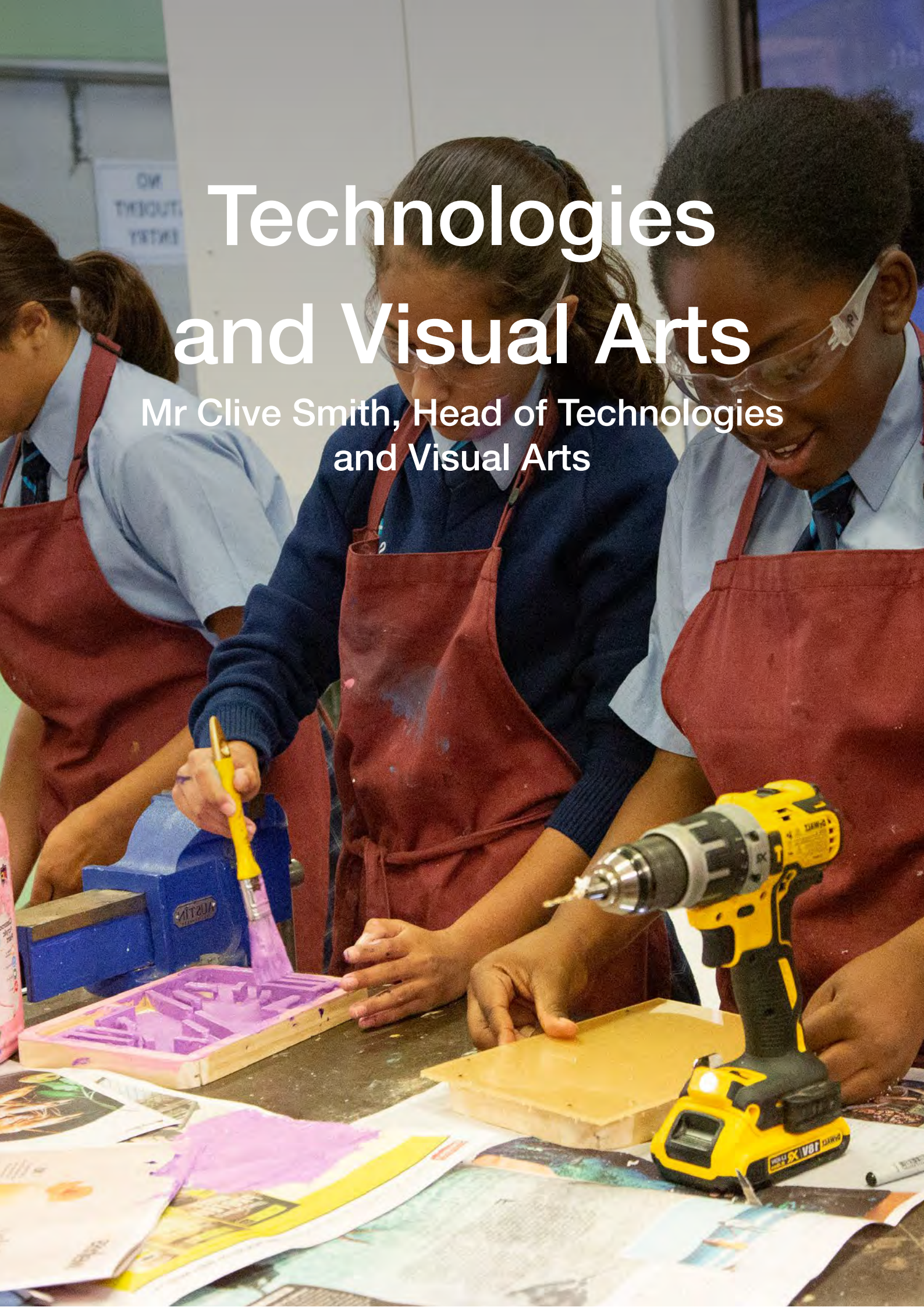
Christian Worldview

- Deliberation – suggests thoughtfulness and careful analysis and evaluation.
- Vocation – relates to the discovery and development of gifts and abilities and how these can be used to fulfill our calling in service to God and other people.
- Stewardship – People are called to take care of, and enjoy the entire Creation. People need to live balanced lives with opportunities for work, contemplation, exploration and building relationships

Assessments

- Science Inquiry/Investigations
- Research/Extended Response
- Tests and Examinations

Homework

It is expected that students complete four sessions of 15-20 minutes per week. This is inclusive of daily revision.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/science-v9

Technologies and Visual Arts

Mr Clive Smith, Head of Technologies and Visual Arts

Food Awareness

Course Description

In Year 7 Food Awareness, students are provided with opportunities to design and produce products, services and environments.

Students have opportunities to select from a range of technologies, materials, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable solutions. They develop strategies, which enable them to consider society and ethics, economic, environmental, and social sustainability factors. Students' use of creativity, innovation and enterprise skills is encouraged to increase independence and collaboration. They are given opportunities to respond to feedback from others and evaluate their design processes and solutions. They investigate design and technology solutions and the implications for each on society, locally, regionally and globally. Students develop their techniques for evaluating the advantages and disadvantages of design ideas.

Literacy

Students will develop their literacy through reading and using terminology related to food and cooking. They will listen to instructions and watch practical demonstrations. They will learn to use appropriate language and terminology when completing sensory evaluations of food items and think critically when reflecting on their design solutions. Students will read and interpret design briefs, learn to communicate using words, symbols and diagrams and will write recipe cards and work flow plans.

Numeracy

Students will employ their mathematical abilities in the food room when interpreting recipes. They will learn to use abbreviations and symbols and calculate quantities when measuring ingredients. They will use mathematical equations to work out costings and to complete food orders.

ICT

Students will develop their capabilities using ICT as they use the Internet to conduct investigation and research when developing design solutions, use interactive software to trace their carbon footprint and create documents using a range of applications. Model and interpret concepts and relationships to communicate science ideas, processes and information.

Christian Worldview

Underpinning Christian principles by either referencing the Bible or providing opportunities for character formation through practising attributes such as the Fruits of the Spirit as can be seen in Paul's letter to the Galatians. Fulfill our calling in service to God and other people.

Assessments

Assessment types include self and peer assessment, practical skills, practical demonstration, and use of systems such as writing and following recipes and work flow plans.

Homework

As a rule, homework is not a requirement for this subject at this level.

Useful Links

* http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/design-and-technologies2

Interactive Digital Technologies

Course Description

Year 7 students taking this course will engage with future technologies, the basics of coding, data management and how systems can be used to control interfaces. Students will develop an understanding of how technologies can assist in performing operations by using a range of interactive devices that serve as interfaces with computers. This process opens up the world of robotics, programming and data management. Along with this, students learn the fundamental understandings of Digital Technologies that involve the display and manipulation of data, how information can be gathered and represented. This allows for creative thinking along with along with logical problem solving and organisation of data. The course is mandatory for students in Years 7 and 8.

Literacy
Students will read up on workshop safety as well as safe operating procedures for all machines used. They will write notes and annotations on their work and contribute to class discussions. They will learn to use and spell standard terms used for various processes and forms.

Numeracy
Students will use numeracy in a wide range of ways such as how to calculate areas, measure pathways and apply logic to numeric problems.

ICT
This course is entirely focused at developing a broader and deeper understanding of how ICT operates.

Christian Worldview
Projects are often made with the theme of giving, serving and helping others or the environment, either through the process or end product of the project.

Assessments
Assessment types include solution to Digital Technologies problems, designing and organisation and expression of data.

Homework
Generally there will be limited homework for Interactive Digital Technologies.

Useful Links
- https://scratch.mit.edu

Design & Technology

Course Description

Students are provided with opportunities to design and produce products using a range of equipment and materials including timber, plastics and metal. Students have opportunities to investigate and select from a range of technologies, materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to produce sustainable solutions. Students use creativity, innovation and enterprise skills with increasing independence. Students have the opportunity to respond to feedback from others and evaluate their design processes and solutions.

Students are expected to evaluate the advantages and disadvantages of design ideas and technologies.

Students identify the sequences and steps involved in design tasks. They have opportunities to develop plans to manage design tasks, including safe and responsible use of materials and tools. Students establish safety procedures that minimise risk and manage a project with consideration to safety and efficiency, when making solutions.

Literacy
Students will read up on workshop safety as well as safe operating procedures for all machines used. They will read and interpret technical drawings, diagrams and tables for materials. They will write notes and annotations on their designs, as well as a product evaluation at the end of each finished project. They will learn to use and spell standard terms used for various processes and forms.

Numeracy
Students will use numeracy in a wide range of ways such as measuring and marking out, using scale, working out area, calculating circumferences, and solving problems to produce their projects. They will interpret data presented in technical drawings and materials cutting lists.

ICT
Students have the opportunity to engage with a range of technologies to generate and clarify design ideas. Students use ICT when they investigate and analyse information to create solutions to their designs and drawing plans.

Christian Worldview
Projects are often made with the theme of giving, serving and helping others or the environment, either through the process or end product of the project.

Assessments
Assessment types include a basic portfolio, production processes, physical projects and the ability to work safely and responsibly in the workshop in groups and individually.

Homework
Generally there will be limited homework for Design and Technology.

Useful Links
https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies

Textile Awareness

Course Description

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

Students have opportunities to select from a range of technologies, materials, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable solutions. They develop strategies, which enable them to consider society and ethics, economic, environmental, and social sustainability factors. Students' use of creativity, innovation and enterprise skills is encouraged to increase independence and collaboration. They are given opportunities to respond to feedback from others and evaluate their design processes and solutions. They investigate design and technology solutions and the implications for each on society, locally, regionally and globally. Students develop their techniques for evaluating the advantages and disadvantages of design ideas.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating print and visual texts, also using and modifying language for different purposes.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently in the textiles context and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills when working on textile projects.

ICT

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in the textiles context, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve.

Christian Worldview

While undertaking this course students are encouraged to consider the design process as a reflection of God's ongoing creative ability and the innovation God has demonstrated by investing in mankind the ability to design, produce and create.

Assessments

Assessments include but are not limited to: observations, practical work samples, written work and visual representations, self-evaluations

Homework

Homework is limited only to any catch-up work and to that which remain uncompleted after class time.

Useful Links

- http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/design-and-technologies2

Visual Arts

Course Description

In Year 7, students have opportunities to use and apply visual language and artistic conventions in their design and production process. They create 2D and 3D artworks through projects that encourage personal response and an understanding of compositional structure.

Students are introduced to both ancient art styles and contemporary art that enables them to become familiar with the differing purposes of art over time. Students are introduced to art language to assist with analysing artworks.

- Art forms covered in this course: 2D drawing; perspective 3D Ceramics

- Art styles covered in this course: Ancient Cultures - Aztec, Egyptian, Native North American. Contemporary - Lego artist, Nathan Sawaya.

Literacy
Students become familiarised with specific art language such as the elements and principles of design that enable them to express how they have constructed their artworks and interpret the artwork of others. Students engage in verbal discussions about the meaning and purpose of art and present written reports on art styles from the past and present. Written self-assessments are produced at the end of each production task.

Numeracy
Students are given tasks that require planning and problem solving. They work within given time frames. Students use math based formulas such as producing grids to aid in observational drawing, proportion, perspective and working out size and scale of artworks.

ICT
Online systems are integral to student access of assessments and resources. Students utilise personal devices in-class to research topics, write responses to questions and source images to assist with their artworks.

Christian Worldview
Visua Arts encourages students to reflect on unique aspects of one's own character. Students think about their own identity and gain a sense of self-awareness through the activities. This unit also helps to build self-confidence as it encourages students to appreciate their physical, emotional, and spiritual self.

Assessments

Assessment tasks are both practical and written application. The practical component exposes students to projects that involve drawing, painting and ceramic exploration. For the written work, students will complete self-reflections, comparing and analysing artworks on worksheets.

Homework

No regular homework is given for this subject. However, students are encouraged to complete unfinished class activities at home.

Useful Links

- https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/visual-arts2

Swan Christian College

WISDOM IS OF GOD