ST MICHAEL'S
COLLEGE

SCIENTIA ET CARITAS

Curriculum Handbook

Year 7 and 8

A message from the Learning & Teaching team

The Year 7 and 8 curriculum at St Michael's College is structured around the **Australian Curriculum** and the Brisbane Catholic Education Religious Education Curriculum, as aligned to the Alice Springs (Myparntwe) Education Declaration, December 2019. This declaration outlines two education goals for young Australians:

- Goal 1: The Australian education system promotes excellence and equity
- Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

The College vision for learning aligns with this declaration.

> *We aspire to develop each individual's potential to become a self-directed and responsible learner of the twenty-first century. Through encouragement to strive for excellence and provision of contemporary programs, we promote lifelong learning that nurtures the spiritual, emotional, intellectual and physical growth of all.*

Curriculum Structure

Students in Year 7 and 8 study seven subjects each term. This structure allows for depth in concepts covered in both core and elective subjects and promotes a breadth and depth of educational experiences. There is a combination of year long, semester and term subjects. The specialised elective learning areas in the Arts and Technology are spread over a two-year cycle. Economics and Business incorporating Civics is studied as a semester unit in Year 8. All students will have completed the same subjects by the end of Year 8.

We foster a middle school approach where core teachers are allocated to Religious Education and English and Mathematics and Science.

The development of the Year 7 and 8 curriculum is designed to provide learning experiences which engage students in a challenging academic program- focussing on the development of general capabilities - to equip students with the knowledge and skills they need to meet the complex demands of a contemporary context. This curriculum handbook outlines the skills, knowledge and assessments for each of the key learning areas and individual subjects

Assessment and Reporting

We aim to create Assessment capable learners. Focusing on developing Assessment capable learners builds resilient and lifelong learners who have the confidence and skills to demonstrate their knowledge, understanding and proficiencies across all learning areas and in real world situations, including assessment environments.

The five-point scale, A-E, are levels of achievement against the standards that describe how well a student has demonstrated their learning based on a collection of evidence. Students also receive a report on their learning habits: sense of responsibility for own learning, organisation, homework, behaviour and punctuality. Parents receive reports on their child's progress 3 times a year:

- A progress report at the end of Term 1
- End Semester Report in June and December.

Core subjects in Year 7

(In line with the implementation of the Australian Curriculum & Brisbane Catholic Education)

- Religion
- English
- Mathematics
- Science
- French & Health & Physical Education for one semester
- Humanities & Social Sciences (HASS) one semester

Core subjects in Year 8

(In line with the implementation of the Australian Curriculum & Brisbane Catholic Education)

- Religion
- English
- Mathematics
- Science
- Humanities & Social Sciences (HASS)
- Health & Physical Education for one semester
- French for one semester

Elective subjects in Year 7 and 8

Students are to study the eight electives over the two years of Year 7 and 8. In Year 7 students will study two subject units within the Arts Learning Area and two subject units within the Technology Learning Area.

Arts Learning Area	**Technology Learning Area**
Drama Dance Music Visual Art	Design & Technologies (Materials & Technologies) Design & Technologies (Food Specialisation) Design & Technologies (Textiles) Digital Technologies

Following Year 8, students study the core subjects: Religion, English, Mathematics, Science with semester units of History and Health & Physical Education. Then students select electives from the remaining learning areas: Arts, Humanities and the Social Science, Technology and Language.

7 RELIGION

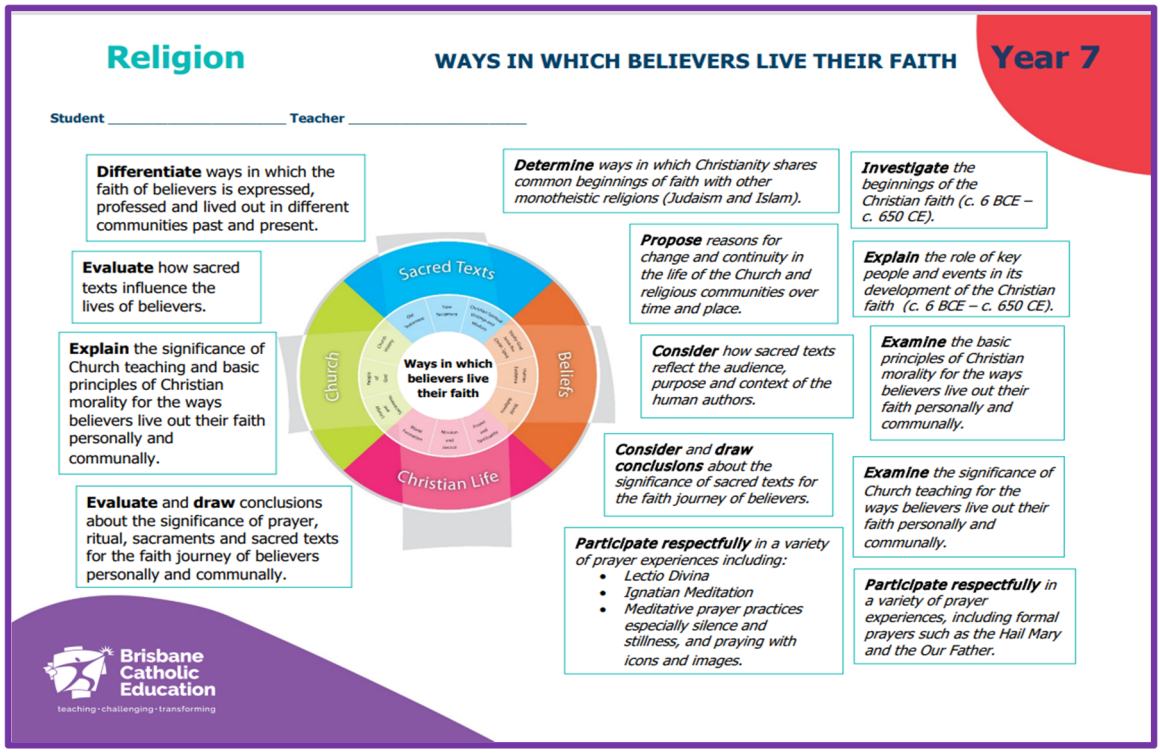
In Year 7, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities, communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith and explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. Students explore information about sacred texts and examine Church teaching and basic principles of Christian morality. Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts.

Unit 1	Unit 2	Unit 3	Unit 4
The Power of Words	**My Story, Our Story, The Story**	**Doing Good – What if Everybody Did That?**	**Sacraments and sacramentality**
Inquiry question: How do sacred texts reflect the audience, purpose and context of their human authors?	Inquiry question: What are the ways in which the faith of believers is lived out in different communities, past and present?	Inquiry question: How does Church teaching and basic principles of Christian morality guide everyday life?	Inquiry question: What is the significance of prayer, rituals and sacraments for the faith journey of believers?

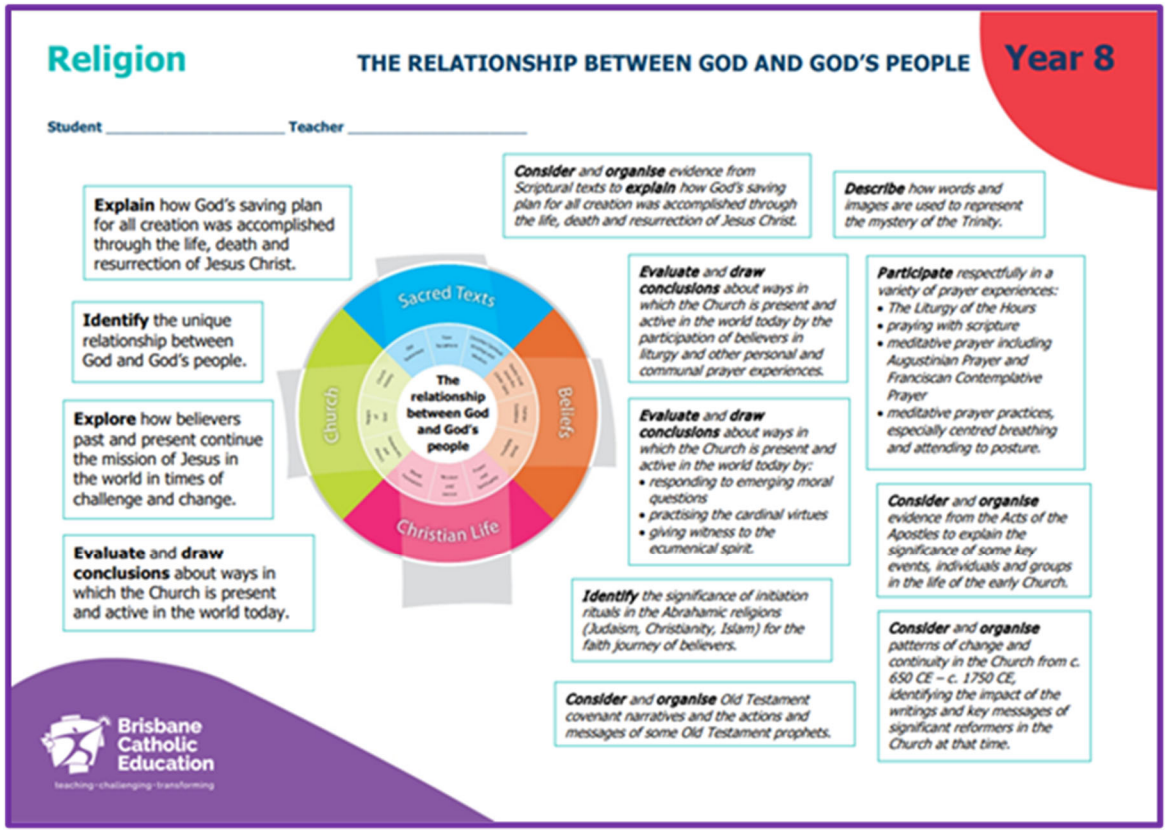
Assessment

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Assignment**	**Project**	**Examination**	**Investigation**
Conditions	Individual Task 300-400 words	Extended Response	Short Response 50minutes 400 – 500 words	Report
Cognitive Verbs	Differentiate, Explain, Evaluate and Draw conclusions			

Year 7 Achievement Standard:



Year 8 Achievement Standard:



8 RELIGION

In Year 8, students engage with a variety of images and words that express the mystery of the Trinity. They are introduced to the theme of covenant and explore the Christian belief in God's saving plan for all creation. They learn about the preaching, achievements and challenges of the earliest followers of Jesus. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today responding to emerging moral questions. Students continue to develop their understanding of prayer in the Christian tradition. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

Unit 1	Unit 2	Unit 3	Unit 4
Mission Matters	**Movers and Shakers**	**Unity and Diversity**	**Covenant**
Inquiry question: What ways is the Church is present and active in the world today?	Inquiry question: How do believers past and present continue the mission of Jesus in the world in times of challenge and change?	Inquiry question: What is the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers?	Inquiry question: What is the unique relationship between God and God's people?

Assessment

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Project**	**Research Task**	**Examination**	**Investigation**
Conditions	Multimodal 2-3 minutes	Extended Response 400 – 600 words	In class written response 50minutes 400 – 500 words	Response to stimulus Written 400-600 words
Cognitive Verbs	Explain, Evaluate, Identify, Identify, Describe			

ENGLISH LEARNING AREA

YEAR 7 ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. The teaching and learning programs integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

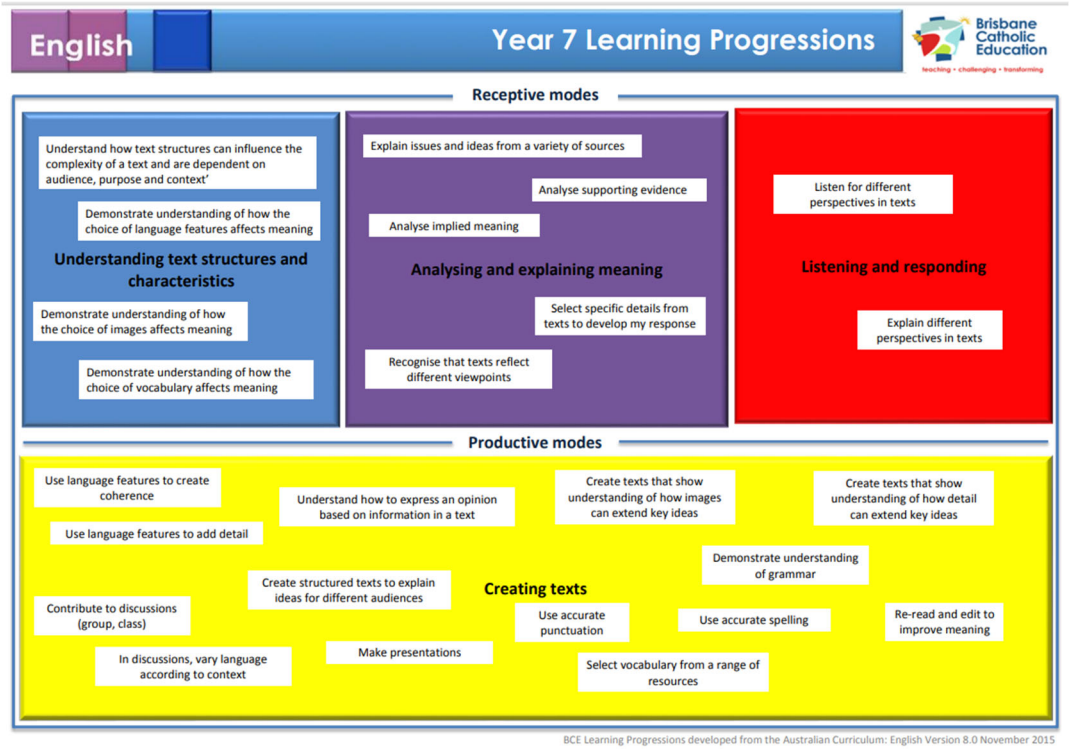
Year 7 English at St Michael's College introduces students to key genres, receptive and productive modes, and learning experiences of foundational English in secondary school. Students are provided with opportunities to develop their literacy skills, and become confident, clear communicators in persuasive, imaginative, analytical and spoken genres.

Unit 1	Unit 2	Unit 3	Unit 4
Convince me	**Tell me a story**	**The hero's journey**	**The art of poetry**
Students develop their ability to plan, construct, develop and create persuasive arguments about issues in society. They are introduced to writing in examination conditions to fine tune time management and independent skills.	Imaginative writing forms the focus of this unit, and students develop their own writing 'tool kit' through reading and writing imaginative texts. They plan and create their own imaginative short story, a narrative, based on a stimulus.	Students understand the idea of the 'hero' and examine identities that fit the mould of this concept. Students engage in the reading of a class text as stimulus for analysing a hero. Their work culminates in writing their first analytical essay piece.	Students examine the human experience, as highlighted by a range of poets and their works. Students identify a global issue, explored through poetry, and explain how the poem represents the issue. They develop as confident communicators through engaging in spoken skills.

Assessment

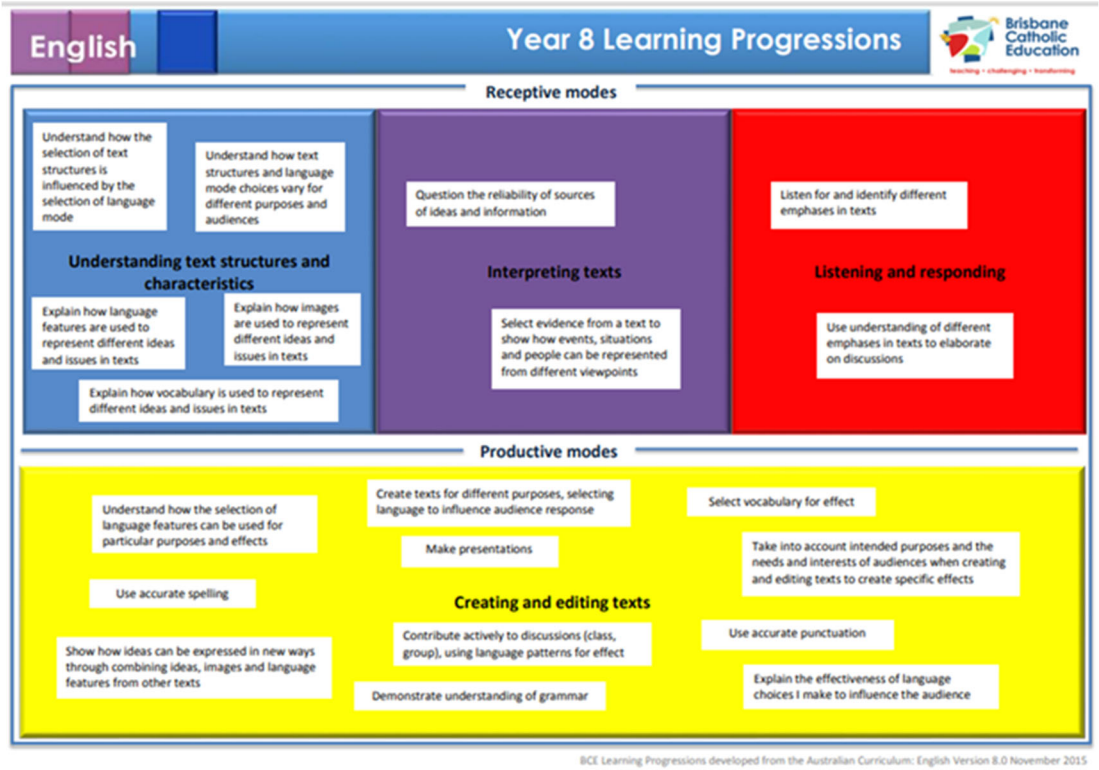
	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Extended Response** **Persuasive writing**	**Extended Response** **Narrative writing**	**Extended Response** **Analytical Essay**	**Extended Response** **Spoken**
Conditions	Examination 70minutes + 10 minutes planning 400- 600 words	Assignment 400-600 words	Assignment 400-600 words	Assignment Spoken informative 2-4 minutes
Cognitive Verbs	Analyse, persuade, inform, explain, describe, create			

Year 7 Achievement Standard:



BCE Learning Progressions developed from the Australian Curriculum: English Version 8.0 November 2015

Year 8 Achievement Standard:



BCE Learning Progressions developed from the Australian Curriculum: English Version 8.0 November 2015

YEAR 8 ENGLISH

Year 8 English at St Michael's College continues to develop the students' capacity to engage in a range of genres, receptive and productive modes, and learning experiences of foundational English in secondary school. Students are provided with opportunities to develop their literacy skills, and become confident, clear communicators in persuasive, imaginative, analytical and spoken genres.

Unit 1	Unit 2	Unit 3	Unit 4
Reading between the lines	**Our Australian story**	**Who's watching?**	**Genre study - film**
Students engage in the study of a class novel, and examine the author's use of narrative structure, aesthetic features, and characterisation. This text then becomes a springboard for students to use their imaginative skills to fill a gap or add to their text.	The representation of Australia is examined through engaging with a range of texts. Students pay particular attention to indigenous poets, and their representation of the history of Australia's indigenous people. Students engage in analytical writing to create short responses	Social media and its impact on society is the focus of this unit. Students delve deeper into how social media influences, distorts and provides a platform for its users.	Students focus on a particular genre represented in iconic films. They examine the way particular texts are structured to fit the conventions of the genre. Students develop their spoken skills by presenting a pitch about a film of their choice

Assessment

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Extended Response Imaginative writing**	**Short Response Analytical**	**Extended Response Persuasive Essay**	**Extended Response Spoken**
Conditions	Assignment 400-600 words	Examination 70minutes + 10 minutes planning 400- 600 words	Assignment 400-600 words	Assignment Spoken informative 2-4 minutes
Cognitive Verbs	Analyse, persuade, inform, explain, describe, create			

MATHEMATICS LEARNING AREA

YEAR 7 MATHEMATICS

In Year 7, Mathematics consolidates and extends students' proficiencies in understanding, fluency, problem-solving and reasoning across the three content strands of 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. They provide the language to build in the developmental as pects of the learning of mathematics.

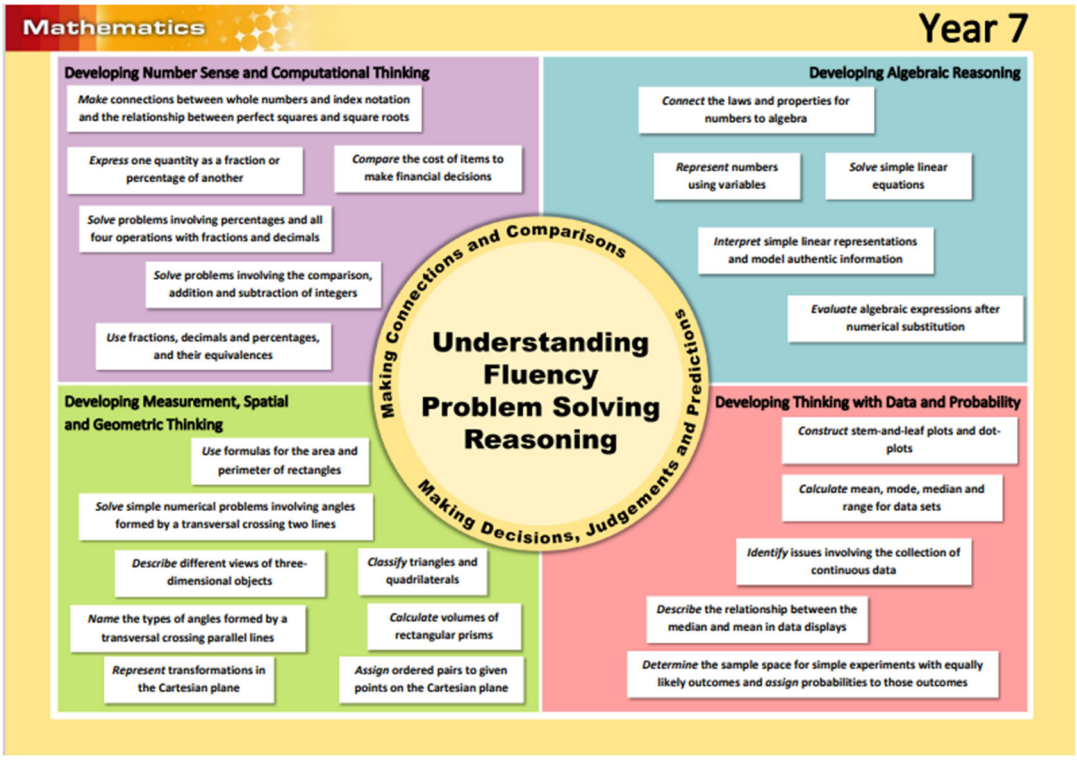
The achievement standards reflect the content and encompass the proficiencies.

Unit 1	Unit 2	Unit 3	Unit 4
• Fractions • Decimals • Percentages • Ratios • Best buys	• Index Notation • Algebra • Linear and non-linear graphs • Probability	• Algebra • Linear equations • Measurement • Angles in parallel lines	• Statistics • Transformations on the Cartesian plane • Drawing views of 3D shapes

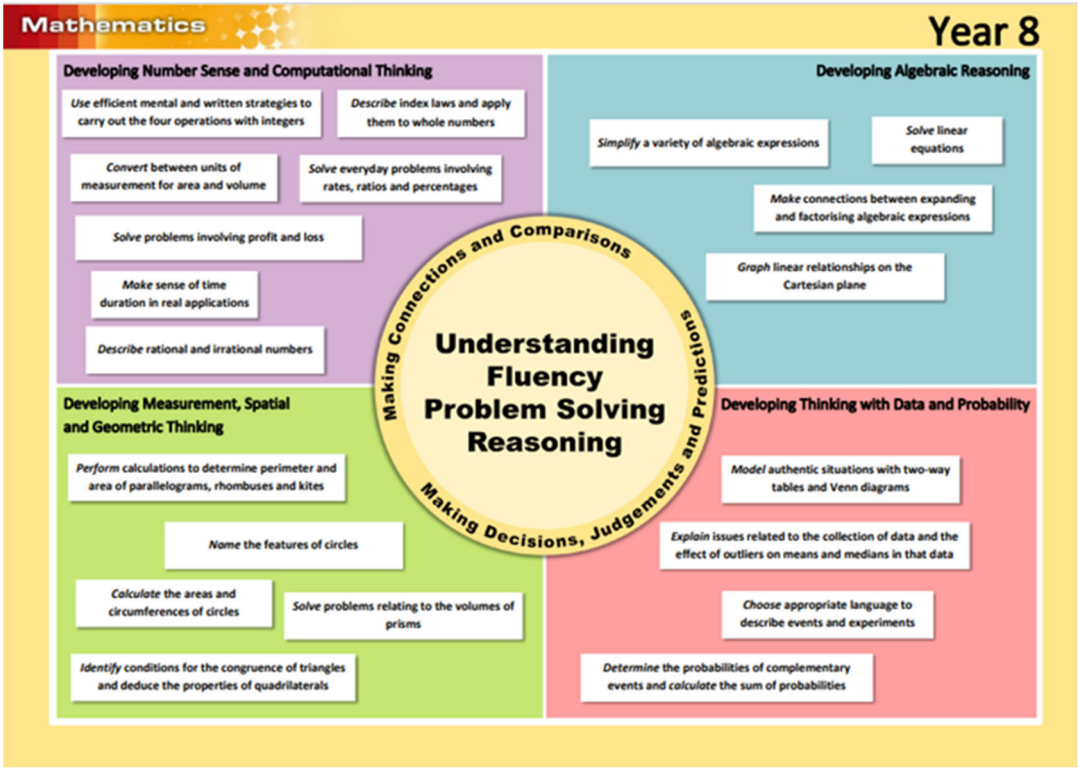
Assessment:

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Examinations**	**Examination**	**Problem-solving and Modelling task (PSMT)**	**Examination**
Conditions	20minutes online 50 minutes written	2 sessions x 35 minutes	Measurement Task 400-600 words 20 minutes online	2 sessions x 35 minutes
Cognitive Verbs				

Year 7 Achievement Standard:



Year 8 Achievement Standard:



YEAR 8 MATHEMATICS

In Year 8, Mathematics consolidates and extends students' proficiencies in understanding, fluency, problem-solving and reasoning across the three content strands of number and algebra, measurement and geometry, and statistics and probability.

Unit 1	Unit 2	Unit 3	Unit 4
• Types of decimals • Integers • Percentages • Probability • Duration and time	• Algebra • Measurement • Index notation and index laws	• Ratios and rates • Linear graphs • Linear equations	• Statistics • Geometry

Assessment:

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Examinations**	**Examinations**	**Examinations**	**Problem-solving and Modelling task (PSMT) Examination**
Conditions	50 minutes written 20 minutes online	50 minutes written 20 minutes online	2 sessions x 50 minutes written 20 minutes online	Statistics Task 400-600 words 20 minutes online
Cognitive Verbs				

SCIENCE LEARNING AREA

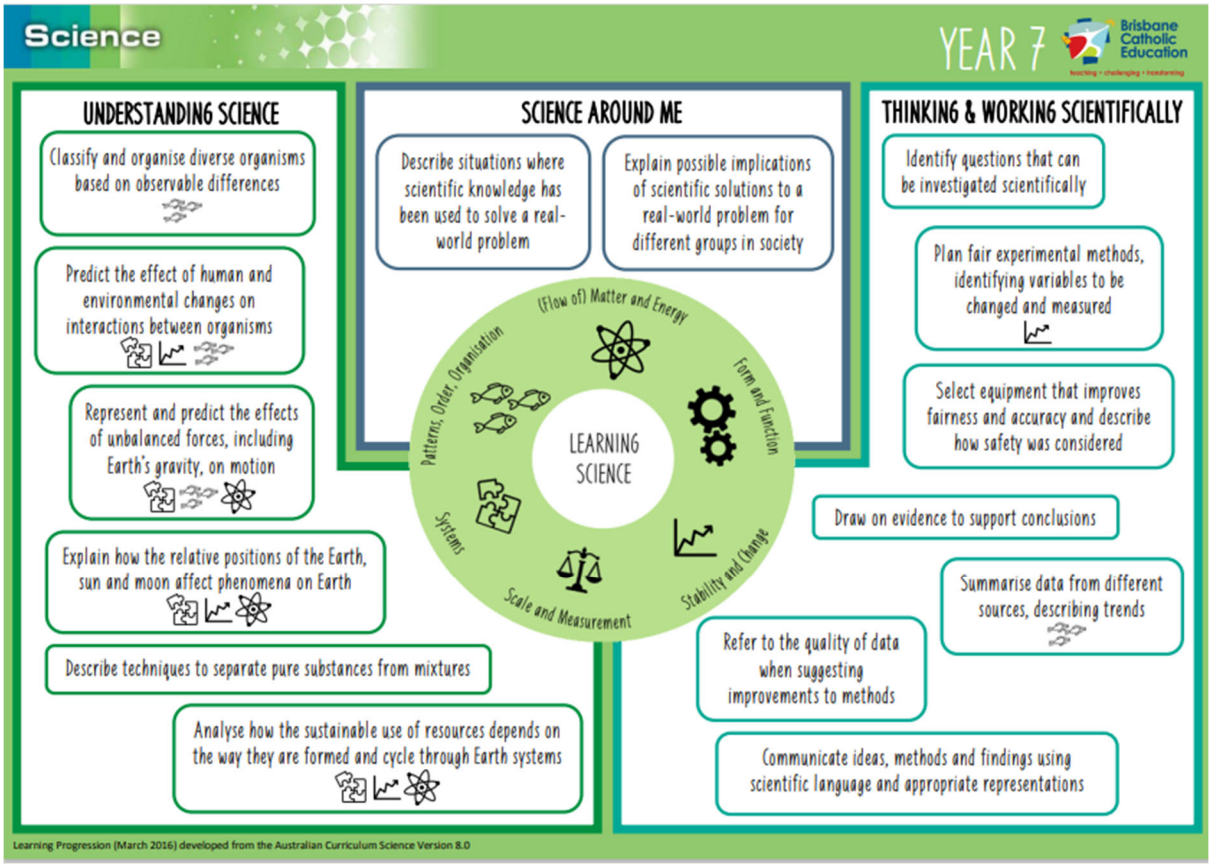
YEAR 7 SCIENCE

In Year 7, 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, food webs 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. They 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.

Unit 1	Unit 2	Unit 3	Unit 4
Mix it up: what's the solution?	**May the Force be with You!**	**Living in Harmony**	**Our Place in Space**
Inquiry questions: • What is the Nature of Science? • Pure or not?	Inquiry question: • Does what goes up always come down?	Inquiry questions: • What affects our ecosystems? • How are living things classified?	Inquiry questions: • What causes seasons? • What causes the phases of the Moon?
Students develop safe laboratory skills, learn how to measure and control variables to ensure fair testing. Learners collect data, construct representations, identify relationships and draw conclusions. Learners develop an awareness of mixtures versus pure substances. Learners investigate and apply various separation techniques. The use of water as a universal solvent will be explored.	Students develop an awareness that force is a push or a pull, whereby movement relates to application of unbalanced forces on an object. The concept of gravity as a downward force on objects upon the Earth will be explored through experimentation. Students will design a robocopter within set parameters which minimises gravitational force using the concept of unbalanced forces to minimise impact.	Students explore the relationships between organisms and the environment. They explore the Linnaean system of classification. Learners make predictions about the consequences of the human activity on Earth's resources. Learners will construct and interpret food webs to show relationships and investigate the effect of human activity on habitats and resources.	Students develop an awareness of a number of cyclic phenomena caused by the changing positions of the Earth, Sun and Moon relative to each other. Students will identify parts of our Solar System; explain tides, seasons and eclipses by the relative positions of the Sun, Earth and Moon. Students will investigate what causes seasons and how they differ depending on the tilt of the axis and the orbit of the planet

Achievement Standard:



Assessment:

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Examination**	**Experimental Investigation**	**Examination**	**Investigation**
Conditions	50 minutes written Multiple choice, short response	Scientific report Written 400-600 words	50 minutes written Multiple choice, short response	Research task: Written 400-600 words Multimodal 2-3 minutes
Cognitive Verbs	Describe, predict, explain, analyse, organise, classify, solve, identify, plan, select.			

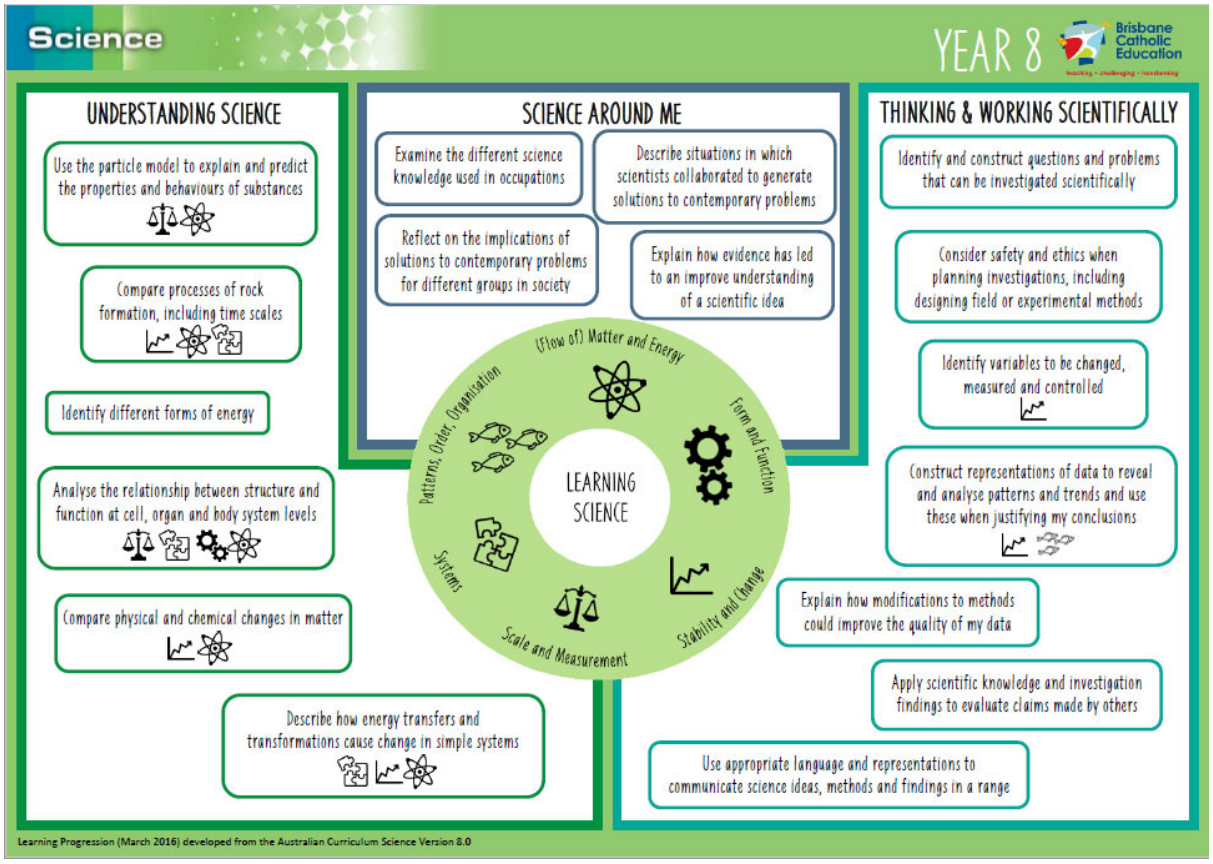
SCIENCE LEARNING AREA

YEAR 8 SCIENCE

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Unit 1	Unit 2	Unit 3	Unit 4
It all Matters!	**Where is Energy?**	**Units of Life**	**We will Rock You !**
Inquiry questions: • How do I work safely in a science lab? • What is matter made up of? • What happens in a chemical reaction?	Inquiry question: • Where is energy?	Inquiry question: • From little things, how do big things grow?	Inquiry question: • How do rocks change over time?
Students engage in a range of laboratory-based experiments and investigative learning experiences to explore changes in matter at a particle level and distinguish between chemical and physical changes. They appreciate that scientific knowledge changes as new evidence becomes available.	Students investigate how energy is generated and transformed in order to meet society's energy requirements while taking into account sustainability and ethical considerations. They design and create their own energy chains.	Students explore how organisms reproduce, starting at a cellular level. They focus on cell structure, function and reproduction, and investigate the history, use and ethics of reproductive technologies in mammals.	Students investigate the dynamic nature of the rock cycle. They appreciate where and why rocks have been used in buildings and monuments in the local area. Students will explore how the forces of contraction, expansion and freezing of water can lead to the weathering of rocks. They will investigate the chemical weathering of rocks and create representations of the stages in the formation of igneous, metamorphic and sedimentary rocks

Achievement Standard:



Assessment:

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Examination**	**Experimental Investigation**	**Examination**	**Investigation**
Conditions	50 minutes written Multiple choice, short response	Scientific report: create and evaluate a rube Goldberg machine. Written 600-680 words	50 minutes written Multiple choice, short response + Written Data analysis report 200-300 words	Research task: Written 600-800 words on rock cycle based on own collection of rock samples
Cognitive Verbs	Compare, use, predict, identify, describe, analyse, explain, construct, justify, evaluate.			

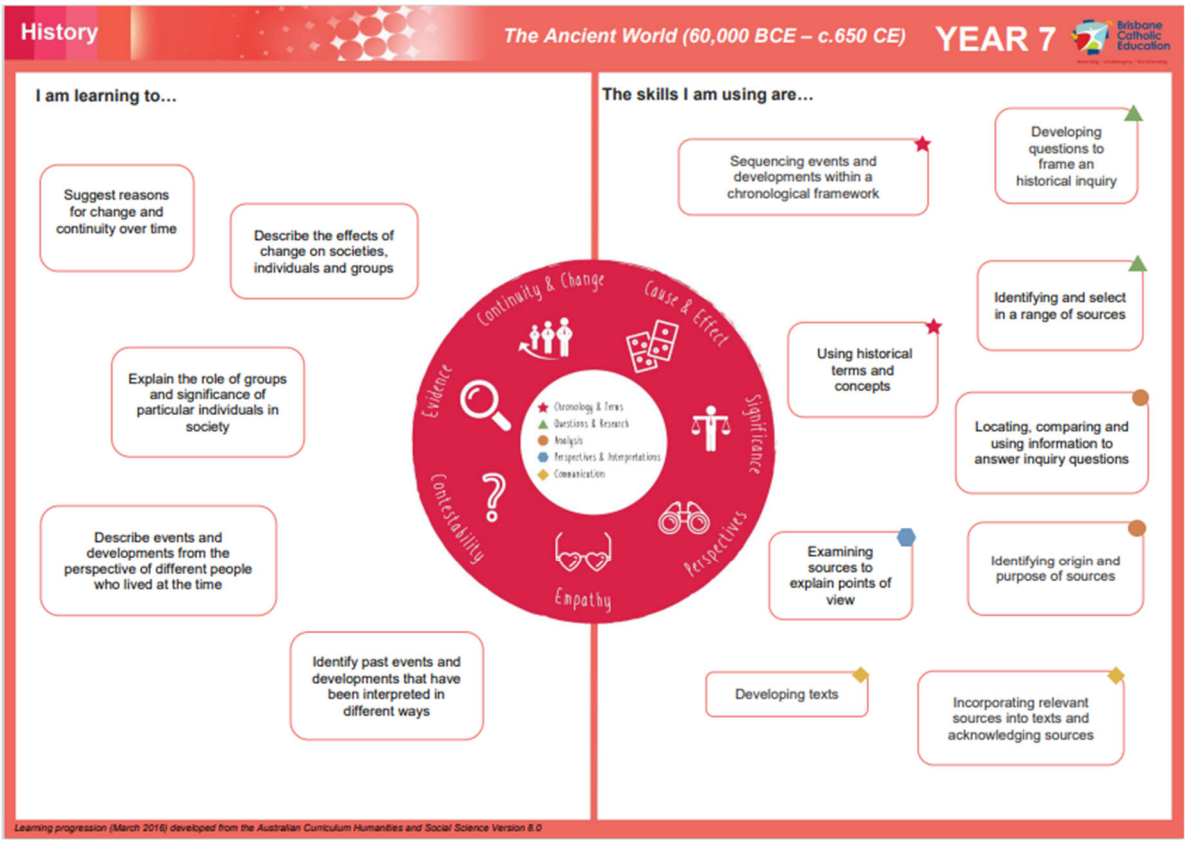
7 HISTORY – Semester unit

In Year 7 study of history, students learn the skills of a detective to inquire into the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). The students engage with primary and secondary sources to uncover the mysteries of the ancient world, which includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt and Rome.

The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and to communicate effectively.

Unit 1	Unit 2
Investigating the ancient past	The Mediterranean world
Inquiry questions: How do we know about the ancient past? Why and where did the earliest societies develop?	Inquiry questions: What emerged as the defining characteristics of ancient societies? What have been the legacies of ancient societies?
How historians and archaeologists investigate history, including excavation and archival research? The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains The physical features of the ancient society and how they influenced the civilization that developed there importance of the Nile River in the lives of the people of Ancient Egypt Roles of key groups in the ancient society, including the influence of law and religion The significant beliefs, values and practices of the ancient society, with a particular emphasis on ONE of the following areas: warfare, or death and funerary customs	The role of a significant individual in the ancient Mediterranean world such as Hatshepsut, Rameses II, Pericles, Julius Caesar or Augustus The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs The role of a significant individual in Ancient Rome

Achievement Standard:



Assessment:

	Unit 1	Unit 2
Assessment	Examination Source Analysis	Investigation - Multimodal Presentation
Conditions	70 minutes + 10 minutes planning, seen and unseen stimulus 400–600 words, comprising short response 50–75 words per item and extended response 200–300 words per item.	Spoken/signed or multimodal responses 2–3 minutes
Cognitive verbs		

7 GEOGRAPHY – Semester unit

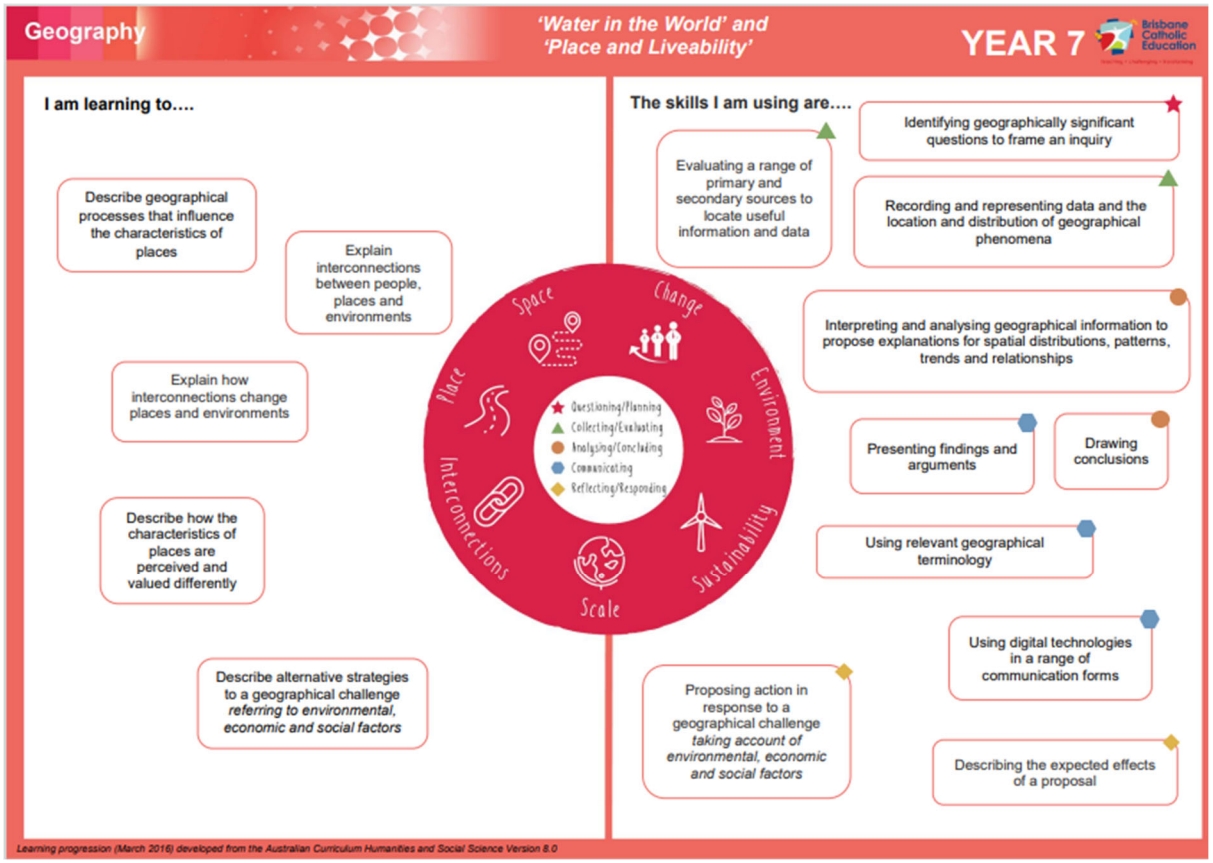
There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'.

'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

Unit 1	Unit 2
Water in the world	Place and liveability
Introduction to water in the world Water availability globally and locally Value of water Water movement, systems, and quality Field trip to explore Currumbin Valley. Identify locations for water quality tests; land use and predict impacts on water quality. Methodology and transformation of data Hydrological hazards	Introduction to liveability Settlement locations Gold Coast settlement and liveability survey Contrasting locations – push and pull factors of migration Megacities and enhancing liveability Investigation: livability of St Michael's

Achievement Standard:



Assessment:

	Unit 1	Unit 2
Assessment	Examination – Data Response	Investigation - Report
Conditions	Time: 60 minutes 400–600 words, comprising short response 50–75 words per item and extended response 200–300 words per item	Written responses 400–600 words
Cognitive verbs	Predict, Develop, Evaluate, Analyse Explain, Apply	Describe, Explain, Infer, Interpret, Evaluate Apply

8 HISTORY/GEOGRAPHY – Semester unit

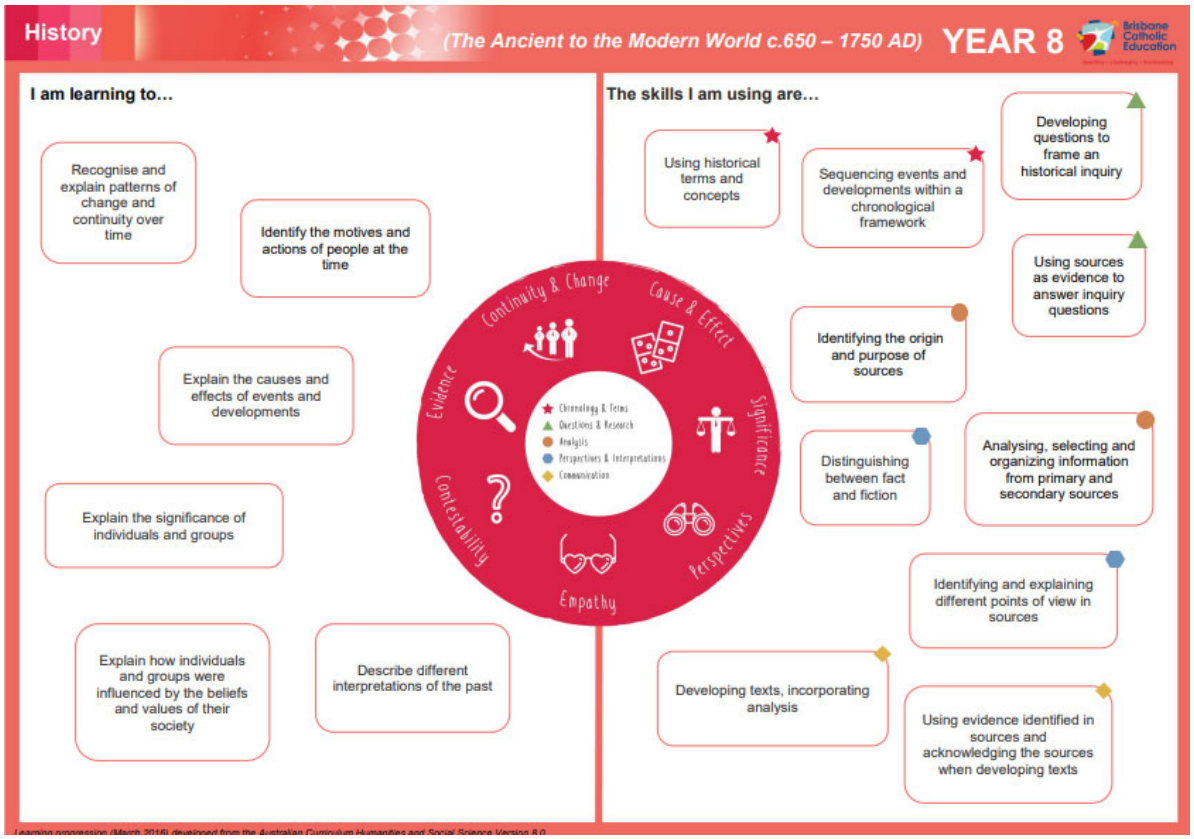
The Year 8 History curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

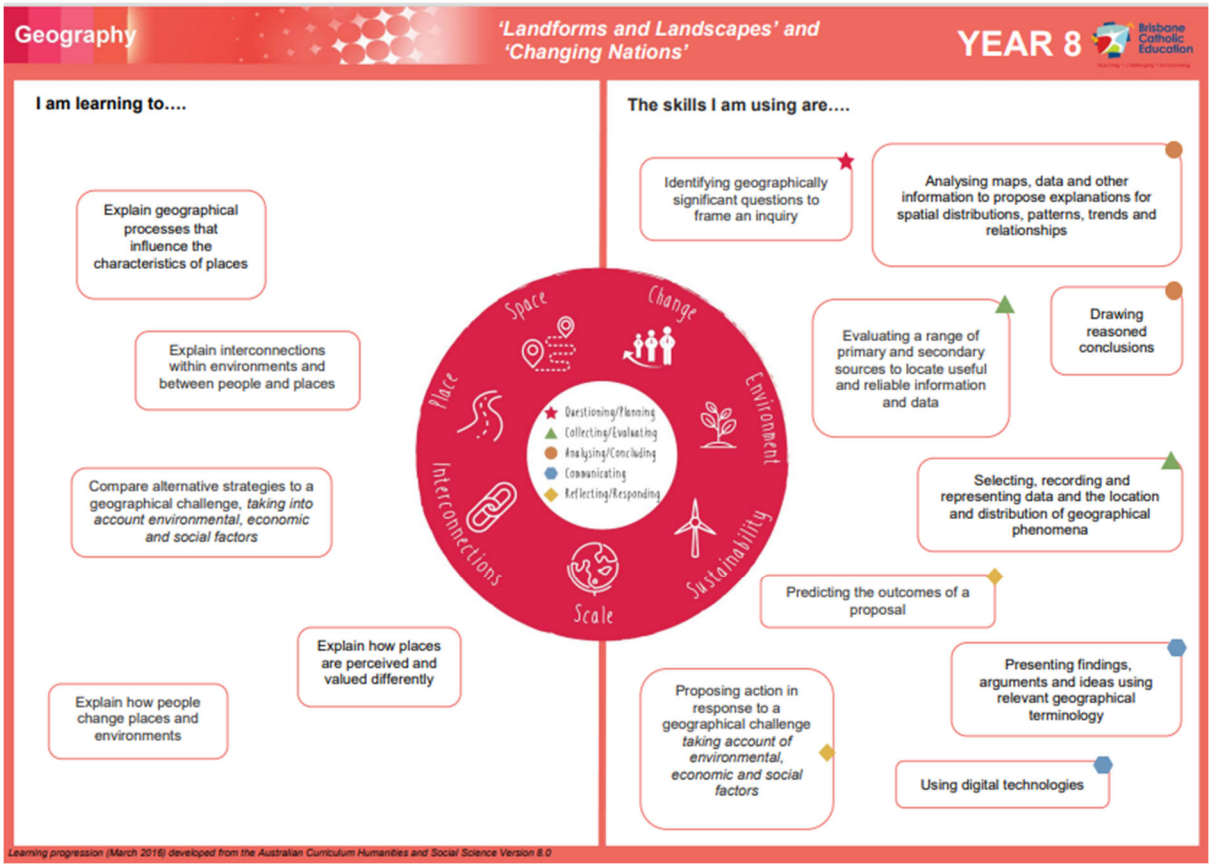
The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content at this year level involves two strands: historical knowledge and understanding, and historical skills.

The Year 8 Geography curriculum organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

HISTORY Unit 1	GEOGRAPHY Unit 1
Overview of the ancient to modern world	Landforms and Landscapes
Inquiry questions • How did societies change from the end of the ancient period to the beginning of the modern age? • What key beliefs and values emerged and how did they influence societies? • What were the causes and effects of contact between societies in this period? • Which significant people, groups and ideas from this period have influenced the world today?	Inquiry questions • How do environmental and human processes affect the characteristics of places and environments? • How do the interconnections between places, people and environments affect the lives of people? • What are the consequences of changes to places and environments and how can these changes be managed?
• Feudal society • Influence of the Catholic Church • Art and architecture • Crime and punishment • Islam and the Crusades • Pandemic – Black Plague	• Natural and human factors shaping landscapes • Value of landforms and landscapes, focusing on coasts • Coastal processes and beach management • Australian landforms

Achievement Standards:





Assessment

	HISTORY Unit 1	GEOGRAPHY Unit 1
Assessment	Examination - Short response & Extended response	Examination- Short response & Extended response
Conditions	60 mins 400–600 words, comprising short response 50–75 words per item extended response 200–300 words per item.	60 mins, seen and unseen stimulus 400–600 words, comprising short response 50–75 words per item and extended response 200–300 words per item.
Cognitive verbs	Explain, Develop, Research, Analyse, Compare, Interpret	Predict, Develop, Evaluate, Analyse, Explain, Apply

8 ECONOMICS & BUSINESS/ CIVICS – Semester unit

The Year 8 Economics and Business students at St Michael's College learn what it takes to become a success both individually and in business. Students learn the different aspects of operating a business and how they will make decisions for a business to determine its future success. Employers and employees' responsibilities are investigated as well as the variety of ways they can earn an income. Students will investigate how business's respond best to their consumer market and propose a business market strategy.

To understand the environment in which businesses operate, students will engage in civics and citizenship to understand the political and legal aspects which impact on operating a business. The students will investigate the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion, and movement. Furthermore, students will learn how citizens can participate in Australia's democracy, including the electoral system, contact with their elected representatives, use of lobby groups, and direct action. Students will also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

ECONOMICS & BUSINESS	CIVICS & CITIZENSHIP
Inquiry questions: • What may affect the ways people work now and in the future? • How do different businesses respond to opportunities in the market?	Inquiry questions: • How are laws made and applied in Australia? • What are the freedoms and responsibilities of citizens in Australia's democracy?
Topics covered include: • What makes you a success? • Choosing work that suits you • What makes an entrepreneur a success? • Business simulation • Design your own product • Advertising • Market niche • Market survey	Topics covered include: • Government forms • Features of a democracy • Active citizenship • United nations and human rights • Australian constitution and law making • Class political campaign

	ECONOMICS & BUSINESS	CIVICS & CITIZENSHIP
Assessment	Project - Portfolio of work based on a business idea	Examination - Combination Short and Extended Responses
Conditions	In class project: written response tasks (200–400 words per task)	Time: 60 minutes: 200–400 words, comprising short responses (25–75 words per item) & extended response (200–300 words)

Economics and Business

Year 8

Brisbane Catholic Education

I am learning to…

- Explain why different types of businesses exist
- Recognise why governments may influence the market's operation
- Explain how markets operate
- Explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision making
- Describe different ways businesses can respond to opportunities in the markets
- Describe factors that may affect work in the future
- Describe influences on the way people work

The skills I am using are…

- Developing questions to investigate an economic or business issue
- Gathering data and information from different sources to answer questions
- Proposing a range of alternative responses to an issue
- Interpreting data to identify trends and relationships
- Evaluating the costs and benefits proposed responses
- Applying economic and business knowledge, skills and concepts to familiar and unfamiliar problems
- Developing and presenting evidence-based conclusions
- Identifying the effects of an economic or business decision and the potential consequences of alternative actions
- Using appropriate texts, terms and concepts

Learning progression (March 2016) developed from the Australian Curriculum Humanities and Social Science Version 8.0

Civics and Citizenship

Year 8

Brisbane Catholic Education

I am learning to…

- Analyse features of democracy and explain features that enable active participation
- Recognise different types of law and explain how laws are made
- Identify diverse belief systems
- Analyse issues about national identity and factors that contribute to a sense of belonging

The skills I am using are…

- Developing a range of questions to investigate Australia's political and legal systems
- Critically analysing information for relevance
- Explaining different points of view
- Using appropriate texts, subject specific language and concepts
- Developing and presenting reasoned arguments
- Planning for action, taking into account multiple perspectives, using democratic processes and developing solutions
- Identifying ways to be active and informed citizens in different contexts

Learning progression (December 2016) developed from the Australian Curriculum Civics and Citizenship Version 8.2

7 HEALTH & PHYSICAL EDUCATION – Semester unit

The Year 7 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Year 7 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Starting 2022- Netball Focused Health and Physical Education classes

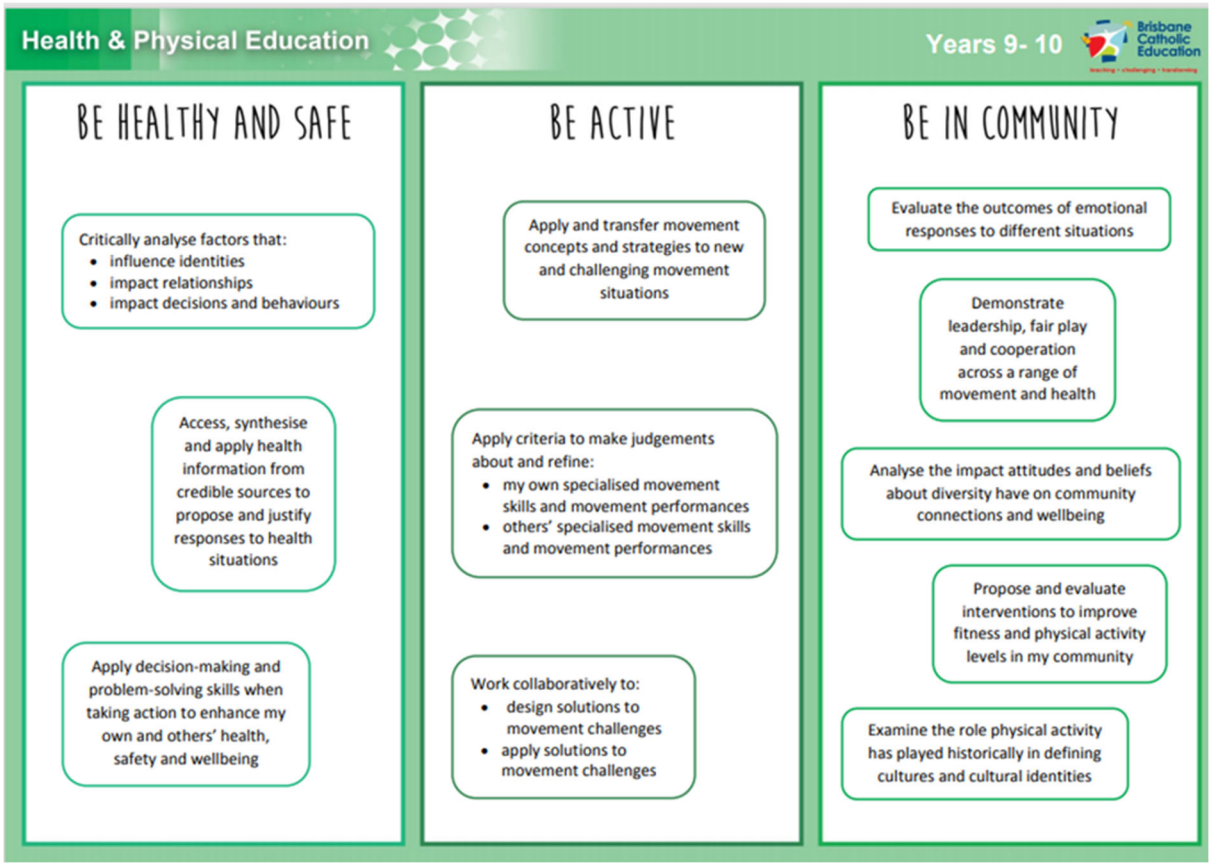
Students will have the option to choose a "netball focus" Health and Physical Education class. This focus has been offered for students who have a genuine interest and desire to improve their skills and game play in netball.
This is an opportunity to develop a higher understanding of the game and receive tailored feedback from experienced quality coaches to improve students' individual performances.

All students in this program will satisfy the curriculum requirements for year 7 Health and Physical Education.

Students wanting to engage in this alternate program will need to complete a written application and staff will be in contact to explain the process involved through selections. We encourage all interested students to apply.

Unit 1	Unit 2
Healthy You	Safety First
This unit addresses the influence and impact regular physical activity participation has on individual and community health and wellbeing. Within this unit students also look at the role food and nutrition play in enhancing health and wellbeing. The content supports students to develop knowledge, understanding and skills to make healthy, informed choices and to explore the contextual factors that influence eating habits and participation in physical activity.	This focus area addresses safety issues that students may encounter in their daily lives. The content supports students to develop knowledge, understanding and skills to assess risk, make safe decisions and behave in ways that protect their own safety and that of others.

Achievement Standard



Assessment

	Unit 1	Unit 2
Assessment	Theory: Healthy You Investigation- Inquiry Practical: Invasion Sport	Theory: Safety First Multimodal Presentation Practical: Net and Court games Striking and fielding
Conditions	Individual written report 400- 600 words	Individual written Examination 50 minutes 5 minutes perusal time Comprising of short and extended responses
Cognitive verbs	Describe Discuss Identify Justify	Describe Discuss Explain Justify Propose

8 HEALTH & PHYSICAL EDUCATION – Semester unit

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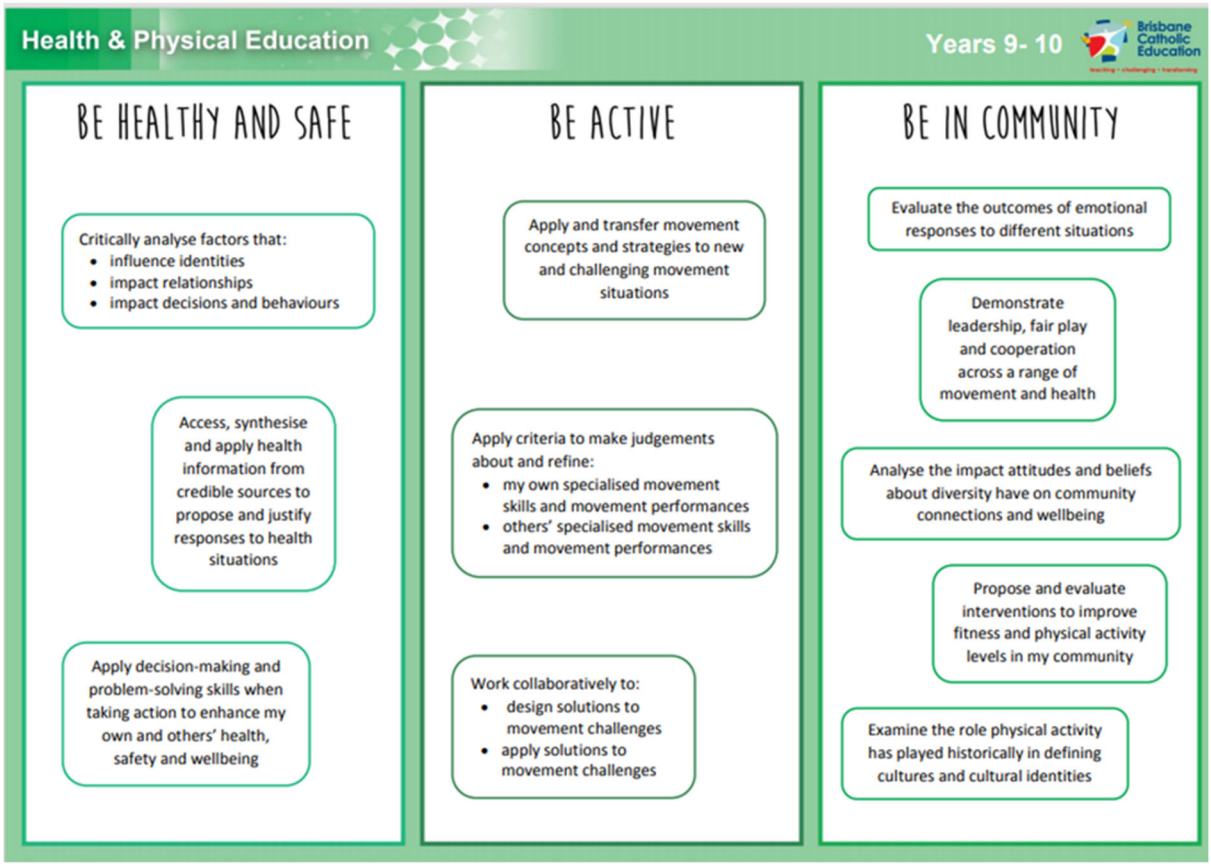
Unit 1	Unit 2
Drugs and Society	Growth and Development
This focus area addresses safety issues that students may encounter in their daily lives. The content supports students to develop knowledge, understanding and skills to assess risk, make safe decisions and behave in ways that protect their own safety and that of others.	This focus area addresses a range of drugs, including prescription drugs, alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The content supports students to explore the impact drugs can have on individuals, families and communities.

Achievement Standard



Assessment

	Unit 1	Unit 2
Assessment	Theory: Drugs and Society Project folio- multimodal presentation Practical: Invasion Sport	Theory: Growth and Development Written Examination Practical: Target game
Conditions	Individual written report 400- 600 words Multimodal 1-2 minutes	Individual written examination 50 minutes with 5 minutes perusal time Comprising of a combination of short and extended responses
Cognitive verbs	Analyse Discuss Justify Select	Apply Demonstrate Evaluate Investigate Select

7 FRENCH– Semester unit

In Year 7, all students will study French for one semester. Through learning French in Year 7, students will learn to talk about themselves, their families and their friends. They will learn vocabulary related to classroom routines, family members and animals, as well as various adjectives and hobbies. Students will do this through the latest method “Quoi de neuf 1” an interactive challenging textbook and activity book. Students will develop their speaking and listening skills first, then their reading and writing skills, to mimic the natural language acquisition process.

“Quoi de neuf 1” is the latest method endorsed by QCAA allowing students to challenge themselves exploring French language and culture through comic strips, up-to-date photographs and authentic French texts, audio and video material. This method is designed to engage students and support learner’s understanding of the links between language and culture as well as applying their knowledge into varied contexts.

Unit 1	Unit 2
Introduction to French	My favourite things
Students are introduced to French language acquisition through learning basic and foundational elements of language – greetings, introductions, and pets	Students focus their learning by reading and writing about their family, their birthday, as well as their favourite food..

	Unit 1	Unit 1
Assessment	Examination – Speaking and Listening	Examination- Reading and Writing
Conditions	Spoken interview – 2 minutes Response to stimulus – 60 minutes	Short Response – 60 minutes
Cognitive verbs	Analyse, inform, explain, describe, create	

8 FRENCH– Semester unit

In Year 8, students will study language related to professions, transport and countries, while building on current vocabulary knowledge with more complex language. They will also start to learn more complex grammar and sentence structures. Students will do this through learning and performing the play, How do I get there?

Unit 1	Unit 2
Describing the world around me	Travel and Home
Students consolidate their foundational language knowledge from Year 7. The continue to develop their capacity to elaborate and describe the world around them, with a focus on strengthening their grammar, and vocabulary regarding observations.	Students focus their learning by reading and writing about their own home environment, and the vocabulary needed to successfully engage in French language when travelling overseas.

Achievement Standard:

By the end of Year 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others' contributions (for example, c'est vrai ...; ah oui, en effet ...; pas possible!). They respond to familiar questions and directions (such as Qu'est-ce que c'est? Qui est-ce? Posez la question à ...), and request help or clarification (for example, Pardon? Pourquoi? Peux-tu répéter?). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as -r, -u and -ille. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (for example, je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They describe familiar objects, contexts and experiences (such as la maison, le quartier, l'école), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (for example, grand, petit, belle, bizarre), character (for example, sympa, compliqué) and quantity (for example, les numéros, beaucoup de ...). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. They use conjunctions and connectives (such as puis, ensuite and mais), and prepositions of place and time (such as sous, sur, devant, après and avant) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning (for example, values, ideas, attitudes) as well as parts of speech (such as nouns, verbs, adverbs). They adjust language use to suit contexts and situations (for example, use of tu or vous, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.

Students provide examples of the dynamic nature of contact between languages and cultures in the contemporary world. They identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They give examples of similarities

between French and English (for example, the same alphabet and basic sentence structure, many words in common), and some differences (such as pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They identify French words used in English (such as ‘menu’, ‘mousse’), English words used in French (such as le weekend, le football), and explain how languages and cultures influence and interact with each other (technology, globalisation, popular culture). They know that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (for example, formal and informal language, different text types). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as ‘verb’, ‘adjective’ and ‘tense’ that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students give examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own language.

Assessment

	Unit 1	Unit 1
Assessment	Examination – Listening and Reading Comprehension	Examination- Speaking and Writing
Conditions	50 minutes – short responses	Speaking – participating in class play Writing comprehension – 50 minute short responses
Cognitive verbs	Analyse, inform, explain, describe, create	

ARTS LEARNING AREA

DANCE, DRAMA, MUSIC, VISUAL ART– Term unit

Students study two units in the Arts in Year 7 and the other two units in this learning area in Year 8.

DANCE

"Go Viral" introduces students to the subject of Dance. Students explore popular dance styles across the past century. Students will learn a routine in a popular style of dance today and have the opportunity to perform in front of a live audience. Student will also form small groups in order to choreograph, shoot and edit their own "Viral Dance Video". In order to complete this task, students will investigate what makes dance videos in our modern world engage an audience and gain popularity.

DRAMA

Drama at St Michael's College introduces students to the dramatic genres of 'Improvisation' and 'Scripted Drama'.

MUSIC

"Foundations of Music" introduces students to the subject of Music through modern, relevant music examples. Students are introduced to the Elements of Music and work to develop their instrumental or vocal capabilities in real life performance.

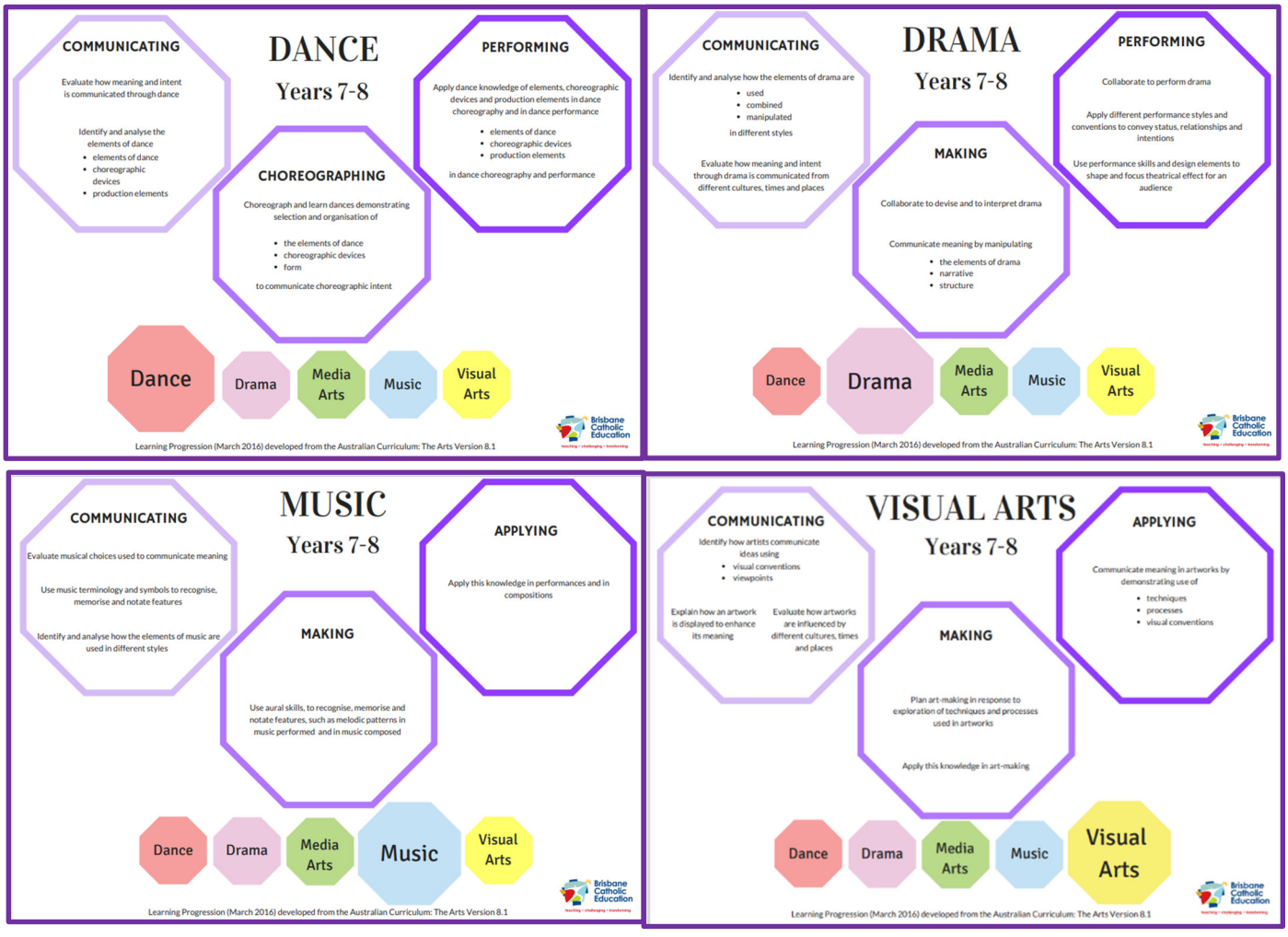
VISUAL ART

"The Selfie" introduces students to the subject of Visual Arts through the lens of the self-portrait. "The Selfie" develops knowledge and skill in creating realistic portraits. Students are introduced to the Elements and Principles of Art and apply these to traditional drawing techniques. An appreciation of portraiture in a variety of Art is promoted with students learning artistic vocabulary and analysing artworks related to their practical activities.

DANCE	DRAMA	MUSIC	VISUAL ART
Go viral	Improvise This & Act Out That!	Foundations of Music	The SELFIE
Students work individually and collaboratively to unpack the Elements of Dance as they choreograph and perform their own dance works.	Students work collaboratively to unpack the rules of improvisation and the rules of performance as they engage with the Elements of Drama to become 'Improvisation	Students work collaboratively to unpack the Elements of Music as they compose, perform and respond to Music.	Students work individually and collaboratively to unpack the Elements and Principles of Art as they

Students explore a variety of styles of popular Dance trends as they work to create a Dance video.	Experts'. Students then explore a published play as they examine character, plot and structure as they work towards a group performance of an excerpt of the play. Students respond and document their learning in an online Drama Journal.	Students explore a variety of styles of popular music. Students collaborate as they make use of the Music Facilities at SMC.	design, draw, print and paint. Students explore a variety of styles and Artmaking processes and respond to popular Artists. Students collaborate as they make use of the Art studios and facilities at SMC

Achievement Standards:



Assessment

	DANCE	DRAMA	MUSIC	VISUAL ART
Assessment	**Group Performance Choreography and Choreographic Statement**	**Group Performance (Improvised) Group Performance (Scripted) Drama Journal**	**Performance and Performance Statement Composition and Statement of Compositional Intent**	**Art Making Folio and Artist Statement**
Conditions	200-300 words 1-1½ min performance	200-300 words 1-1½ min performance	200-300 words 1-1½ min performance 10-12 bar composition	50-100 words Folio of Resolved Artworks
Cognitive verbs	Identify, Analyse, Apply, Evaluate	Identify, Analyse, Apply, Evaluate, Collaborate, Use	Identify, Analyse, Apply, Evaluate, Use	Identify, Explain, Evaluate, Plan, Apply

DESIGN TECHNOLGY and DIGITAL TECHNOLOGY– Term units

Students study two Technology units in Year 7 and the other two units in this learning area in Year 8.

DESIGN TECHNOLOGY

Students work within the context of a given problem in which they are asked to design, produce, and evaluate a solution to everyday items going missing or breaking due to having an unsuitable way to store/keep them. Students are guided to develop a 'Hold it' as a proposed solution to this problem. A 'Hold it' is something that either holds or stores a product / device for safekeeping or improved performance. Throughout the process students work with each other to share their ideas, evaluate and develop their solution to the given problem.

Using a scaffolded folio / workbook, students record their design journey. They investigate, analyse, and select from a range of materials, components, tools, equipment, and processes to develop design ideas.

DESIGN TECHNOLOGY – FOOD SPECIALISATION

Students work within the context of nutrition and are asked to design, produce, and evaluate a solution to unhealthy canteen foods. Students are guided to develop a dish as a proposed solution to this problem. The students' Canteen Creation will be designed to take into consideration the nutritional requirements of adolescents and sustainability. Throughout the process students work with each other to share their ideas, evaluate and develop their solution to the given problem.

Using a scaffolded folio / workbook, students record their design journey. They investigate, analyse, and select from a range of ingredients, equipment, and processes to develop design ideas.

DESIGN TECHNOLOGY - TEXTILES

Students work within the context of sustainability and are asked to design, produce, and evaluate a solution to our reliance on single use plastic bags. Students are guided to develop a Boomerang Bag as a proposed solution to this problem. A Boomerang Bag gives customers an alternative to using a plastic bag by allowing them to borrow a reusable bag from the shop and return it when they next visit. Throughout this unit students work with each other to share their ideas, evaluate and develop their solution to the given problem.

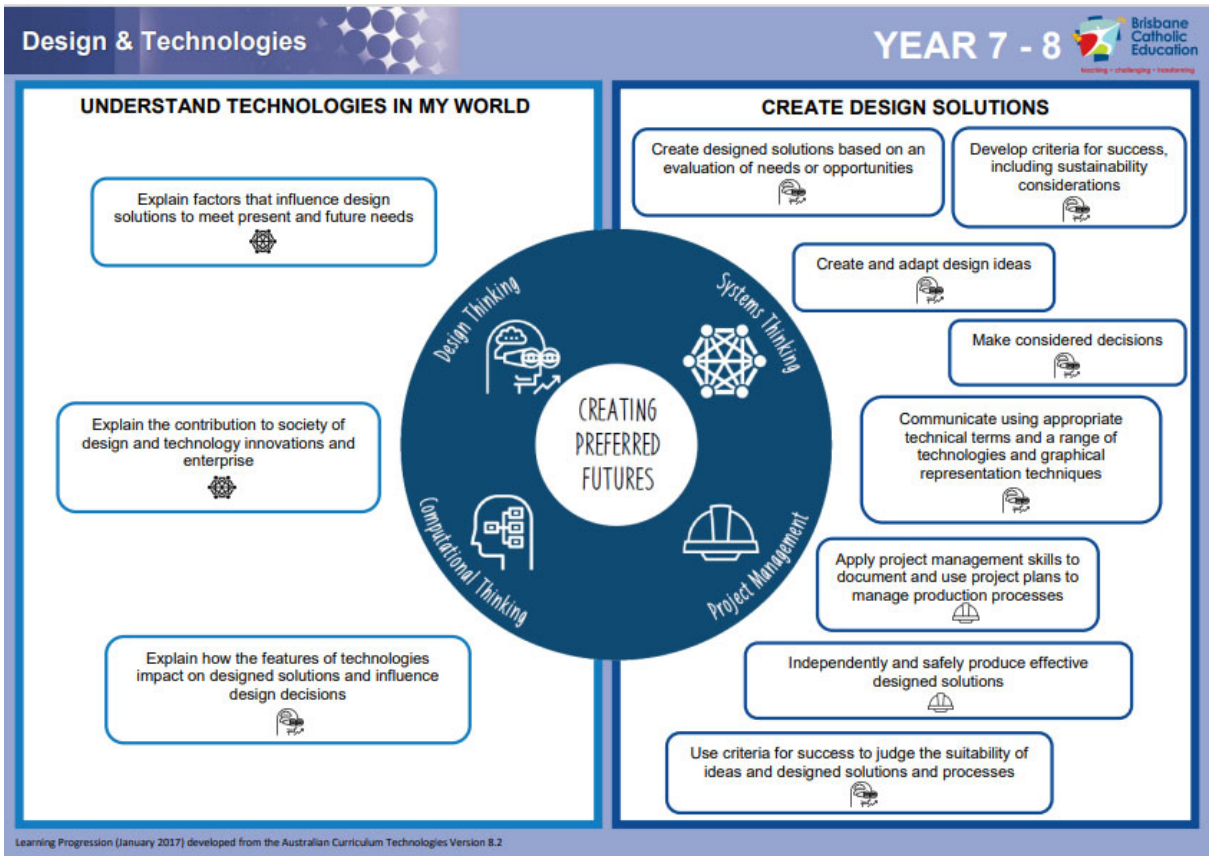
Using a scaffolded folio / workbook, students record their design journey. They investigate, analyse, and select from a range of materials, equipment, and processes to develop design ideas.

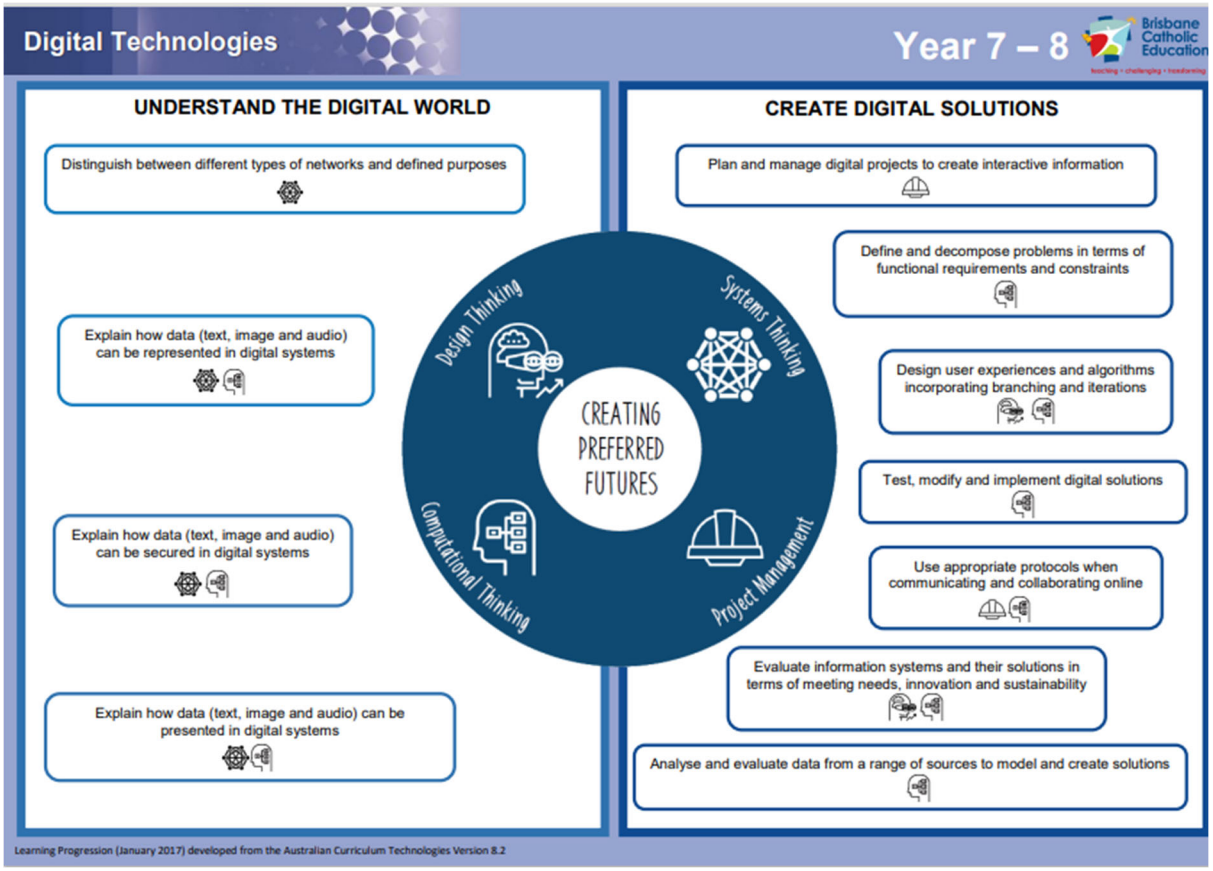
DIGITAL TECHNOLOGY

Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and designing user experiences and algorithms. Students engage with a wider range of information systems, looking at how they are used to solve real-world problems in terms of sustainability, innovation and meeting future needs. Students develop skills in programming through the use of EV3 Lego Robotics and explore how data representation plays a fundamental role within computer systems.

DESIGN & TECHNOLOGY	DESIGN & TECHNOLOGY (Food Specialisation)	DESIGN & TECHNOLOGY (Materials)	DIGITAL TECHNOLOGY
Hold it	Canteen Creations	Bag it!	Robotics & Introduction to Binary
Inquiry question: How many times have you lost something because you forgot where you put it?	Inquiry question: How can we create a successful and healthy food item suitable to sell at the canteen?	Inquiry question: How do we tackle plastic pollution at its source?	
Students design, make, and evaluate a product that either holds or stores a product / device for safekeeping or improved performance. It could be for a beautiful selection of jewellery, or maybe designed to hold a fragile tool or piece of equipment	Students create food-related designed solutions based on a critical evaluation of the needs and opportunities in relation to the food we consume. They will establish detailed criteria for success, including sustainability and nutrition considerations, and use these to evaluate their ideas and designed solutions and processes. Students will design, make and evaluate a dish that is suitable to sell to students at our school canteen.	Students create fibre-related designed solutions based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. Students will design, make and evaluate a Boomerang Bag, which may be used as an alternative to plastic shopping bags.	Students are introduced to robotic systems and their impact on society. They explore basic programming concepts such as programming statements, variables. “if-else” statements and loops through the use of EV3 robots. Students consider the context of programming a Moon-Lander robot which will explore the Moon searching for mineable resources. Students will study how binary is used to store text, numbers, images and computer instructions. They will represent numbers in a binary format, explore how hexadecimal numbers are used to store binary and look at how ASCII differs from UniCode.

Achievement Standards:





Assessment:

	DESIGN TECHNOLOGY	DESIGN & TECHNOLOGY (Food Specialisation)	DESIGN & TECHNOLOGY (Materials)	DIGITAL TECHNOLOGY
Assessment	**Project**	**Project**	**Project**	**Project & Examination**
Conditions	Written: a folio capturing the design process undertaken by the student Practical: the designed solution in the form of a product Written responses, including graphical representations Multimodal responses	Written: a folio capturing the design process undertaken by the student Practical: the designed solution in the form of a product Written responses, including graphical representations	Written: a folio capturing the design process undertaken by the student Practical: the designed solution in the form of a product. Written responses, including graphical representations	Written response 3-4 pages Short response 50 minutes
Cognitive verbs	**Create,** Decide, **Develop**, **Evaluate**, Generate, Investigate, Justify, Manipulate, Modify, Test, Analyse, **Apply**, Consider, Critique, Judge, Communicate, **Explain**, Represent, Select, Use			Create, **Evaluate**, Generate, Investigate, Predict, Test, **Analyse**, **Distinguish**, Judge, Communicate, **Explain**, Implement, Define, Use **Plan, Design**