



# Immanuel Lutheran College

*Walk as Children of the Light*



**2025 Years 7 and 8 Curriculum Handbook**

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# Parent Handbook

Please refer to the parent handbook for any questions or information regarding the structures, routines and pastoral care of students. The handbook can be accessed here: [2024 Parent Information Handbook](#).

## Learning at Immanuel

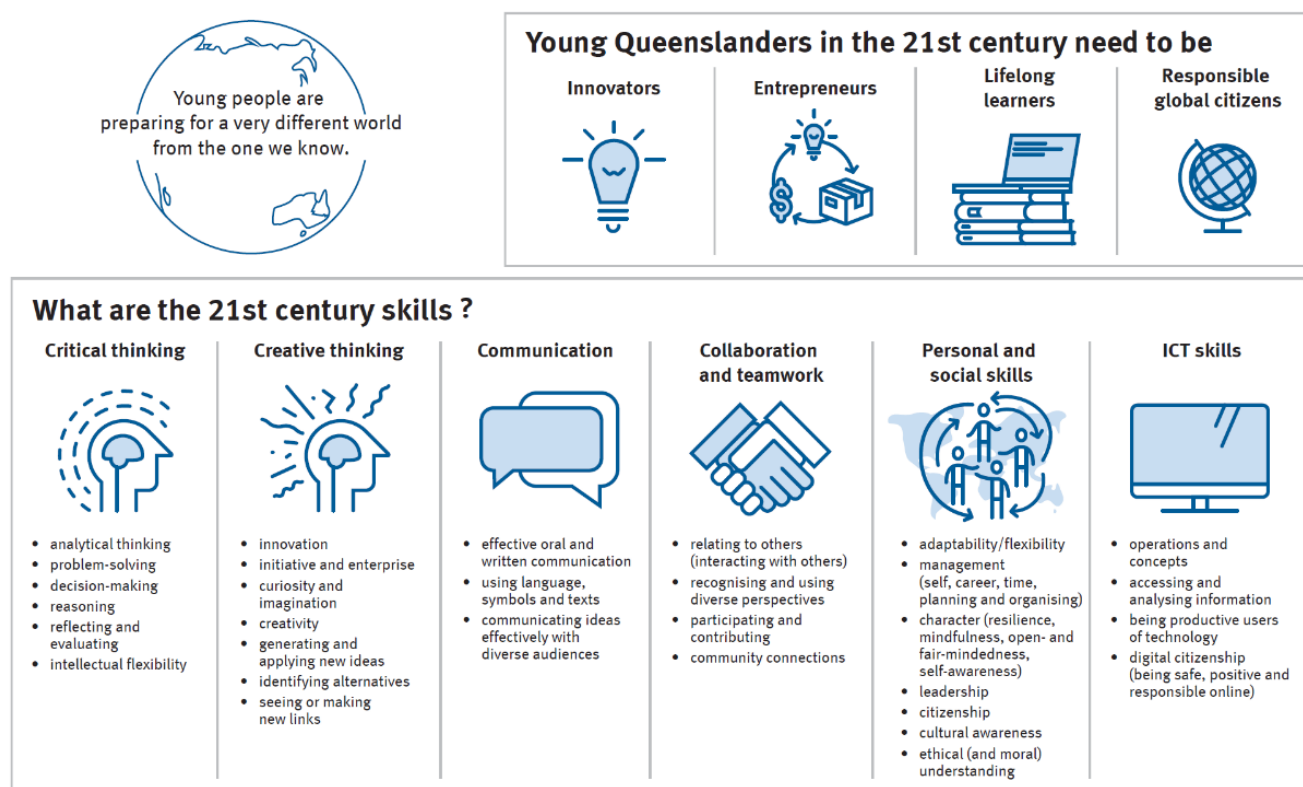
The focus in the Secondary School at Immanuel Lutheran College, is on meeting the personal, intellectual, and social needs of adolescents within a Christian context. With the teenage years come physical and emotional challenges as children grow into young adults, developing their individual identity and connections within community. With growing maturity and independence, they begin to take responsibility for their learning and for establishing and maintaining healthy relationships. We provide opportunities for our students to learn and grow in ways that acknowledge and respect each unique phase of their development.

To prepare our young people for a changing world where they will need to be responsible global citizens who can innovate, create, and continue to learn, we develop their 21st century skills (critical thinking, creative thinking, communication, collaboration, teamwork, ICT skills and, importantly, personal and social skills – see Figure 1). We foster engagement and personal growth by building skills across a diverse range of learning areas before making individual choices to focus on specific areas of interest. All learning areas use developmentally appropriate learning contexts to embed rigorous preparation for the discipline-specific knowledge, skills and ways of working students will need in their senior secondary years.

Figure 1

### 21st century skills

Preparing students for a changing world



## Academic and Pastoral Care

At Immanuel, the whole person is the whole point. We see balance in life as important and encourage students to grow in all aspects of their lives. Wellbeing and healthy relationships provide the foundations for academic success and so we entwine our academic and pastoral care of students with specific focus areas for each stage of student development. Further pastoral care details are provided in the Parent Handbook.

Students participate in a weekly Life Skills lesson, led by their Home Group teacher. The Life Skills program equips students to develop social and emotional capacity. It is developed by our Director of Wellbeing and informed by best practice and current research. The Life Skills program is sequenced to ensure that students gain the information, skills, and experience pertinent to their developmental needs.

## Parent/Teacher/Student Interviews and Academic Coaching

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To encourage students to take ownership of their learning, students are key participants in our Parent/Teacher/Student interviews which are held twice yearly (at the start of Terms Two and Three). Opportunity is provided for students, parents and teachers to review the student's learning progress, to peruse the student's work and to set goals and strategies for improvement. The interviews are invaluable in building partnerships between home and school to enhance student learning. The Parent/Teacher/Student interviews are supported by academic coaching conversations at school between students and their pastoral care and subject teachers. Students are assisted to identify specific learning goals and to develop strategies for improvement. Additional meetings can be requested at any time throughout the year.

## Self-Directed Learners

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Learning how to learn is a critically important skill for young people to develop. Self-directed learners are able to effectively manage time, organise information, record useful study notes, use memory effectively, engage in deep learning, set goals and reflect on progress. These skills are explicitly taught through our Study Skills Development Program and through project-based learning, with consistent reinforcement in all subjects.

Industry leaders in this area, *Enhanced Learning Educational Services (ELES)*, provide the resources used in this program. Each year level begins the year with a workshop provided by ELES' team of presenters. The topics covered provide a developmentally appropriate continuum of learning. Our teachers build on this initial learning with on-going training and support throughout the year using additional *ELES* resources. Students and parents can reinforce the message at home by accessing a broad range of text-based and multi-media resources on the *ELES* website.

## Establishing Routines

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It is important in these formative years of Secondary Schooling that students develop routines to promote wellbeing and provide the foundations for self-directed learning and academic success. Maintaining a balance of homework/study, physical activity, and family/social activities along with a healthy diet and plenty of sleep will promote mental and physical health. Having regular family routines can help students organise their time and arrive at school with everything they need for a productive day of learning.

## Homework

Students should develop a regular homework/study/revision routine that is set in a quiet, well-lit area away from distractions such as the television, music, conversations and electronic devices (except when necessary for learning). Homework is designed to provide opportunities for students to consolidate and extend classroom learning, regularly revisit learning and develop time management skills by planning to complete checkpoint tasks as components of larger projects.

Family life can be busy, so teachers design flexibility into their homework programs. Homework may be set on a weekly basis, due on the same day each week, allowing students to plan time for homework around their other commitments. It may utilise digital platforms to deliver activities and games to consolidate learning and build skills in an engaging environment where students, parents and teachers can easily monitor progress. For example, German uses *Education Perfect* and Mathematics uses *MathSpace*.

Homework tasks are intentionally designed and allocated to students to help consolidate their learning of content and skills. Homework time is also allocated to be used by students to work on assignments. When students 'have no homework', they are encouraged to undertake individual revision tasks or engage in recreational reading.

This table provides a general guide to the time that students should allocate to completing their homework/study/revision tasks each night.

	Per lesson	Per night	Per week
<b>Year 7</b>	5 – 10 minutes	40 minutes	2 – 2.5 hours
<b>Years 8-9</b>	10 – 15 minutes	1 hour	5 hours
<b>Year 10</b>	20 minutes	1 – 1.5 hours	5 – 7.5 hours
<b>Year 11</b>	25 minutes	2 – 2.5 hours	10 – 12.5 hours
<b>Year 12</b>	30 minutes	2.5 – 3 hours	12.5 – 15 hours

## Flexible Learning Within a Blended Learning Environment

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The Immanuel Teaching and Learning Framework reflects our holistic approach to education. Through this framework we harness our physical, virtual and relational spaces to develop each student's personal capabilities with a focus on engagement, rigour, growth and reflection.

### Physical Spaces

Secondary School facilities are being progressively renewed to provide agile, student-centred, flexible learning spaces in which 21st century skills can be developed in a technology-rich environment. The designated Year 7 space reflects this and supports students as they transition into Secondary School.

Complementing our physical spaces is our teachers' focus on facilitating cooperative learning and developing the productive habits of mind that characterise effective learners in a global, connected world. These include persisting, thinking and communicating with clarity and precision, managing impulsivity, gathering data through all the senses, listening with understanding and empathy, creating, imagining, thinking flexibly, responding with wonderment and awe, thinking about thinking, taking responsible risks, striving for accuracy, applying past knowledge to new situations, finding humour, thinking interdependently, questioning and posing problems, and remaining open to continuous learning.

### Relational Spaces

Learning is greatly enhanced when healthy relationships and trust exist between students, parents and teachers. We understand that young people need to learn how to build and maintain relationships and trust. Our restorative practices approach to building responsible behaviours focuses on repairing harm and restoring relationships when mistakes are made.

### Virtual Spaces

Our Device program provides each student with their own Apple Mac and iPad to enable them to access the best technology and learning applications for both creative and productivity pursuits. The combination of devices enables our students to capitalise on the learning benefits of pen and touch technology and to explore future-focused applications and programs. **SEQTA**, our virtual space, provides a platform for students to engage with their learning beyond the bounds of the classroom or the campus.

**SEQTA Learn** is a 'one-stop shop' for students to access digital resources either on campus or at home. Students are encouraged to utilise this portal to support the learning that takes place in classrooms. Via SEQTA Learn, students can manage all aspects of their school life, including their timetable, collaboration with peers and teachers, content, assessments, grades, goal setting and homework. When students log in to SEQTA Learn, they can see their personalised calendar and can 'hover over' each day to see if they have assessment tasks current for the group of subjects in which they are enrolled. Links on SEQTA Learn also allow for electronic submission of drafts and final tasks. For students who are absent on due dates, this is an ideal way to submit their work.

**SEQTA Engage** provides parents with the information needed to effectively partner with the College to support their child(ren)'s learning journey. This includes reporting, attendance, timetables, teacher contacts, latest results, finance, excursion information, notices, etc. Parents are able to access SEQTA Engage via the Portal option on the College Home Page: [www.immanuel.qld.edu.au](http://www.immanuel.qld.edu.au) by entering their username and password. Please contact IT Services on T: 5477 3472 should you require assistance with this process.

### Differentiated Learning

Differentiating learning and assessment provides a pathway to success for all students by meeting their individual needs for extension, enrichment or support. Classroom assistance by specialist teachers and aides from the Learning Enhancement Department may be accessed as recommended in a student's Support Plan. Individual Education Plans are developed for verified students.

### Digital Citizenship

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Students must learn what it is to be a responsible digital citizen. The College seeks to partner with parents to provide suitable boundaries for students as they learn to behave appropriately in the virtual world. Social media use, particularly, can damage relationships and offer tempting distractions for teenagers. Many experts recommend that parents monitor their child's use of social media and limit access to devices in private spaces and after bedtime.

## Curriculum Structure in Year 7 and Year 8

Immanuel Lutheran College provides a broad range of subjects to develop students' skills and understanding. Years 7-10 courses are developed from the Australian Curriculum and provide foundational learning to prepare students for the Queensland Curriculum and Assessment Authority (QCAA) subjects and Vocational Education courses offered at the College in Years 11 and 12. In Years 7 and 8, students study core subjects and sample a broad range of subjects through learning area rotations or elective choices.

Core Subjects		Subject Sampling Rotations		Electives
All students study these subjects all year		Students rotate through these subjects		Students can select the electives they prefer
	Core Subjects	Subject Rotations		Electives
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Christian Studies</li> <li>• English</li> <li>• Health &amp; Physical Education</li> <li>• Humanities</li> <li>• Mathematics</li> <li>• Science</li> <li>• Life Skills</li> </ul>	<b>Design, Innovation and Business rotation</b> Students will engage in Project Based Learning and complete a culminating entrepreneurial based project that ties together the following learning areas: <ul style="list-style-type: none"> <li>• Economics and Business</li> <li>• Digital Technologies</li> <li>• Design Technologies (Culinary, textile and manual arts)</li> </ul>	<b>The Arts rotation</b> Students will rotate through options in the Arts: <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Studies</li> <li>• Music</li> <li>• Visual Art</li> </ul>	<b>Language - German</b> Students will study German for the year. Identified students may be withdrawn for Literacy and Numeracy Support (LANS)
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Christian Studies</li> <li>• English</li> <li>• Health &amp; Physical Education</li> <li>• Humanities</li> <li>• Mathematics</li> <li>• Science</li> <li>• Life Skills</li> <li>• Study Skills</li> </ul>	<b>Design, Innovation and Business rotation</b> Students will engage in Project Based Learning and complete a culminating entrepreneurial based project that ties together the following learning areas: <ul style="list-style-type: none"> <li>• Economics and Business</li> <li>• Digital Technologies</li> <li>• Design Technologies (Culinary, textile and manual arts)</li> </ul>	<b>The Arts rotation</b> Students will rotate through options in the Arts: <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Studies</li> <li>• Music</li> <li>• Visual Art</li> </ul>	<b>Languages – German</b> Students will study German for the year. Identified students may be withdrawn for Literacy and Numeracy Support (LANS)

# ALPHABETIC LISTING OF SUBJECTS OFFERED IN YEARS 7 TO 8

## Christian Studies

### What is Christian Studies all about?

Christian Studies is an integral part of the Christian experience distinctive to Immanuel Lutheran College. Based on the Christian Studies Curriculum Framework developed by Lutheran Education Australia, it is an outcome-based program that spirals across all year levels along the four strands of Christian Beliefs, Christian Church, Christian Living and Christianity in the World. The Christian Studies classroom is a learning environment in which students have an opportunity to gain a clear understanding and appreciation of the Christian story by exploring biblical texts and other Christian literature. Furthermore, it is a place where students can explore a range of religious and non-religious perspectives they will encounter in an increasingly pluralistic society.

### Through a process of inquiry, discussion and reflection, students are mentored to:

- Become articulate, empathic and discerning members of the community.
- Listen to and identify the issues underlying discussion.
- Enter open, respectful dialogue with people whose religious, philosophical and ethical views are different.
- Present an informed and well-considered personal position.

### What topics am I likely to learn about?

	Term One	Term Two	Term Three	Term Four
<b>Year 7</b>	<b>Voices of Faith:</b> Old Testament	<b>Voices of Faith:</b> New Testament	<b>Deep Community, Deep Belonging</b>	<b>Deep Community, Deep Belonging</b>
<b>Year 8</b>	<b>God Creates, We Care:</b> Creation	<b>God Creates, We Care:</b> Stewardship	<b>One Church, Many Denominations</b>	<b>Ethics of Commerce and Marketing</b>
<b>Year 9</b> <b>The Rite Journey</b>	<b>Relationship with self:</b> Who am I, really?	<b>Relationship with others:</b> How do I get along with others?	<b>Relationship with spirit:</b> Is there something more?	<b>Relationship with the world:</b> What do I have to give?
<b>Year 10</b>	<b>Jesus the Changemaker</b>	<b>Judaism</b>	<b>Social Justice</b>	<b>Morality and Ethics</b>

### How will I show what I know and can do?

There will be a variety of assessment techniques, including drama, artwork, writing tasks, quizzes and tests, group activities, research pieces, excursions, oral presentations, creating games and practical tasks.

Just like other academic subjects, Christian Studies is an intellectual pursuit (the individual's faith is never assessed).



# Dance

Dance aims to develop communication through movement and encourages students to become more confident with their cognitive, physical and metaphysical dimensions. As students explore movement and create movement sequences, they develop their physical and sensory awareness and strengthen their personal aesthetic. Through the physicality of Dance, students experience a genuine sense of enjoyment and personal achievement.

## What is Dance all about?

- Students will be provided with an aesthetic experience.
- Students will critically examine their understandings of dance forms as they learn to appreciate dance works.
- Students will learn to perform with confidence.
- Students develop creative abilities as they choreograph dance sequences.
- Students will be assisted to achieve their unique potential through the Arts.
- Self-discipline is built within the student.
- Students are encouraged to be involved with ongoing activities within the Arts.
- A physical experience is provided to create critical and active awareness.

## What topics am I likely to learn about?

	Term One	Term Two	Term Three	Term Four
<b>Year 7</b> Subject Sampling	<b>One-Term course within the Arts rotation.</b> <ul style="list-style-type: none"> <li>• <b>Dance:</b> Elements of Dance, Safe Dance Practice, Choreography</li> <li>• <b>Drama:</b> Elements of Drama, Improvisation</li> <li>• <b>Media:</b> Film Soundscape and Foley Design</li> <li>• <b>Music:</b> Drums, Bass Guitar, Lead Guitar, Keyboard or Vocal Skills; Legends of Music; Music Theory; Composition Software</li> <li>• <b>Visual Art:</b> Introduction to Symbols in Art and how artists communicate visually. Students will be exposed to various media such as drawing, printmaking and painting.</li> </ul>			
<b>Year 8</b>	<b>Course within the Arts rotation.</b> <b>Dance on the Big Screen</b> Students will view and analyse Step Up, Hairspray and High School Musical. They will utilise their skills for positioning team members and making additions to choreography to complete a teacher-devised sequence. They will develop their performance skills and showcase an understanding of performance qualities suitable for this area of study.			

## How will I show what I know and can do?

- Students will complete workshops and learn devised routines to develop and demonstrate performance skills.
- Students will view, discuss, analyse and evaluate dance sections and works by professional choreographers to assist them in creating their own dance routines.



## Design Innovation and Business: BDT and CTI Rotations

In Years 7 and 8, students in the Design Innovation and Business Department complete two semester-long courses each year — Business Design and Technology (BDT) and Culinary and Textile Innovation (CTI). Each course will integrate and explicitly teach creative and critical thinking, digital technologies and 21<sup>st</sup> century skills. The BDT and CTI rotations introduce students to the design thinking process, business and economics knowledge through exploring innovation and digital technologies. Using a project-based learning approach, students focus on the acquisition and transfer of key skills across several connected subject areas to promote deep learning and improved student outcomes in complex problem-solving, reasoning and practical applications.

### What are the Business Design and Technology (BDT) and Culinary and Textile Innovation (CTI) rotations all about?

During Year 7, for their entrepreneurship and innovation in the hospitality industry unit, students will work within the context of a restaurateur who is being featured in a food magazine. Their project-based learning will culminate in a magazine cover and a feature article with all elements and components created by the students.

In Year 8, students work within the context of sustainability establishing a self-sufficient tiny home retreat for overnight stays. Students will explore the implications of technology and increased awareness in society as a driver for innovation across tourism and design. Students will create an interactive website or a mobile application that they will continue to add to throughout the course to profile their tiny home design, their retreat catering service and the features of self-sufficient living and sustainable business practices.

### What topics am I likely to learn about?

	One Semester Courses	
<b>Year 7</b> Subject Sampling	<b>BDT: Restaurant Based Entrepreneurship (Marketing)</b> Profile a new restaurant concept through a magazine feature article including: <ul style="list-style-type: none"> <li>• a branding concept</li> <li>• a tealight box made on the laser cutter</li> <li>• a magazine article spread</li> </ul>	<b>CTI: Restaurant Based Entrepreneurship (Operating)</b> Profile a new magazine brand concept including: <ul style="list-style-type: none"> <li>• a magazine cover</li> <li>• a healthy meal</li> <li>• a textile project (apron)</li> <li>• an engineering project (serving platter)</li> </ul>
<b>Year 8</b> Subject Sampling	<b>BDT: Eco Tourism and Sustainability</b> Profile a tiny home retreat business through a website or mobile application including: <ul style="list-style-type: none"> <li>• a branding concept</li> <li>• 2D designs and floor plans</li> <li>• 3D computer generated drawings</li> <li>• sustainability goals and guides for self-sufficient living</li> </ul>	<b>CTI: Sustainable Textiles and Hospitality</b> Profile catering options for the tiny home retreat business through a website or mobile application, including: <ul style="list-style-type: none"> <li>• a branding concept</li> <li>• sustainable food options</li> <li>• cater for a range of dietary</li> <li>• sustainable textile items for food storage</li> </ul>

### How will I show what I know and can do?

Each semester course will culminate with an integrated project comprising of four smaller milestones completed throughout the project.

### What senior subjects could this subject lead to?

Business, Economics, Industrial Technology Skills, Information Communication and Technology, Design and Hospitality

# Drama

Drama provides students with the opportunity to create, collaborate and develop confidence. Drama aims to equip students with skills that are transferable to all industries. The ability to speak publicly, problem solve and approach a variety of situations with a creative edge, are skills of utmost importance as our world changes at a rapid pace, with new occupations being created each year. Students will shape, analyse and present dramatic works through both written and performance-based assessment. Students will also be exposed to scriptwriting, producing and designing. They will take inspiration from past and present events, while studying how theatre can empower through social comment. The collaborative nature of Drama enables students to enjoy and experience the creative process first-hand, through a sense of ownership and achievement.

## What is Drama all about?

- Confidence-building.
- Fostering individual and collaborative artistic talents.
- Studying poignant dramatic works within their historical, social and political contexts.
- Communication through body and voice.
- Knowledge of different theatrical styles and methods.
- Engaging in social issues.
- Analysis of artistic representations of the world and humanity.

## What topics am I likely to learn about?

<b>Year 7</b> Subject Sampling	<b>One-Term course within the Arts rotation.</b> <ul style="list-style-type: none"><li>• <b>Dance:</b> Elements of Dance, Safe Dance Practice, Choreography</li><li>• <b>Drama:</b> Elements of Drama, Improvisation</li><li>• <b>Media:</b> Film Soundscape and Foley Design</li><li>• <b>Music:</b> Drums, Bass Guitar, Lead Guitar, Keyboard or Vocal Skills; Legends of Music; Music Theory; Composition Software</li><li>• <b>Visual Art:</b> Introduction to Symbols in Art and how artists communicate visually. Students will be exposed to various media such as drawing, printmaking and painting.</li></ul>
<b>Year 8</b>	<b>Course within the Arts rotation.</b> <b>Australian Theatre</b> Characterisation, devising, interpreting scripts and stage craft

## How will I show what I know and can do?

Students will demonstrate their understanding of Drama through a variety of workshops resulting in individual and group performances, improvisations and written responses.

# English

English provides opportunities for students to engage imaginatively and critically with the world around them. Through the exploration and creation of imaginative, persuasive, informative and analytical texts, students will be able to consider the perspectives of others and communicate their own points of view with clarity, precision and creativity. Central to all learning, students will build their literacy skills through reading for pleasure in each class; explicit teaching of comprehension, grammar, spelling and punctuation; and multiple opportunities to practice and consolidate their learning.

## What is English all about?

- Providing a progression of development from self-expression to discovery.
- Working with language in a variety of everyday, literary and multimodal contexts.
- Engaging with, discovering and appreciating literature, poetry, drama, film and the media.
- Reading, writing and reviewing critically in a range of genres.
- Speaking and performing in a variety of situations.
- Practising and mastering textual features such as vocabulary, grammar, spelling, sentence structure and punctuation.

## What topics am I likely to learn about?

	Term One	Term Two	Term Three	Term Four
<b>Year 7</b> Telling stories	<b>Revealing Stories</b> Imaginative writing NAPLAN	<b>Images and Persuasion</b> Persuasive writing	<b>Stories of Choice and Consequence</b> Analytical writing	<b>Timeless Tales</b> Dramatic performance
<b>Year 8</b> Hopes and Dreams for a Better Tomorrow	<b>Poetry of Passion and Protest</b> Analytical writing	<b>A Vision for Tomorrow</b> Persuasive multimodal speech and panel discussion	<b>Hope in Struggle</b> Analytical writing	<b>A film fantasy</b> Imaginative writing

## How will I show what I know and can do?

Students will be engaged in a range of written and spoken tasks to demonstrate their learning across the three curriculum strands of language, literature and literacy.

## How will I show what I know and can do?

- Students will be engaged in a range of written and spoken tasks.
- Opportunities for individual and group use of information technology and performance work will provide a balance of challenging and worthwhile assessment tasks.



# German

Studying German develops in students the ability to communicate effectively in another language. It also helps students develop a repertoire of life-long language learning strategies. In an age of increasing globalisation, learning another language can broaden students' worldviews and help them develop positive attitudes towards other languages and cultures.

## What is German all about?

It is about developing communicative skills by comprehending and composing a variety of written and spoken texts in the language. It is also about developing an understanding of Germany, its people and culture. Learning will take place using textbooks, computer programs, role-plays, pair work, games, videos, songs, audio tools, flash cards and worksheets in OneNote.

## What topics am I likely to learn about?

German	Semester One	Semester Two
Year 7	Introductions, School Life, Leisure Activities	Family, Clothes, Food and Festivals
Year 8	Holidays, Getting Around Town and Birthdays	School Relationships, Home Life and Exchanges

## How will I show what I know and can do?

Assessment is based on the students' level of competence in the skills of listening and reading (Comprehension Tasks) and speaking and writing (Communication Tasks). These skills are assessed twice a term in one Comprehension Task and one Communication Task.



# Health and Physical Education

## Rational

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

## Aims

Health and Physical Education aims to enable students to:

- access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

## What topics am I likely to learn about?

Content in Health and Physical Education is organised under two strands that where possible will be integrated within a unit of study:

- Personal, social and community health
- Movement and physical activity

Full Year Course		
<b>Years 7 and 8</b>	<p><b>Focus Areas:</b></p> <p><b>Food and Nutrition:</b></p> <ul style="list-style-type: none"> <li>• The Super Wrap</li> </ul> <p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>• Water safety</li> </ul> <p><b>Health benefits of physical activity:</b></p> <ul style="list-style-type: none"> <li>• Body systems and Fitness</li> <li>• Personal Fitness</li> <li>• Biomechanics and Motor Learning</li> </ul>	<p><b>Integrated Performance Units:</b></p> <p><b>Lifelong Physical Activities:</b></p> <p>Includes activities that can enhance health-related fitness and wellbeing across the lifespan.</p> <p>These may include:</p> <p>individual and group activities health and fitness activities (Pilates, Yoga)</p> <p>active recreation activities, which could include but are not limited to:</p> <ul style="list-style-type: none"> <li>• orienteering</li> <li>• triathlon</li> <li>• cycling / gym</li> </ul> <p><b>Games and Sports:</b></p> <p>Includes activities that develop of movement skills, concepts and strategies through a variety of games and sports.</p> <p>These could include but are not limited to:</p> <ul style="list-style-type: none"> <li>• modified games</li> <li>• traditional games or sports</li> <li>• culturally significant games - traditional games of First Nations Australians</li> <li>• non-traditional games and sports (including student-designed games and player-officiated games such as Ultimate Frisbee)</li> </ul>

## How will I show what I know and can do?

Students will be involved in group, team and individual performances that will be observed, captured and assessed over the course of the year. Written examinations, PowerPoint presentations, investigation reports and video analysis will be used to gauge student's understandings of the Health and Physical Education concepts studied in class.

# Humanities

Humanities focuses on the disciplines of History, Geography and Civics and Citizenship. By delving into our historic origins, by exploring ecologically sustainable environments and through understanding our government and legal systems, students will develop knowledge to equip them with valuable life skills.

## What is Humanities all about?

Humanities students will engage in and connect with a variety of relevant and interesting units throughout the year. They will gain meaningful knowledge and understanding of a broad range of topics, including those which directly relate to their own interests. Students will learn through an inquiry-based approach and use a variety of ICTs in the classroom.

## What topics am I likely to learn about?

	History	Geography	Civics and Citizenship
<b>Year 7</b>	<p><b>Deep time history of Australia</b> <b>The ancient world – Ancient Rome</b></p> <p>These studies focus on:</p> <ul style="list-style-type: none"> <li>the historical significance of the ancient past and the histories of early First Nations Peoples of Australia</li> <li>context and chronology</li> <li>the patterns of historical continuity and change over time</li> <li>understanding archaeological and historical terms</li> <li>cultural practices</li> <li>historical discoveries and mysteries</li> </ul>	<p><b>Water in the World</b></p> <ul style="list-style-type: none"> <li>uses of water</li> <li>the value and distribution of water in different forms</li> <li>water scarcity</li> <li>water hazards</li> </ul> <p><b>Place and Liveability</b></p> <ul style="list-style-type: none"> <li>factors that influence liveability</li> <li>services and facilities that impact liveability</li> <li>ways that liveability of places are enhanced and</li> <li>how sustainability is managed</li> </ul>	<p><b>Government and Democracy</b></p> <ul style="list-style-type: none"> <li>key features of democracy and Australia's federal system of government</li> <li>democratic values</li> </ul> <p><b>Laws and Citizens</b></p> <ul style="list-style-type: none"> <li>key features and principles of Australia's legal system</li> <li>rights of individuals</li> </ul>
<b>Year 8</b>	<p><b>Medieval Europe and the Modern World Empires and expansions</b></p> <p>These studies focus on:</p> <ul style="list-style-type: none"> <li>social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities</li> <li>causes and effects of events, developments, turning points or challenges</li> <li>the role of significant individuals connected to the societies</li> </ul>	<p><b>Landforms and Landscapes</b></p> <ul style="list-style-type: none"> <li>World landscapes and the study of geomorphic processes</li> <li>the interconnections between human activity and ways of managing distinctive landscapes</li> </ul> <p><b>Changing Nations</b></p> <ul style="list-style-type: none"> <li>Urbanisation and migration: trends, causes and impacts</li> <li>strategies to manage the sustainability of Australia's changing urban places</li> </ul>	<p><b>Government and Democracy</b></p> <ul style="list-style-type: none"> <li>how Australians are informed about and participate in their democracy</li> <li>the roles of political parties and elected representatives in Australian government</li> </ul> <p><b>Laws and Citizens</b></p> <ul style="list-style-type: none"> <li>characteristics of laws, how laws are made and the types of law in Australia</li> </ul>

## How will I show what I know and can do?

Students will present information in a variety of formal and informal contexts. Assessment working under exam conditions, as well as investigations based on research and field trips, allows students the opportunity to demonstrate knowledge and understanding of concepts and processing skills within this diverse area of study. Students will use a variety of information literacies to complement their knowledge and investigative skills.

# Mathematics

Mathematics is an integral part of a general education. It allows students to develop an understanding of their world and their part in it. Competence in Mathematics is required for an ever-increasing range of future careers.

## What Is Mathematics all about?

- Mathematics is about developing a working knowledge and understanding of mathematical facts and operations.
- Students will be taught the relevance and meaning of mathematical concepts.
- Concepts and operations will be applied to real life situations.
- Students will gain skills and strategies in problem solving.
- Independent thinking and investigation is encouraged.
- Students will gain the appropriate knowledge, skills and concepts to be successful in further mathematical studies.

## What topics am I likely to learn about?

	Term One	Term Two	Term Three	Term Four
Year 7	<ul style="list-style-type: none"><li>• Whole numbers</li><li>• Indices</li><li>• Measurement</li><li>• Transformations</li></ul>	<ul style="list-style-type: none"><li>• Fractions</li><li>• Statistics and probability</li><li>• Integers</li></ul>	<ul style="list-style-type: none"><li>• Decimals, percent and ratio</li><li>• Patterns and algebra</li><li>• PSMT</li></ul>	<ul style="list-style-type: none"><li>• Linear equations</li><li>• Angles and shapes</li></ul>
Year 8	<ul style="list-style-type: none"><li>• Integers and indices</li><li>• Algebraic expressions</li></ul>	<ul style="list-style-type: none"><li>• Linear functions</li><li>• Measurement</li><li>• PSMT</li></ul>	<ul style="list-style-type: none"><li>• Linear equations</li><li>• Geometry</li><li>• Fractions, decimals and percentages</li></ul>	<ul style="list-style-type: none"><li>• Ratio and rate</li><li>• Statistics and probability</li></ul>

## How will I show what I know and can do?

Students will do a range of assessments over the course of the year comprising of short response examinations, assignments, and engagement tasks.

All examinations comprise of 80% simple familiar, 10% complex familiar and 10% complex unfamiliar questions.



## Media Studies

Media Studies aims to promote an awareness of media in society and to develop students' critical, analytical, creative and design skills in a variety of media forms, genres and contexts. Media forms include the traditional, contemporary, and emerging such as print, broadcast, photographic, video, web, digital and promotional materials.

### What is Media Studies all about?

- Media Studies is about discovering and using creative talents.
- Students will analyse the background that has led to today's media forms.
- Self-esteem is fostered through the production of individual texts.
- Students will learn to work as a team and will develop an understanding and an appreciation of the role of media in society.

### What topics am I likely to learn about?

	Semester One	Semester Two
<b>Year 7</b> Subject sampling	<b>One-Term course within the Arts rotation.</b> <ul style="list-style-type: none"> <li>• <b>Dance:</b> Elements of Dance, Safe Dance Practice, Choreography</li> <li>• <b>Drama:</b> Elements of Drama, Improvisation</li> <li>• <b>Media:</b> Film Soundscape and Foley Design</li> <li>• <b>Music:</b> Drums, Bass Guitar, Lead Guitar, Keyboard or Vocal Skills; Legends of Music; Music Theory; Composition Software</li> <li>• <b>Visual Art:</b> Introduction to Symbols in Art and how artists communicate visually. Students will be exposed to various media such as drawing, printmaking and painting.</li> </ul>	
<b>Year 8</b>	<b>Course Within the Arts Rotation</b> <b>Superhero Media</b> Describing and analysing the use of media arts concepts to convey ideas and representations in superhero film posters; examining the denotative and connotative meanings of these posters' codes, evaluating stereotypes and clichés associated with the superhero genre for their examination. <b>Dialogue Scenes</b> Students then develop media production skills to craft short dialogue scenes. Through practical experience with filmmaking equipment, students bolstered both their technical proficiency and creative capabilities. For their assessment, students collaboratively devise, film, and edit their own original dialogue scenes.	

### How will I show what I know and can do?

Media Studies has an outcome focus and is learner centred. The assessment of outcomes is linked to criteria, which reflect the attributes of lifelong learning and working in a media context. Students demonstrate competence during class activities while designing and presenting.





# Music

Students who study this subject will learn the fundamentals of music, develop creativity and learn how music has evolved through the ages. They will also discover how advances in technology have played a major role in the music industry. Each student will be encouraged to reach their highest personal standards of musicianship. Further opportunities will be given to pupils to perform in concerts and school productions, fostering self-discipline and developing a commitment towards extra-curricular musical activities.

## What is Music all about?

- Students will analyse, compose and perform music.
- Students will develop the ability to critically evaluate and listen with discrimination to a wide range of musical styles.
- Students will develop musical literacy and the ability to communicate effectively through musical creativity, expression and self-discipline.
- Cognitive, physical and affective skills will be developed through the performance, evaluation and composing of music.
- The development of social and personal skills will promote group cooperation, responsibility, confidence and self-esteem.

## What topics am I likely to learn about?

<b>Year 7</b> Subject Sampling	<b>One-Term course within the Arts rotation.</b> <ul style="list-style-type: none"><li>• <b>Dance:</b> Elements of Dance, Safe Dance Practice, Choreography</li><li>• <b>Drama:</b> Elements of Drama, Improvisation</li><li>• <b>Media:</b> Film Soundscape and Foley Design</li><li>• <b>Music:</b> Drums, Bass Guitar, Lead Guitar, Keyboard or Vocal Skills; Legends of Music; Music Theory; Composition Software</li><li>• <b>Visual Art:</b> Introduction to Symbols in Art and how artists communicate visually. Students will be exposed to various media such as drawing, printmaking and painting.</li></ul>
<b>Year 8</b>	<b>Course within the Arts rotation.</b> <b>Music is Everywhere</b> Composition and Performance

## How will I show what I know and can do?

Students will demonstrate their understanding of the subject in a variety of small and large group performances, compositions and workbook activities, vocal and instrumental performances, written and multimedia assignments, and through using appropriate technology such as Muscore, Soundtrap, Hookpad, Auralia and Musition.

# Science

Science encourages students to develop an understanding of the natural world, through observation, research and experimental investigations. There is a focus on developing practical and thinking skills in Years 7 and 8. These skills are refined in Years 9 and 10 and applied to specific contexts.

## What is Science all about?

- The teaching and learning of science develops analytical and investigative skills, and is learner-centred.
- Students will be involved in the process of constructing meaning to develop their understanding of scientific concepts.
- Students will be involved in a range of learning strategies and have opportunities to undertake independent investigation.
- Students will develop the ability to use Science as a framework for organising and gaining knowledge leading to improved cultural and intellectual understanding of our world.

## What topics am I likely to learn about?

	Semester One	Semester Two
Year 7	Developing Science measurement and observation skills while working safely in a laboratory. These include practical skills, based on using laboratory equipment as well as graphing, data analysing, data presentation and research skills. Using these skills to investigate the structure of the Earth, including the rock cycle and plate tectonics.	Learning to organise and classify living things. Then looking at living systems on a small (cellular) through to a large (ecosystem) scale and investigating the relationship between environments and survival. Continuing to apply safe working skills in the laboratory to complete all steps of a scientific investigation.
Year 8	Investigating how energy is transferred/transformed in a range of systems, with a focus on electrical energy. Learning to identify and describe forces in the context of buoyancy.	Carrying out a range of practical activities to investigate the properties of elements, compounds and mixtures, including methods of separation based on physical properties of matter.

## How will I show what I know and can do?

The assessment tasks are linked to criteria, which reflect the attributes of lifelong learning and of working scientifically. There will be a variety of assessment tasks that reflect the structure of those completed by senior students, including a student experiment using primary data, a supervised research investigation using secondary data and timed examinations. Students will complete three tasks per year.



# Visual Art

Students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate the ways that visual artists across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice. They describe respectful approaches to creating and/or responding to artworks.

Students generate, document and develop ideas for artworks. They reflect on their visual arts practice. They select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning. They curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.

## What is Visual Art all about?

- Students will design, make and experience art.
- Students employ a variety of art-related technologies including computer software.
- Self-discipline, self-motivation, persistence and problem-solving ability is developed within the student.
- Students develop ability in visual communication and understanding.
- Students develop a critical awareness of the visual world and the artist role within it.
- Students are encouraged to develop technical skills in a variety of media areas.
- Students are provided with an opportunity to explore and address competencies appropriate to a wide range of career and life paths.

## What topics am I likely to learn about?

<p><b>Year 7</b> Subject Sampling</p>	<p><b>One-Term course within the Arts rotation.</b></p> <ul style="list-style-type: none"> <li>• <b>Dance:</b> Elements of Dance, Safe Dance Practice, Choreography</li> <li>• <b>Drama:</b> Elements of Drama, Improvisation</li> <li>• <b>Media:</b> Film Soundscape and Foley Design</li> <li>• <b>Music:</b> Drums, Bass Guitar, Lead Guitar, Keyboard or Vocal Skills; Legends of Music; Music Theory; Composition Software</li> <li>• <b>Visual Art:</b> Introduction to Symbols in Art and how artists communicate visually. Students will be exposed to various media such as drawing, printmaking and painting.</li> </ul>
<p><b>Year 8</b></p>	<p><b>Course within the Arts rotation</b></p> <p><b>Printmaking Study – Project</b> They will identify and understand their connection to place and create an artwork form this. Studying Printmaking as an artform to create a folio of work.</p> <p><b>Art as Personal Context – Project</b> Engage in drawing objects that has a connection to the young artist. Consider tone, texture and scale.</p> <p><b>Art as Personal Context – Short response</b></p>

## How will I show what I know and can do?

Students will demonstrate their understanding of the subject through individual art works covering both two and three-dimensional art disciplines; a visual diary (completed digitally), includes research, sketches and ideas; as well as appraising tasks in the form of written reflections



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