

# SUBJECTS

## YEAR 7 & 8

2021



LAUNCESTON  
CHRISTIAN  
SCHOOL



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## LCS MISSION AND CORE VALUES

### **Vision Statement:**

To glorify and honour God through Christ-centred education

### **Our Core Values:**

To live in obedience to God  
To act with humility, integrity and fairness  
To work with creativity and diligence  
To encourage participation and teamwork  
To be trustworthy and accountable to one another

### **School Motto:**

In Christ Wisdom and Knowledge



## OUR SCHOOL

Launceston Christian School is one of many schools throughout Australia that belong to a wider association of Christian schools that are unified around the common goal of authentic, Bible-based, Christ-centred education. This network is known as Christian Education National (CEN). The school was established in 1976 and has enjoyed steady growth over many years resulting in over 670 students currently enrolled. Set on 12 hectares just ten minutes from Launceston City centre, the school is positioned in the beautiful Tamar Valley with the Tamar River forming a scenic backdrop.

Our environment is one where God and His Word provide the motivation for how we live our lives, including the education of our students. Parents have the responsibility for the education of their children and work together with staff to maximise their children's spiritual and academic growth. LCS is a community committed to prayer and strives to encourage one another in dedication, dependence on and obedience to Jesus Christ.

## FROM THE PRINCIPAL



Our Middle School Handbook outlines subjects offered to students in Year 7 to 9 at the Launceston Christian School.

We have a beautifully equipped campus, with excellent facilities and space to grow which is a wonderful setting for our Middle School students to thrive in.

LCS values our strong partnership with parents. This partnership assists us to work together to provide students with an excellent 21st century Christian education programme that is presented from a distinctly Christian worldview. Students at LCS progress along their education pathways in a nurturing environment, guided by Christian teachers and other staff who are dedicated to their task in teaching students a sound Biblical worldview, doing this with deep love and care for the students entrusted to them.

The K-12 nature of LCS provides many opportunities for leadership and expression of creativity in the gifts God has given to young people. Providing these pathways gives our senior students the supportive environment to explore how best to develop their talents, understand the impact of influence on younger students and prepare them for life beyond school.

As we partner together during these important school years, I look forward to serving you, as students explore, uncover and discover the meaning that God intends for them in the world.

**Mr Adrian Bosker**

## FROM THE HEAD OF MIDDLE SCHOOL

The first years of secondary school are an exciting time for young people. Our Middle School students are provided with a fun, safe and supportive environment in which to grow academically, emotionally, relationally and spiritually.

The start of our students' Middle School journey (Year 7) is an intentional transition from junior school to high school, with Class Teachers being a regular point of contact throughout each day.



In Years 8 and 9 our students' experiences are designed to prepare them for the excitement, rigour and challenges of Senior School.

The writer of Ecclesiastes challenges us to *"remember your Creator in the days of your youth"* (12:1). Our LCS Middle School exists to allow our Years 7, 8 and 9 students to do just that, with the support of caring Christian teachers providing a firm foundation for the many and varied challenges, successes and joys that lie ahead.

**Mr. Rohan Kew – on behalf of the Middle School team at LCS**

## CHRISTIAN EDUCATION IN THE MIDDLE SCHOOL YEARS

*As students enter the Middle School it is appropriate that we reiterate and refresh our understanding of Christian Education.*

Middle School is a time of consolidation, development and broadening horizons. The foundation has been laid in the earlier years and now the bricks and mortar for the rest of life will begin to be put in place. We often find however, that when we use such metaphors, our thinking is limited. We tend to be thinking of such things as successful careers, relationships, health and well-being in a framework that is little different to the thinking of those who do not appreciate the relevance of the Christian faith to school education.

It is good for us then to pause and reflect on the fact that the framework for thinking about future 'bricks and mortar' should be very different in Christian minds. It is good for us to recognise the points of difference that make a Christian Education distinctively Christian. Those of us who have experienced a 'secular' education will be aware that, by and large, the following understandings lie behind the thinking framework of a 'secular' classroom:

1. The mind of man is supreme with regard to all the issues of life.
2. Mankind is in a state of normality. There is no such concept as sin, no curse on creation and no need for redemption in Christ.
3. We live in a world of chance.
4. Man's good and man's development are the highest goal of education.
5. Time and this world is the exclusive sphere of our concern.

By contrast we must affirm that:

1. The mind of God is supreme. He reveals Himself to us in His word in which He declares that His glory is revealed in all His works. The mind of man is dependent on God making Himself known to us in His word. If we are to know truth in righteousness, the Holy Spirit must enlighten us from His word. If we are to live in His ways His word must be "a lamp to our feet, a light to our path".
2. Man is affected in every aspect of his being by sin. Human beings, without God's renewing grace, are in a state of abnormality. We are, by nature, children of wrath in need of salvation.
3. The whole universe was brought into existence by God and is sustained and governed in His providence.
4. The glory of God is the ultimate goal of education.
5. While life in this world is important; eternity and the world to come are our ultimate concern.

As we move to the next important phase in our students education; as we begin to face the more complex issues of life, it is important that we continue to be concerned about our framework of thinking. While we might not be continually stating the above five points in our classrooms they ought to be evident in what we do and the way we think. It is a framework of understanding that ought to be second nature to our thinking as our children go on in their education. When we contemplate courses of study, do we think about 'service' in all of life? Do we encourage our children to think about using their God given abilities in His service?

## MIDDLE SCHOOL TEACHERS (2020)

Joshua Armstrong	Design Graphics, Physical Education
Bonnie Armstrong	Assistant Head of Middle School, English, Drama, Maths, Humanities
Darryl Bain	Science, Health
David Barber	Humanities
Ryan Bosker	Physical Education
Janette Boyle	Science
Marjorie Cardwell	English
John Farrow	English, Humanities
Julie Ferguson	Humanities, Mathematics, English
Lauren Fry	Indonesian, Music
Miranda Gracie	Drama
Robert Gracie	Design Technology (Workshop)
Russell Hendra	Science, Health
Carey James	Computing, Mathematics
Bronwyn Johns	Design Technology (Textiles)
Brent Jose	Science, Health
Rohan Kew	Head of Middle School, English
David Lichtendonk	Design Technology (Workshop)
Kristy Dadson	Life Skills
Kevin Lund	Art
James McGeachy	English
Bruce McIntosh	Mathematics
Tommy Macqueen	Physical Education
Stephen Matthews	English, Mathematics, Humanities, Design Graphics
Fancy Reyes Ibarra	LOTE
Michelle Reid	Design Technology (Food)
Cameron Spaulding	Mathematics
Stephanie Sebastian	Art
Peter Stewart	Music
Andrew Swift	Music
John Torlach	Bible





**YEAR 7 & 8**

**COURSES**

## THE YEAR 7 AND 8 CURRICULUM – AN OVERVIEW

In Years 7 and 8 the emphasis is on consolidation in the areas of Literacy and Numeracy while giving students a broad curriculum experience across the Learning Areas. Subjects, with their allocation of periods per week, are listed on the following table. For subjects with an allocation of 1.5, this number is an average over the year. Each of these subjects are studied for 3 periods per week for half a year.

Bible Study	3
Computing	1.5
Design Graphics	1.5
Drama	1.5
English	5
Design Technology (Food & Textiles)	1.5
Design Technology (Workshop)	1.5
Indonesian	3
Mathematics	5
Music	2
Pastoral Care	1
Health and PE	3
Science	4
HUMANITIES Geography & History	5
Visual Art	1.5
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**YEAR 7 COURSES**

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## 7 Bible Study

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### Understanding goals:

- What is God's Kingdom and how do we enter it?
- How should we live in God's Kingdom?
- What patterns are there of God's Kingdom in the Old Testament?
- What is the fulfilment of God's Kingdom in the New Testament/now?
- Is Jesus your King?
- What does the Gospel of Mark teach?
- What is the Bible and how do we read and understand it?
- What do the Old Testament Law books (Genesis to Deuteronomy) teach us?
- What do the Gospels teach us?

### Scope of course:

The focus of this course is to explore the nature of the Kingdom of God. Students will contemplate the life, death and resurrection of Jesus Christ as both the fulfilment of Old Testament expectations of God's Kingdom and the beginning of a new era of God's rule which will be consummated when Christ returns. An in-depth study of the Gospel of Mark will reveal the character of the King of God's Kingdom, what he came to do, and what it means to serve King Jesus. Students will learn how to read and understand the book of the Kingdom (the Bible). Brief overviews of the Old Testament Law books as well as the other Gospels will also be presented. Students will be shown how to understand God's redemptive plan of salvation from Creation to New Creation using simple Biblical theology.

### Performances:

- Completion of *Mistaken Identity* – student handbook on Mark's Gospel
- Bible tests and assignments
- Library and Internet research assignments
- Poster making
- Group work and presentations

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## 7 Computing

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### Understanding goals:

- How can I check that data is useful and accurate?
- How can I present data in a meaningful way?
- How do I write programs and web pages/sites?
- How can ICT assist us?
- How can I responsibly use ICT, including the Internet?

### Scope of course:

Year 7 Computing is an introductory course which covers the following areas:

- Collecting & acquiring data: Search engine queries; authenticating data; acquire data from a range of sources.
- Analysing and presenting data: query databases; conditional formatting; filtering and sorting data; manipulate and present data in different forms.
- Develop and modify programs with user interfaces (eg Lego Mindstorms, Greenfoot or similar).
- Create a web page using html and css with the aid of web authoring software.
- Technical, social and ethical issues: file management; socially appropriate use of ICT.

### Performances:

- Group discussions;
- Classroom activities;
- Projects;
- Online investigations.

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## 7 Design Graphics

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### Understanding goals:

- What are the elements and principles of design?
- How can I use these elements and principles of design to communicate effectively through graphics?
- What are the basic features of graphics creation, manipulation and storage equipment?
- What are the key techniques for accurate and attractive presentation of graphics?

### Scope of course:

Student will work through a range of content focused design units.

These units will be in the following areas:

- Logo design (vector graphics and sketching design development).
- Basic signwriting.
- 2D character design.
- Cartooning.
- Plane Geometry (constructing 2D Shapes, Using the drawing tools, angles, compass exercises – basic perspective and 3D shapes).
- Basic Flash animation.
- Basic video editing techniques.

### Performances:

- Sketchbook exercises
- Folio presentation
- Group challenges
- Negotiated projects

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## 7 Design Technology (Foods)

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### Understanding goals:

Knowledge and Understanding

- How do I explain how meeting people's needs and being good stewards of the environment influence the design and technology used in the production of foods?
- How do I describe the benefits of design and technological innovations in food processing?
- How do I explain how food production can be managed sustainably?
- How do I explain how the properties of food materials affect preparation and presentation techniques designed for healthy living?

Processes and Production Skills

- How do I identify needs and opportunities for design solutions?
- How do I investigate and select from a range of food materials, tools, equipment and processes to develop design ideas?
- How do I create and adapt design ideas, making considered decisions while considering sustainability principles?
- How do I develop criteria for success and use these to judge the suitability of my designed solutions?
- How do I evaluate my design solutions?
- How do I communicate my design solutions to different audiences using appropriate technical terms and a range of communication technologies?
- How do I apply project management skills to document and use project plans to manage the production of food products?
- How do I safely make and produce effective designed solutions for the intended purpose?

### Scope of course:

The focus of this course is to introduce students to cooking in the middle school curriculum enabling them to experience productive techniques. They are introduced to nutrients, healthy eating, basic cooking skills, time management, sustainability and the design process.

**Performances:**

- A range of practical tasks in which students are assessed for: their Interpreting of instructions and use of method and technique, attention to hygiene and safety, working both individually and with others, and their ability to organize and take responsibility for completing tasks;
- Completion of various theoretical tasks.

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## 7 Design Technology (Textiles)

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**Understanding goals:**

How do I appropriately use and create textile items?

- What impacts does my use and development of textiles have?
- What design ideas using textiles can help meet people's needs?
- How do the properties and characteristics of different fibres and fabrics influence design choices?
- What tools and equipment are available to use to efficiently and effectively create design solutions?
- How will I apply knowledge and understanding about textiles to create a functional product or system that solves a problem or meets a need?
- How do my values, skills and available resources influence my designs & solutions?
- How do my design choices influence others and communicate ideas?
- What materials and processes will help create textiles items that protects and that reflect my values, attitudes and beliefs?
- How can I research and document design options and ensure various opportunities are explored & discovered?
- How will I plan, produce, justify and evaluate design solutions that are functional, sustainable and aesthetically pleasing?

**Scope of course:**

Unit 1. Equipment, skills and materials

Unit 2. Design for protection (functional factors)

Unit 3. Design for personal reflection and/or representation (aesthetic factors)

**Performances:**

- Quizzes
- Worksheets - various
- Discussion
- Sewing samples
- Research and examples – documented and recorded
- Plans and working drawings
- Evaluation
- Complete textile item that protects and represents individual student's personal values or an idea

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## 7 Design Technology (Workshop)

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**Understanding goals:**

- What does it mean to be a good steward of God-given resources and equipment when considering sustainability, the environment, technological innovation and other people?
- How do select and combine materials taking into account their properties and characteristics when creating achievable and original designs?
- Which tools, materials and hand skills can I use to create simple projects and products from my designs?
- How can I test and evaluate my design solutions and effectively communicate these to other people?

- How do I explain how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions?
- How do I work safely in a workshop environment?

**Scope of course:**

Students will be provided with a variety of experiences with a strong focus on research, design skills, hand tool skills and practical skills when making products and undertaking projects. Some basic machines will be introduced such as the drill press. Students will be encouraged to explore various materials and their availability, sustainability, properties and potential applications to products and projects. Materials may include Tasmanian and exotic timbers and veneers, plastics, acrylics and metals (tin, copper and brass).

**Performances:**

- Safety in relation to behaviour and working practise in a workshop environment;
- Research, evaluation and presentations of products and projects;
- Basic study of forestry and plastics industries and identification of Tasmanian timber;
- Use hand tools to make purposeful but simply designed projects such as cutting boards, wooden toys, ornamental mirrors from Tasmanian timbers;
- Design and make functional key rings and photo frames from acrylic using hand tools and basic machines;
- Use hand tools to craft small jewellery items from copper and brass such as: rings, bracelets, pendants, dog tags and key rings;
- Basic problem solving in recycling items to design and create powered vehicles while studying force, motion and energy.

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**7 Drama**

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**Understanding goals:**

**Responding**

- How do I analyse how the various elements of drama?
- How do I reflect on my own performances?
- How do I evaluate and review works from various viewpoints, cultures and eras?

**Making**

- How do I combine the elements of drama to explore and develop issues, ideas and themes?
- How do I maintain commitment to role?
- How do I plan, structure and rehearse drama, exploring ways to communicate?
- How do I develop and refine my expressive skills in voice and movement?
- How do I collaborate with others to devise, interpret and perform drama?
- How do I use my performance skills and design elements to make my performance more engaging and entertaining?

**Scope of Course:**

In Year 7 students are introduced to the routines of Drama. They engage in a variety of individual and group tasks. Learning experiences will focus on confidence building and basic skill development in improvisation, voice and script work. Opportunities to perform will be provided.

**Performances:**

- Class workshops.
- Skill development assessment tasks.
- Performances to a range of audiences.

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## 7 English

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### Understanding goals:

*When listening, reading and viewing:*

- How are texts constructed according to genre, audience and purpose?
- How do writers use language to influence meaning?
- How can I explain the ideas and issues presented in texts?
- How can I respond effectively to a range of texts?

*When speaking, writing and creating:*

- How can I construct texts according to genre, audience and purpose?
- How can I express my ideas using particular writing styles?
- How can I present my ideas to others?
- How can I write responsibly, accurately and appropriate to purpose?

### Scope of course:

The focus of this course is to build on concepts, skills and processes developed in primary school. They will be encouraged to share their thoughts and opinions; developing both their written and oral language skills.

Students listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These texts include a range of newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students explore texts with central themes relating to individuality, the value of relationships and survival in a changing world. Central to all exploration of themes and messages is the application of a Christian worldview, encouraging ways to explore and articulate how we view a range of human experiences from a Christian perspective.

In this subject, the learning opportunities will endeavour to cater for all students and their different learning styles. Students will be presented with a variety of activities that will encourage them to take more responsibility for their learning and consequently develop a more independent approach to English.

### Performances:

Performances are based around responses to texts such as novels, films, current events and unit work. Students will be engaged in creating:

- narratives
- classwork
- performances
- reports
- discussions
- introductory literary analyses
- adaptations and creative responses to texts

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## 7 Geography

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### Understanding goals:

By the end of Year 7:

Students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments.

- They propose simple explanations for spatial distributions and patterns among phenomena.
- They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.
- Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions.
- They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions.

- They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms.

They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

**Scope of course:**

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.

*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.

**Performances:**

Students will be engaged in:

- class discussions and debates
- in-class activities
- creating and presenting work
- writing reports
- undertaking inquiries

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## 7 History

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**Understanding goals:**

By the end of year 7:

- Students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups.
- They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society.
- They identify past events and developments that have been interpreted in different ways.
- Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time.
- When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view.
- When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations.
- In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

**Scope of course:**

- In a typical Year 7 History class, students will study three core units. Firstly, students will study and investigate how historians research and learn about the past and how the past is important for Australia today. Secondly, students will also learn about Ancient Greece and its contribution to the modern world, such as democracy. And finally, students will then turn to the other side of the world and look at Ancient China, learning about its civilization and culture.

**Performances:**

- Posters and timelines
- Tests
- Investigation tasks
- Analytical tasks
- Group work
- Class presentations and power points

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## 7 Indonesian

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**Understanding goals:**

- How do I use Indonesian to interact and exchange ideas, experiences and interests with others?
- How do I use Indonesian to communicate about various topics?
- What are the main differences between Indonesian and Australian ways of life?
- How do Indonesian grammar and sentence structure differ from English?

**Scope of Course:**

Students will learn about family in Indonesia, geography and climate, traditional arts, money, the body and clothing.

Students will be taught Indonesian words and sentence structures to enable them to:

- conduct introductions;
- recognise and use numbers to millions;
- give information about days and dates;
- tell the time;
- describe parts of the face and body;
- describe clothing and bargain for Indonesian clothes with rupiah.

Students will listen for and respond to questions, making simple conversation in the Indonesian language.

**Performances:**

- Oral and written tests
- Translate from one language to the other
- Language puzzles and games
- Write and perform short dialogues
- Discussion of videos and culture work
- Making an Indonesian mask
- Learning a group Indonesian dance

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## 7 Mathematics

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### Understanding goals:

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

### Scope of course:

- Integers: Adding, Subtracting, Multiplying and Dividing and combined operations of integers
- Index Laws: Review of Index form and the first four index Laws
- Real Numbers: Addition, Subtraction, Multiplication and Division of Fractions, Terminating Decimals, operations with decimals, percentages and fractions, Estimation
- Co-ordinates and linear Graphs: Cartesian Plane; Linear patterns; plotting linear graphs; gradient and y intercept; sketching linear graphs (extension)
- Ratio and Rates: Definitions, Equivalent Ratios, Using ratio to solve problems, Dividing A quantity into a given ratio, Rate calculations, Cartoon Enlargement
- Measurement: Perimeter; circumference; area of rectangles, triangles, parallelograms, rhombuses, kites, circles and trapeziums; volume of prisms and other solids; time; 24 hour clocks and time zones
- Algebra: Using variables; substitution; brackets; substituting integers; number laws and variables; simplifying expressions; multiplying and dividing expressions with variables; expanding and factorising. Happy Numbers.
- Congruence and Transformations: Congruent figures; triangle constructions; congruent triangles; quadrilaterals. Patty Paper Constructions. The Knights Tour.
- Application of Percentages: Common percentages and shortcuts; discount; profit and loss. Percentages poster.
- Probability: Probability scale; experimental probability; sample spaces and theoretical probability; complementary events; Venn diagrams; tree diagrams and two way tables.
- Representing and interpreting data: Samples and populations; organising and displaying data; measures of centre; measures of spread; analysing data.
- Linear Equations: Identifying patterns; backtracking and inverse operations; keeping equations balanced; using algebra to solve problems; equations with unknowns on both sides.
- Problem Solving :Drawing a table; drawing a diagram; looking for a pattern; working backwards; elimination; simplifying the problem; guess, check and refine. Missing Dollar Problem.

### Performances:

- Tests
- Assignments.
- Investigations.
- Class discussions.
- Group/Individual problem solving activities.

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## 7 Music

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### Understanding goals:

- How do I start learning an instrument and obtain the skills and proficiency to play pieces as a soloist and in groups.
- How do I learn how to play in a group?
- How do I read and understand music?
- How do I make my own music?
- How can a computer help with my music learning?
- What are some of the different types of instruments and instrumental groups found in music around the world?

### Scope of Course:

Year 7 Music is an opportunity for students to either experience the first steps in learning a musical instrument or to build on skills already learnt, developing those skills further. Students learn to apply these skills to both individual and group playing, learning to read music notation and to understand the basic elements of music making. They also use their instrumental skills to explore introductory composing experiences. They learn to use computer music software to assist theory understanding, composing and playing. They also learn about instruments found in western music, how they are categorised and what they look and sound like and basic playing techniques.

### Performances:

- Students demonstrate the development of instrumental skills through learning small technique pieces and larger solo performance pieces and some small group pieces. This is an ongoing assessment throughout the year.
- Ongoing assessment as students learn a number of set class band and small group pieces and become involved in extra-curricular groups such as concert band.
- Completion of theory sheets and learning tests delivered by music software.
- Composition tasks.
- Learning tasks developing understanding of instruments found in western music a summary assignment as well as several general information task sheets on instruments.

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## 7 Science

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### Understanding goals:

*By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on food webs and classify organisms based on their differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve problems and how they affect society.*

*Students identify questions that can be investigated scientifically. They plan investigations and identify variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise test results and describe trends, suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language.*

### Scope of course:

The Year 7 science course is made up of the following units:

- The processes involved in working scientifically including laboratory safety, observing, measuring, conducting experiments and reporting findings.

- Students investigate techniques to separate mixtures - filtration, distillation, chromatography and crystallisation.
- The physics of energy and forces. Students consider both renewable and non-renewable sources of energy and the water cycle. Contact and non-contact forces are investigated including friction, gravity, static electricity and magnetic force.
- Students have an introduction to ecology and investigate habitats and environments, food chains and food webs, and human impact on ecosystems.
- Students learn that there are differences within and between groups of organisms; classification helps organise this diversity
- Students learn that predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon

**Performances:**

- Tests
- Assignments
- Practical Investigations
- Class discussions
- Group/Individual problem solving activities
- Posters and research assignments;

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## 7 Visual Art

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**Understanding goals:**

- What are the various tools and materials that any artist uses and how do I use and control those materials?
- What are some of the ways artists can organise visual information?
- What words and terms are used when talking about Art?

**Scope of course:**

The Year 7 Visual Art course is planned to give students an opportunity to demonstrate and extend skills and experiences they have acquired during their primary education. This course gives students the chance to explore a variety of artistic materials and approaches. It is limited in terms of time. Therefore students are given simple, achievable assignments, in order to get an idea of the range of possibilities within Visual Art.

**Performances:**

- Blind Contour drawing
- Using cropping tools
- Drawing / design based on blind contour
- Tone elimination from a photographic image
- Colour reduction lino print self portraits
- Hand building ceramics
- Drawing into print - journal assignment
- Exploring a range of painting techniques -journal assignment
- Landscape painting
- Drawing from a DVD – stop motion -journal assignment
- Drawing design based on DVD sketches -journal assignment
- Painting into print

Students receive a journal at the beginning of the year, which they will maintain through Year 8. A large portion of work is done within the journal.

Over the year the range of materials students will use includes pastels, ink, pencils, pen, print media, painting, and ceramics.



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**YEAR 8 COURSES**

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## 8 Bible Study

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### Understanding goals:

- How does Jesus' death on the cross make us righteous before God?
- What does the New Testament book of Romans teach us?
- What does the bible teach about atonement, redemption, justification, propitiation and sanctification?
- What does it mean to live by faith?
- What is evangelism?
- What is apologetics?
- What do missionaries do?
- What is a martyr?
- What can we learn from the Old Testament books from Joshua to Esther?
- What can we learn from the Old Testament prophets (Isaiah to Malachi)?
- What can we learn from New Testament letters of Paul to the Corinthians (first letter) and Philemon?

### Scope of course:

The focus of this course is to explore what it means to be justified before God by faith in Jesus Christ. The New Testament book of Romans will be studied in depth to show students the nature of human sinfulness, the incredible salvation that Christ has achieved for us by dying on the cross and rising from the dead, and what it means to live by faith. Following on from this, students will be challenged with the practicalities of living by faith: evangelism, defending the faith (apologetics) and mission. Students will also briefly study overviews of Old Testament History and the Prophets as well the New Testament letters of Paul. John Dickson's book *A Sneaking Suspicion* will also be studied.

### Performances:

- Completion of *A Sneaking Suspicion* – student handbook
- Bible tests, surveys and assignments
- Essays
- Oral presentations
- Library and Internet research assignments
- Poster making
- Group work and presentations
- Creating evangelistic tracts

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## 8 Computing

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### Understanding goals:

- What is binary and how can images, audio and text be represented with it?
- How are data transmitted across networks securely and accurately?
- How can I present data in a meaningful way?
- How do I design and write programs and web pages/sites?
- How can ICT assist us?
- How can I responsibly use ICT, including the Internet?

### Scope of course:

Year 8 Computing is an introductory course which covers the following areas:

- Data representation: binary; representation of text, images and audio.
- Data transmission: network hardware; basic network protocols; encryption.
- Analysing and presenting data: query databases; conditional formatting; filtering and sorting data; manipulate and present data in different forms.
- Describe, trace and identify errors in algorithms
- Develop and modify programs with user interfaces.
- Create a web page using html and css with the aid of web authoring software.

- Technical, social and ethical issues: file management; socially appropriate use of ICT; the impact of ICT on society.

**Performances:**

- Group discussions;
- Classroom activities;
- Projects;
- Online investigations.

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## 8 Design Graphics

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**Understanding goals:**

- What are the elements and principles of design?
- How can I use these elements and principles of design to communicate effectively through graphics?
- What are the basic features of graphics creation, manipulation and storage equipment?
- What are the key techniques for accurate and attractive presentation of graphics?

**Scope of course:**

Student will work through a range of content focused design units.

These units will be in the following areas:

- Logo design and Product creation (vector graphics and sketching design development)
- Sign writing
- 2D character design, page layout and illustration of book
- Caricatures
- Plane Geometry (constructing 3D Shapes, Using the drawing tools, angles, compass exercises – basic perspective and 3D shapes.)
- Using 'SketchUp for 3D modelling
- Flash animation
- Video editing techniques and movie production
- Board game design and promotion

**Performances:**

- Sketchbook exercises.
- Folio presentation.
- Group challenges.
- Negotiated projects.
- Digital presentations.
- Competitions.

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## 8 Design Technology (Foods)

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**Understanding goals**

Knowledge and Understanding

- How do I explain how meeting people's needs and being good stewards of the environment influence the design and technology used in the production of foods?
- How do I describe the benefits of design and technological innovations in food processing?
- How do I explain how food production can be managed sustainably?
- How do I explain how the properties of food materials affect preparation and presentation techniques designed for healthy living?

Processes and Production Skills

- How do I identify needs and opportunities for design solutions?
- How do I investigate and select from a range of food materials, tools, equipment and processes to develop design ideas?
- How do I create and adapt design ideas, making considered decisions while considering sustainability principles?
- How do I develop criteria for success and sustainability and use these to judge the suitability of my designed solutions?
- How do I evaluate my design solutions?
- How do I communicate my design solutions using appropriate technical terms and a range of communication technologies?
- How do I apply project management skills to document and use project plans to manage the production of food products?
- How do I independently and safely make and produce effective designed solutions for the intended purpose?

### Scope of course

The focus of this course is to provide opportunities that build on work covered in Year 7, in Food Technology.

Materials, equipment. technique usage in this area are further explored along with sustainable living and design processes.

Further Information relating to health and nutrition is provided with the aim of equipping students to make healthy lifestyle choices.

### Performances

- A range of practical tasks in which students are assessed for: their Interpreting of instructions and use of method and technique, attention to hygiene and safety, working both individually and with others, and their ability to organize and take responsibility for completing tasks;
- Completion of various theoretical tasks.

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## 8 Design Technology (Textiles)

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### Understanding goals

- How do I appropriately use and create textile items.
- What impacts does my use and development of textiles have?
- What design ideas using textiles can help meet people's needs?
- How do the properties and characteristics of different fibres and fabrics influence design choices?
- What tools and equipment are available to use to efficiently and effectively create design solutions?
- How will I apply knowledge and understanding about textiles to create a functional product or system that solves a problem or meets a need?
- How do my values, skills and available resources influence my designs & solutions?
- How do my design choices influence others and communicate ideas?
- What materials and processes will help create textiles items that contain and that reflect my values, attitudes and beliefs?
- How can I research and document design options and ensure various opportunities are explored & discovered?
- How will I plan, produce, justify and evaluate design solutions that are functional, sustainable and aesthetically pleasing?

### Scope of course

Unit 1. Equipment, skills and materials

Unit 2. Design for protection (functional factors)

Unit 3. Design for personal reflection and/or representation (aesthetic factors)

### **Performances**

- Quizzes
- Worksheets - various
- Discussion
- Sewing samples
- Research and examples – documented and recorded
- Plans and working drawings
- Evaluation
- Complete textile item that protects and represents individual student's personal values or an idea

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## **8 Design Technology (Workshop)**

### **Understanding goals:**

- What does it mean to be a good steward of God-given resources and equipment when considering sustainability, the environment, technological innovation and other people?
- How do select and combine materials taking into account their properties and characteristics when creating achievable and original designs?
- Which tools, materials and hand skills can I use to create projects and products from my designs?
- How can I test and evaluate my design solutions and effectively communicate these to other people?
- How do I explain how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions?
- How do I work safely in a workshop environment?

### **Scope of course:**

Students will be provided with a variety of experiences with a strong focus on research, design skills, hand tools and practical skills when making products and undertaking projects with gradually increasing complexity. Some machines will also be introduced/ re-visited such as the drill press, cordless drills, scroll saws and wood lathes. Students will be encouraged to explore various materials and their availability, properties and potential applications to products and projects. Materials may include Tasmanian and exotic timbers and veneers, plastics, acrylics and metals (tin, copper and brass).

### **Performances:**

- Safety in relation to behaviour and working practise in a workshop environment;
- Research, evaluation and presentations of products and projects;
- Continuing study of materials looking at their properties, applications, sustainability and environmental considerations.
- Identification of Tasmanian timber and investigation of available commercial timber and plastics products (veneer, plywood, acrylic etc).
- Use hand tools to make purposeful and well-designed projects incorporating a variety of materials. Projects may include but are not limited to veneer coasters, wooden pens, jewellery boxes, kalimbas and thumb pianos, puzzles, clocks weather vanes, and barbeque tools;
- Problem solving in recycling items to design and create simple machines and powered vehicles while studying force, motion and energy.

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## 8 Drama

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### Essential Questions:

#### Responding

- How do I analyse how the various elements of drama?
- How do I reflect on my own performances?
- How do I evaluate and review works from various viewpoints, cultures and eras?

#### Making

- How do I combine the elements of drama to explore and develop issues, ideas and themes?
- How do I maintain commitment to role?
- How do I plan, structure and rehearse drama, exploring ways to communicate?
- How do I develop and refine my expressive skills in voice and movement?
- How do I collaborate with others to devise, interpret and perform drama?
- How do I use my performance skills and design elements to make my performance more engaging and entertaining?

### Scope of Course:

In Year 8 students work in a workshop based environment. They engage in a variety of individual and group tasks. Learning experiences will be a continuation of skill development in voice, improvisation and scripted drama. Opportunities to perform will be provided.

### Performances:

- Class workshops.
- Skill development assessment tasks.
- Performances to a range of audiences.

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## 8 English

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### Understanding goals:

*When listening, reading and viewing:*

- How are texts constructed according to genre, audience and purpose?
- How do writers use language to influence meaning?
- How can I explain the ideas and issues presented in texts?
- How can I respond effectively to a range of texts?

*When speaking, writing and creating:*

- How can I construct texts according to genre, audience and purpose?
- How can I express my ideas using a variety of writing styles?
- How can I collaborate with others and present my ideas in familiar and unfamiliar situations?
- How can I write responsibly, accurately and appropriate to purpose?

### Scope of course:

The focus of this course is to build on concepts, skills and processes developed in previous years. Students listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These texts include a range of newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students explore texts with central themes relating to individuality, the value of relationships and survival in a changing world. Central to all exploration of themes and messages is the application of a Christian worldview, encouraging ways to explore and articulate how we view a range of human experiences from a Christian perspective.

Through the study of these course components, students will have opportunities to:

- write essays and reports according to accepted formats;
- respond to texts in creative forms;
- improve vocabulary, punctuation, spelling and grammar skills;
- work more effectively in small groups;
- improve comprehension skills.

**Performances:**

Performances are based around responses to texts such as novels, films, current events and unit work. Students will be engaged in creating:

- narratives
- classwork
- performances
- reports
- discussions
- literary analyses
- adaptations of texts

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**8 Geography**

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**Understanding goals:**

By the end of Year 8:

Students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments.

- They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns.
- They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.
- Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions.
- They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions.
- They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms.

They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.

**Scope of course:**

The focus of this course is to build on concepts, skills and processes developed in previous years. Students listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These texts include a range of newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students explore texts with central themes relating to individuality, the value of relationships and survival in a changing world. Central to all exploration of themes and messages is the application of a Christian worldview, encouraging ways to explore and articulate how we view a range of human experiences from a Christian perspective.

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**Performances:**

Performances are based around responses to texts such as novels, films, current events and unit work. Students will be engaged in creating:

- narratives
- classwork
- performances
- reports
- discussions
- literary analyses
- adaptations of texts

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**8 History**

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**Understanding goals:**

- How do I develop my understanding of the world through the study of history, geography, civics and culture?
- How do I contribute to this world as a good Christian Citizen?

**Scope of course:**

Studies of Society and environment in Year 7 is explored in four units:

- The history of the Medieval world through to the colonisation of Australia with a special emphasis on periods and events that have had a predominant influence on the development of our own civilisation. Students will investigate the general history of the time with a particular focus on watershed moments such as the rise of Islam, The Plagues, The Reformation and Revolutions. Students will also consider the impact of the Printing Press as well as the Scientific and Technological ages.
- Students will also study advanced geospatial skills to improve their understanding of map reading; investigate our neighbours in the Asia-Pacific region; look at weather and hazards as well as investigating how new ideas have shaped and changed our societies.
- A topic of choice will be offered at an opportune point during the year with the express aim of developing students investigative, research and reporting abilities. Towards the end of the year, students will complete a course on Australian Government as preparation for their excursion to Canberra at the beginning of the next year.

**Performances:**

- Group discussions.
- Project assignment.
- Group problem solving activities.
- PPT assignment.
- Model construction.
- Research assignments.

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**8 Indonesian**

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**Essential Questions:**

- What are the main differences between Indonesian and Australian beliefs and life-styles?
- How do I use Indonesian to communicate about various topics?
- How do Indonesian grammar and sentence structures differ from ours?
- How do I use Indonesian to interact and exchange ideas, experiences and interests with others?

**Scope of Course:**

Students will learn about Indonesian markets, food sellers and cooking, native animals and forest reserves, the education system, and volcanoes in Indonesia.

Students will be taught Indonesian words and sentence structures to enable them to:

- conduct conversations

- describe endangered animals and their habitats
- communicate about volcanoes in Indonesia and the eruption of Krakatoa
- answer questions related to food, taste, and meal times
- bargain for items in a classroom market
- talk about their school day and compare it with that of a typical Indonesian student

**Performances:**

- Translations
- Completing language puzzles and games
- Cooking an Indonesian meal
- Watching and discussing videos and culture work
- Writing and performing short dialogues
- Oral and written tests
- Writing informative pieces
- Personal responses to current issues in Indonesian society

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## **8 Mathematics**

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**Understanding goals:**

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

**Scope of course:**

- Review of Year 7 Content: Roman Numerals, Number Operations, Properties of Numbers, Fractions, Decimals, Percentages
- Problem Solving and Sets: Working Mathematically, Problem Solving Steps and Strategies, Venn Diagrams, The Language of Sets, Strategy Activities
- Pythagoras Theorem: Statement of the Theorem in words and Symbols, Finding the Hypotenuse, Finding a Shorter Side, Worded Problems and other applications
- Percentages: Review of Basic Percentages, Estimation, Conversions between fractions, decimals and percentages, Percentage of a Quantity, Applications, Percentage Composition, Percentage Change
- Graphs and Tables: Types of Graphs and their features, Reading Graphs, Unusual Graphs, Drawing Graphs (by hand and computer), Travel Graphs, Reading Tables, Misuse of Graphs, Data Presentation Project
- Pattern and Algebra: Patterns and Rules, Addition and Subtraction of like Terms, Multiplication and division of Pronumerals, Using Algebra, Indices, Grouping Symbols, Factorising
- Measurement: Area of plane shapes, Formulae, Volume of Prisms, Surface area of a Prism, 3D Model and associated calculations
- Ratio, Rates and Scale Drawing: Definitions, Equivalent Ratios, Using ratio to solve problems, Dividing A quantity into a given ratio, Rate calculations, Constructing scale drawings, Cartoon Enlargement
- Number Plane: Reading Maps, Co-ordinates, Introduction to straight lines, Graphing Straight Lines, Lines parallel to the axis, Lines of best fit

- Geometry: Complementary and Supplementary Angles, Acute, Obtuse and Reflex Angles, Types of Triangles, Types of Quadrilaterals, Bisecting lines and Angles, Tangrams, Tessellations, practical applications

**Performances:**

- Tests
- Assignments.
- Investigations.
- Class discussions.
- Group/Individual problem solving activities.

## 8 Music

**Understanding goals:**

- How do I further develop my instrumental skills to play more challenging music as a soloist and in groups?
- How do I become fluent at reading music? How do begin to understand how music is made?
- How can I use a computer to create, publish and learn more challenging pieces of music?
- How do you set up a basic PA system?
- Are there other types of music besides popular music and how do they differ?
- How is popular music created, recorded and marketed to an audience?

**Scope of course:**

In Year 8 students further development their instrumental skills on the instrument played in Year 7. They develop the ability to perform as a soloist and in groups. They develop their understanding of the theory of music becoming more fluent readers of music and developing their understanding of scales and chords. They develop composing and improvising skills, learn about popular music, what it is and how it is made, who makes it and how they create and distribute it to the public. Students also learn introductory skills in setting up a vocal PA.

**Performances:**

- Demonstration of the development of instrumental skills through learning small technique pieces and larger solo performance pieces.
- Performance of set class band and small group pieces and pieces for extra-curricular groups such as concert band.
- Completion of a set number of theory sheets and a number of learning tests delivered by music software.
- Learning to compose tasks, Learning to improvise to several class band pieces and completion of an open composing tasks of a piece for their instrument or a group.
- Demonstrate an understanding of how to set up and operate a vocal PA and the use basic music software programs which will include a selection from: 'Sibelius', 'Acid music', 'Pro-tool', 'Auralia' and 'Musition'.
- Completion of a set number of information sheets designed to explore the makeup and role of popular music.

## 8 Science

**Understanding goals:**

By the end of Year 8, students compare physical and chemical changes and use models to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy can be transformed and changed in various ways. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how Scientists collaborate and use evidence to solve problems.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning and carrying out investigations. They identify variables to be changed, measured

and controlled. Students represent their data in various ways to reveal and analyse patterns and trends, and use these when justifying their conclusions. They identify opportunities to improve their methods and quality of data and apply their own science knowledge and investigation findings to evaluate claims made by others. They communicate their ideas, methods and findings using scientific language in a variety of ways.

**Scope of course:**

The Year 8 Science course is made up of the following units:

- The chemistry of matter and materials. Students are introduced to the structure of the atom and what happens at a particle level when matter is heated, cooled, compressed, or it expands or diffuses.
- The chemistry of chemicals. Students examine the differences between pure substances and mixtures, elements and compounds, and physical and chemical changes. Students are introduced to the periodic table. They learn about basic reactions and the properties of three common gases: oxygen, carbon dioxide and hydrogen.
- The biology of cells, both plant and animal including the use of microscopes.
- The biology of life processes. The digestive system is studied in depth. Also investigated is gas exchange and storage systems in living things, the human respiratory system, circulatory system and muscular and skeletal systems.
- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.
- Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.

**Performances:**

- Tests
- Assignments
- Practical Investigations
- Class discussions
- Group/Individual problem solving activities
- Posters and research assignments;

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## 8 Visual Art

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**Understanding goals:**

- How do I gain increasing control over the art materials I'm using?
- How do I develop a more sophisticated understanding of the ways in which artists organise visual information?
- What words and terms are used when talking about Art?
- How do I develop my visual perception?

**Scope of course:**

The Year 8 Visual Art course is planned to build on the concepts and processes studied in Year 7. Students in Year 8 are given opportunities to explore slightly more sophisticated responses to visual communication. The course caters to a broad range of interest and ability and allows students to further develop skills in different art media. Although there is a range of materials used, the Year 8 course has a stronger emphasis on ceramics and 3D art than the previous year.

**Performances:**

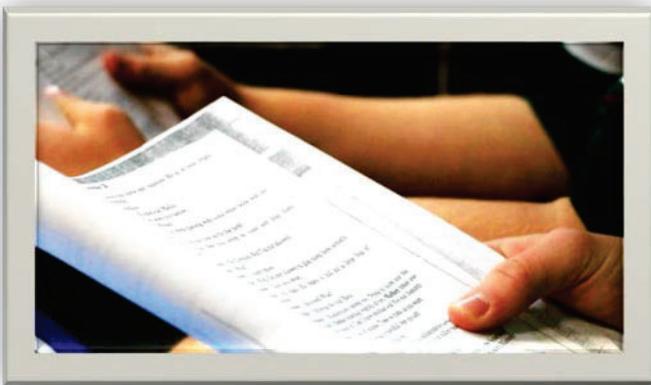
- Drawing assignment – text in art
- Face mapping – portraiture
- Mixed media – painting and drawing
- Hand built ceramics – coil construction
- Constructing a small ceramic sculpture
- Large ceramic sculpture – fish

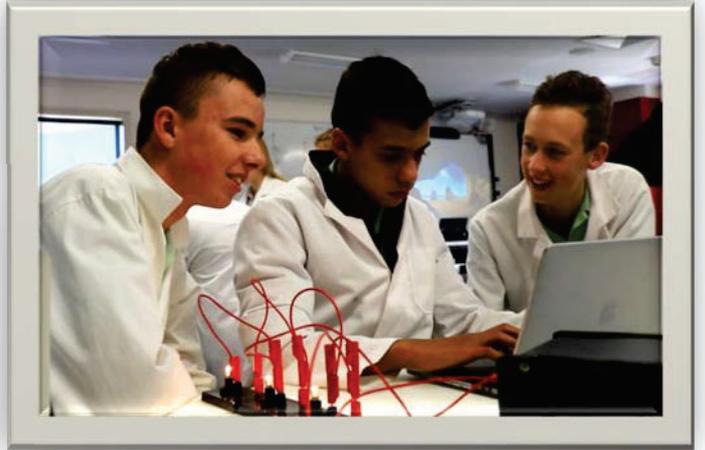
- Ceramic busts
- Stop motion photography

#### Journal Assignments

- Drawing from a DVD – stop motion
- Extending a limited drawing response
- Painting techniques

# MIDDLE SCHOOL LIFE

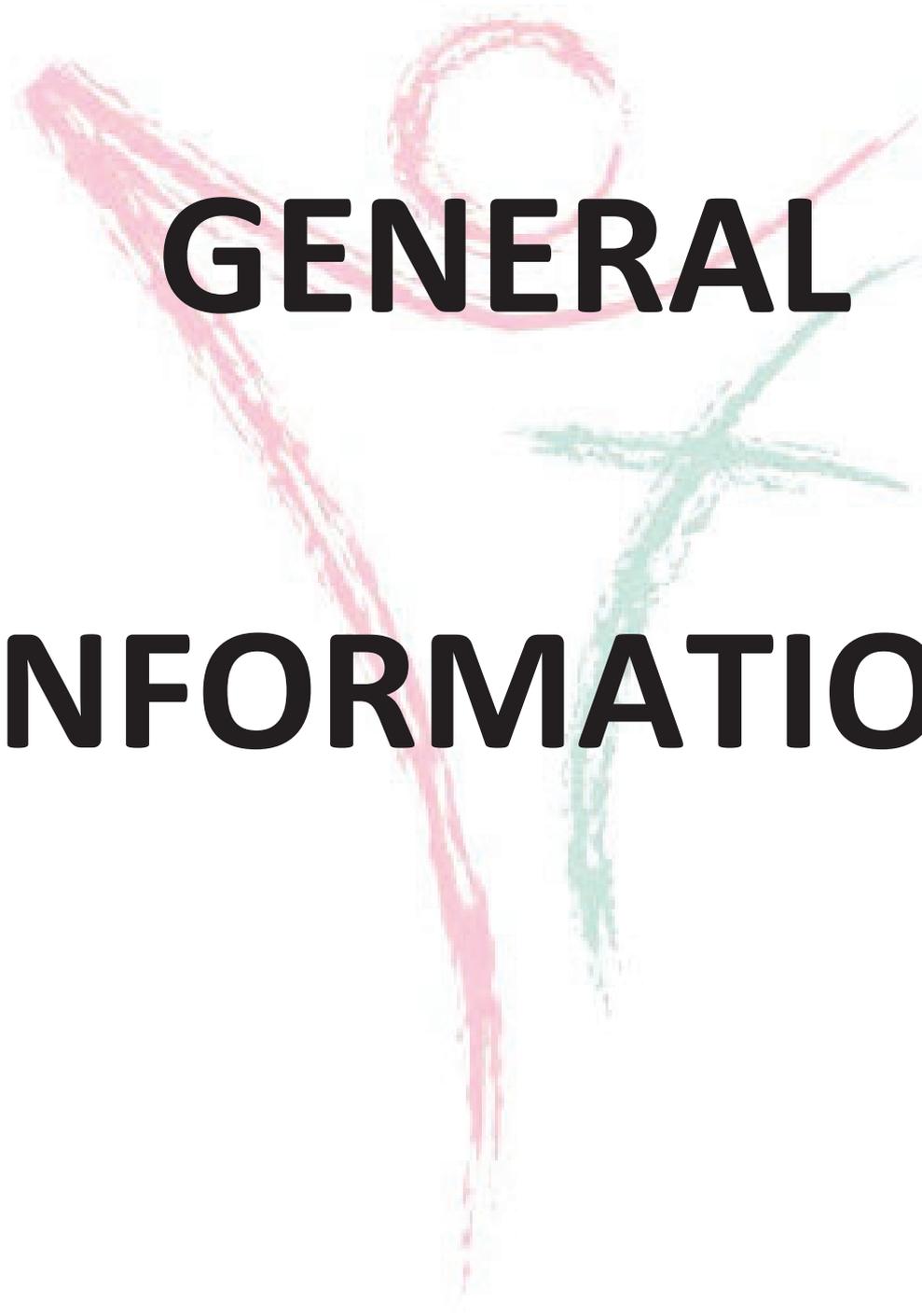












# **GENERAL INFORMATION**

## ACADEMIC INTEGRITY

### YR 7-10

All students in Years 7-10 are referred to the following advice, which is also on their subject pages on The Hub:

- **Don't just copy and paste** – use your own words except for direct quotations
- **Use reliable research information**
  - Is the site creator well known and reliable eg a university or government website?
  - Do the writers have personal bias?
  - Does the information gel with other reliable sources?
  - Is it a website that just anyone can edit?
- **Don't forget about books!** Published books have *usually* gone through a rigorous checking process.
- **Bibliography**
  - Keep a note of your sources as you research
  - Make sure you have enough sources for your task
  - Your bibliography should include everything you have used in your research
  - Include the original source for photographs, not just Google

**Ask you teacher for guidance about the appropriate type and number of sources for your task.**

### THE HUB

The Hub is the LCS branding of Schoolbox which comprises an all-in-one learning management system (LMS), portal and intranet. The Hub is self or cloud hosted, integrated, flexible and secure.

Teachers use The Hub to engage their students, facilitate better learning outcomes and create better communication channels with home. Students can access content on any device, anywhere to interact, collaborate and feel supported through their learning journey.

Parents can connect with their child's learning journey becoming aware of due dates, curriculum content and school news and events using The Hub. It enhances (rather than replaces) student to teacher communication and helps encourage and further the partnership between home and school.

All parents are given login details and may contact the LCS office for help in accessing The Hub if necessary.

Close to 400 schools are currently using The Hub, each creating their own unique system that reflects school culture. At LCS, The Hub content reflects our Biblical worldview and our commitment to Christian education.

## **LAUNCESTON CHRISTIAN SCHOOL LIBRARY**

To assist Middle School students to become confident, competent and independent learners the LCS Library provides and promotes a range of resources and technologies. The Library provides a broad selection of quality resources for students for both reading and research, and new resources are purchased regularly. Library staff are available to work with students in selecting and using Library resources.

The Library also subscribes to Citemaker, an Online Reference Generator, which enables students to accurately reference research and assignment papers.

The Library is open Monday to Thursday from 8.30 – 3.45, and Fridays from 8.30 – 3.30, and also at lunchtime. Senior School can borrow 7 books for 2 weeks.

A few laptops are available for Middle School students if they've come without their own device. When using computers students are expected to adhere to the LCS Acceptable Use Agreement.

The LCS Library provides a warm, welcoming environment where students can learn, study, enjoy quality literature, and develop reading and research skills.

## **MOBILE PHONES**

Middle School students may only use their mobile phones before or after school, not during recess or lunch breaks.

Between the hours of 8:55am and 3:15pm, all mobile phones must be switched off & stored securely in bags or lockers. (Students are not permitted to carry their phone in their pocket or on their person).

BYOD devices only may be used in class as per the Teacher's direction; and

For excursions and camps, students will be advised prior to the event whether they are permitted to take mobile phone devices with them. In such cases, the class teacher or camp coordinator will outline expectations and rules in respect to the use of mobile phones during the excursion/camp. Refer to our Excursion Policy and Camp Policy for more information.

## **CLASS ATTENDANCE**

Any absence from class can reduce the chance of success and can create an additional workload for the student and teacher on their return to school. In addition to this the overall smooth running of the class may be affected. While some absences are unavoidable, generally all students are expected to attend their timetabled classes. With this in mind, it is suggested medical and other appointments are made outside timetabled classes to minimize the disruption to individuals and classes.

## **ABSENCES**

If you are going to be absent from school, it is important that you contact the office on **63272854** by 9am on the day of the absence. The school will keep a record of your attendance and this information will be passed on to Centrelink, and other agencies, should they wish to check the nature of absences for students receiving benefits.

## **LATE ARRIVALS**

Students who are late must sign in at the school office and present a note from parents. Students will be issued a 'late pass' that must be presented to their teacher. On some occasions the late arrival of a student to a class can be quite disruptive. Late students should wait quietly at the classroom door, where they are visible to the teacher, until invited to join the class. Students who sign in 'late' must have a note of explanation from home.

## **EARLY DEPARTURES**

Written permission is required to leave the school grounds during school hours. Students should present a note signed by their parent/guardian to the office at the commencement of the day. The Office Staff will then provide the student with a 'Yellow Pass Out'. The student will present this pass to their teacher at the time they are required to leave, students are then asked to present this pass to the office on leaving school and to sign out in the 'Sign Out Book'. When students return to school, they should report to the office and sign back in.

## **UNIFORM POLICY**

### **Rationale**

Our policy at Launceston Christian School, in line with parents' express wishes, is that all children wear the School Uniform. This policy is based on the beliefs that:

1. School Uniform is the most economical option for parents in the long term.
2. Uniformity minimises economic differences and demonstrates a sense of equality.
3. Students develop a sense of belonging to the school.
4. Uniformity goes hand in hand with discipline - accepting the rules and fitting in.
5. Children will develop a sense of appropriate personal presentation.

### **General**

1. No variation from these provisions is allowed without the Principal's consent and he is the one who has sole discretion, in deciding whether a student's attire meets these requirements.
2. If for some reason a student is not able to wear the appropriate uniform on any School day, a covering note is required by way of explanation.
3. The Principal may use his discretion in excluding any student from School activities if these uniform requirements are not met to his satisfaction.
4. In the event of financial difficulty, parents are invited to discuss with the Principal some mutually satisfactory interim measures concerning their child's School uniform.
5. In the event of loss or wearing-out of some part of the uniform, parents are expected to obtain a replacement, more or less immediately and certainly as soon as practicable. Again, the Principal must be consulted.

6. A Uniform Committee exists in the School and it is this Committee's task to oversee the provision and supply of uniform as well as recommending uniform policy.
7. Should parents wish to suggest changes to the uniform they are welcome to write to the Principal.
8. The Uniform Committee usually consists of the Principal or his/her delegate, the Uniform Shop Volunteers, 1 Staff member and 3 parents (1 Senior School Parent, 1 Middle School Parent, 1 Junior School Parent). The principal will select the staff and parent members in consultation with the Uniform Shop Coordinator;
9. The Uniform Committee meets at least once every term at school to discuss matters relating to uniform;
10. The Uniform Committee can appoint a subcommittee for consultation, advice and recommendation(s).

## **UNIFORM CODE**

### **BOYS & GIRLS SUMMER & WINTER UNIFORM**

#### **Boys: Summer**

##### **Year 7 - Year 9**

- Green shirt – summer (tucked in)
- Regulation grey shorts with light grey walk socks
- Regulation grey trousers with light grey walk socks
- Bottle green v-neck jumper if required
- Plain black polished shoes – no coloured shoelaces
- Maroon School Hat
- Launceston Christian School Jacket
- If belts are to be worn they must be plain black or grey

#### **Boys: Winter**

##### **Year 7 - Year 9**

- Green shirt (tucked in)
- Regulation grey shorts with light grey walk socks
- Regulation grey trousers with light grey walk socks
- Bottle green v-neck jumper
- Plain black polished shoes – no coloured shoelaces
- Launceston Christian School Jacket
- If belts are to be worn they must be plain black or grey

#### **Girls: Summer**

##### **Year 7 - Year 9**

- Check cotton/polyester dress in School colours and style
- Bottle green School socks
- Bottle green v-neck jumper if required
- Plain black polished shoes – no coloured shoelaces
- Maroon School Hat
- Launceston Christian School Jacket

## **Girls: Winter**

### **Year 7 - Year 9**

- Green shirt long or short sleeves (tucked in)
- Green check woollen skirt or
- Regulation black trousers
- Bottle green v-neck jumper
- Bottle green School socks or black 40+ denier stockings
- Plain black polished shoes – no coloured shoelaces
- Launceston Christian School Jacket

### **Sports Uniform Boys and Girls (Kinder – Year 12)**

1. Shorts/Long Pants
  - K-9 Black School shorts with LCS logo (K-9) available from the Uniform Shop.
  - Plain all black track pants available from the Uniform Shop.
2. Shirts
3. School Polo Shirt with logo and House Team coloured inlay.
4. Socks
5. White sports socks are to be worn.
6. Sport shoes should be non-marking and of good quality.
7. Long sleeve LCS rugby jumper for Junior School and Middle School.
8. Students may wear their Sports Uniform to school for the entire day on the day they have PE lessons. Girls are permitted to wear 'sports tights' for their sport lessons but MUST change before and after class. Sport tights are NOT to be worn for general schoolwear.
9. The windcheater/rugby jumper may not be worn in place of the School jumper.
10. Swimming Carnivals – Only one-piece bathers are allowed. Rash vest is advised.
11. At LCS Sport Days and Carnivals (swimming, cross-country and athletics), students may only wear the school Sports Uniform – also when participating in events.

## **Hair**

- Must be neat and tidy, shoulder length and longer hair must be tied back at all times.
- Only natural hair colours are allowed.
- Hair accessories if worn must be unobtrusive and in school colours only.
- Middle School students are not allowed to grow moustaches, sides and/or beards and should therefore be clean and neatly shaved.

## **Accessories**

- Middle School students may wear no more than two pairs of gold/silver studs or sleepers in their ears.
- Strictly no other body piercings or tattoos allowed

## **Compliance**

Failure to comply with Senior School uniform standards may result in students being refused to attend events, classes or even risk being sent home

## BYOD Program (Bring Your Own Device)

Students in Years 7-12 must have their own device (such as a laptop or tablet) to support their learning.

The device must be capable of matching the requirements for all core subjects. This includes access to and use of the school's online learning management system (Schoolbox). Please refer to the BYOD Device Specification guidelines before purchasing a device for School. The device must be able to be brought to school by the student on every school day and be solely the student's to use throughout the school day.

The device must be fully charged at the start of the day. MS Office software programs can be downloaded for free once your child is attending our school.

### Device Specifications 2020

Students bring their own device for use at Launceston Christian School at their own risk. Parents and students should consider whether their device requires insurance and whether specific accidental loss and breakage insurance is appropriate for the device.

In order to provide a consistent, experience for students, it is important that a student device meets the minimum specifications outlined below. This will ensure the device is able to connect to the School network including school printers, and ensure that digital content used in the classroom is compatible with the chosen device. Please do not purchase a device unless you are sure the device meets all of the following specifications:

#### Minimum Device Specifications

<b>Form Factor</b>	<ul style="list-style-type: none"><li>• Laptop, tablet device or convertible device</li><li>• The device must have a physical keyboard (either directly connected or wirelessly connected) with separate keys for A – Z and 0 – 9. Onscreen keyboards are not suitable. It is strongly recommended that the keys physically move when depressed as opposed to soft touch keyboards.</li><li>• Whilst tablets may be used (as long as they meet the specifications), some tablets may suffer from certain restrictions (e.g. printing, word processing, data storage) depending on the model.</li></ul>
<b>Screen Size</b>	<ul style="list-style-type: none"><li>• Screen Size: 10" screen or larger, measured diagonally</li></ul>
<b>RAM</b>	<ul style="list-style-type: none"><li>• Windows &amp; MacOS Devices: 4GB</li><li>• Laptops, Tablets &amp; ChromeOS devices: 2GB</li></ul>
<b>Storage</b>	<ul style="list-style-type: none"><li>• Tablet devices: 64GB</li><li>• Laptops: 128GB</li><li>• Chromebooks: 16GB</li></ul>
<b>Operating System</b>	<ul style="list-style-type: none"><li>• Microsoft Windows 8.1 or Windows 10 (Windows 8 and older are not suitable)</li><li>• Apple Mac OS X 10.10 (Yosemite) or newer</li><li>• Apple iOS 8 or newer</li><li>• Android 6.0 (Marshmallow) or newer</li><li>• Chrome OS</li></ul>