

SANTA MARIA COLLEGE
LEARN!

YEARS 7, 8 & 9
CURRICULUM
HANDBOOK
2017



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INTRODUCTION

This Curriculum Handbook provides an overview of learning opportunities offered to girls in Years 7-9 at Santa Maria College.

Santa Maria College aims to optimise the learning opportunities of young women so their potential to live and work in contemporary society, now and in the future, is enhanced. In order to achieve these aims, Santa Maria College adopts a broad spectrum of age appropriate opportunities and practices across the curriculum. These include higher order thinking, learner centered classes, an integrated curriculum and technology rich learning experiences that provide many opportunities for collaboration.

Our mission is to assist students to become self-directed and independent learners, intrinsically motivated, with a deep love of learning that will empower them to take responsibility for their own learning now and in their future lives. We encourage our students to be problem-solvers, capable of thinking critically and feeling deeply about issues. This requires a curriculum that provides opportunities for young adolescents to focus on their strengths, develop their weaknesses and to reach their full potential.

FOCUS OF LEARNING

In addition to content and skills developed in Learning Areas, four areas of focus in Year 7 to 9 include Literacy, Numeracy, Thinking Skills and integration of Information Communication Technology.

Literacy and Numeracy

Literacy and Numeracy are fundamental to the development of the whole person and students at Santa Maria College are given the opportunity and encouragement to develop their skills in all dimensions of literacy and numeracy across all Learning Areas.

Thinking Skills

All Learning Areas are required to identify and teach a number of thinking skills with the aim of developing a 'culture of thinking' (M Pohl, 2001). In such a culture, students are taught to think critically and apply these skills to their work. Examples of these thinking skills include: six thinking hats, problem solving, brainstorming, graphic organisers, and mind mapping. This formal emphasis on thinking skills will develop through the years.

Information Communication Technology

All students receive a MacBook laptop, which is leased to them by the College. Santa Maria College is an information technology rich school and student learning benefits from the integration of the MacBook into the Teaching and Learning Program. All learning areas incorporate the use of technology into their classes.

OVERVIEW OF SUBJECTS

The Year 7, 8 and 9 Curriculum aims to provide for students of all abilities and with varying interests. In addition to the core subjects, students are able to select from a wide range of electives. Information and Communication Technology is integrated into all Learning Areas.

Compulsory Subjects Years 7-9	Religious Education English Mathematics Science Health & Physical Education Humanities & Social Sciences	
Year 7 Electives All students must select one language: French or Italian In addition, students study six of the following electives, three in each semester	Year 8 Electives All students must select one language: French or Italian In addition, students study four of the following electives, two in each semester:	Year 9 Electives Selecting a language is optional in Year 9 Year 9 students study three and Year 10 students two, of the following electives for the whole year.
Dance	Dance	Dance
	Design	Design
Drama	Drama	Drama
		Fashion & Textiles
Food & Fashion	Food & Fashion	Food
French	French	French
	IGNITE	
Italian	Italian	Italian
		Investing & Enterprise
Media	Media	Cinema & Photography
	Meet Me in the Middle	
Music	Music	Music
Myth Busters	Science Quest	Marine Science
Numeracy Booster		
		Santa World Travel
Sportsfun	Wide World of Sport	Recreation Studies
Visual Arts	Visual Arts	Visual Arts

EXTENDED LEARNING

Santa Maria College provides a curriculum which caters for a wide range of abilities, from those who require additional support to those who require extension. Students are placed in classes based on their results by the relevant Head of Learning Area.

Enhanced Learning Program

The Enhanced Learning Program is a unique program in extension learning. There is a great diversity in the programs and extension opportunities are provided for all learners to assist students with the confidence to extend themselves and to attain personal goals. The Enhanced Learning Program includes three major projects. The programs are ordered in such a manner that there is a progression in the development of skills and knowledge from Years 7-9.

Year 7: Seek7

The aim of this learning experience is to add to the traditional curriculum; to enhance and extend the learning of all students in Year 7. It is also designed to encourage the exploration of various learning styles in a structured and supported process of research, investigation and response. It aims to provide links across different Learning Areas based on sustainability & water.

Year 8: Explore8

Year 8 girls will be involved in a cross-curricular program in Term 4 called *Explore8*. Students will be taken off the regular timetable for two weeks during Term 4. Each morning students will listen to a guest speaker, followed by a skill development session, and then in the afternoon they will work on a personal project.

Year 9: Strive9

Strive9 is embedded in the College Pastoral Program and is a Homeroom based Social Action project. The program focuses on students sharing their gifts and talents and making a difference in their world. The key word in this program is 'action'. It is about students acknowledging that they have a role to play in their local and global communities, and then embracing the opportunity to 'act' and make a difference.

Gifted and Talented

Students at Santa Maria College are offered the opportunity to be part of our gifted and talented program called IGNITE. The program is offered to students in Years 5-8 with the aims to foster a love of learning, and challenge and extend students creatively and academically. Each year group has a new project each term and previous projects have included Codebreaking, Silent Movies, Mathemagicians and Neuroscience.

To participate in the IGNITE program parents need to apply at the start of Year 5 and 7 and information will be provided to parents in Term 4 via the College website. Parental application, teacher feedback and internal testing will be used in the selection of students for IGNITE.

In 2017 the Year 8 IGNITE program will be offered as an elective for the first time.

Enrichment Maths

Mathematics students who enjoy problem solving are also encouraged to be part of Enrichment Maths offered to students in Years 7, 8 and a combined Years 9 and 10 group as a co-curricular activity after school.

Support for Learning

Electives

Meet Me in the Middle is an elective offered to Year 8 students who are new to the College or who need assistance with a range of skills such as organisation, note making, ICT and revision techniques.

Maths Breakfast Club

Mathematics students in all Year groups are also encouraged to attend Maths Breakfast Club which is offered Tuesday mornings each week at 7.40 am - 8.25 am and enables students to have assistance with Mathematics.

Homework Club

Homework club is offered by the Year 11 Peer Tutors to any student in Years 5-10 needing assistance with organisation, research, ICT skills or specific subject questions. Any student can attend these sessions and receive assistance from our staff or Year 11 Peer Tutors in the Plaza after school on specific days.

The Enrichment Centre

The Enrichment Centre is staffed by experienced teachers who provide a variety of services to help students reach their full potential. The Literacy and Numeracy support teachers provide a variety of support for students both in class and small groups including Literacy Support and Numeracy support. Literacy support is a small group class offered to year 7 and 8 students that provides extra support with reading, writing and comprehension skills that support English curriculum. Numeracy Booster is an elective offered to Year 7 students, who have been identified as requiring additional assistance developing their numeracy skills. The course provides individualised support for these students focusing on gaps in their Mathematical understandings, through a fun and interactive environment

If you have any concerns regarding your daughters academic progress or if your daughter has a learning difficulty please contact the Head of Enrichment. Meetings with the Head of Enrichment will involve talking about how students learn and strategies to help support girls with the work covered in class.

COMMUNICATION OF STUDENT PROGRESS

SEQTA-Engage

SEQTA-Engage is an online learning platform that enables parents to login and see their daughter's timetable, daily notices, academic achievement with teacher comments and reports. Families new to the College will be provided with login details.

Reports

All Learning Areas will report student progress in terms of marks and grades achieved in the outcomes covered. Students will undertake assessments, tests, practicals and assignments and will be given a clear marking key or rubric that outlines what they are to do and comments on personal achievement.

These reports are available to parents at the end of each semester on SEQTA-Engage. Students are graded and receive an overall mark in each subject. Classroom teachers rate each student on a set of work habits. The semester report tracks progress overall, pastoral development and co-curricular involvement.

Parent Information Evenings and Interviews

Parent Information Evenings are held in Term 1 or Term 2 and Parent-Daughter-Teacher Interviews are conducted twice a year, at the beginning of Term 2 and Term 3 following the Interim and Semester report.

Teacher Contact

Teachers are accessible through the College's email; a complete staff list is available on the College website. It is a College intention that staff return a parent communication within forty-eight hours. Contact regarding a specific subject is best made with the subject teacher while contact for several subjects may be best communicated through the Dean of Year. See the staff contact list at the end of this handbook.

STUDY AND HOMEWORK

Study

Regular home study is an integral part of the Year 7, 8 and 9 program at Santa Maria College.

The following statement summarises the purpose of study:

Study = homework + revision

Home study can be divided into the following components:

1. Completing unfinished classwork
2. Assignments to be completed and handed in by a set date.
3. Daily revision which should involve writing three key points about concepts learnt in classes each day into a revision notebook
4. Revision for tests and in-class assessments

Given the four major components of home study, it would only be in very rare and unusual circumstances that a student will have a night with 'no homework'. It is difficult to specify precisely the amount of time any student should spend on homework since abilities and the rate of work vary from one student to the other.

Recommended study time per day for each Year group are as follows:

Year 7	1 hour.
Year 8	1.5 hours.
Year 9	2 hours.

Student Planner

At the beginning of the academic year each student is given a copy of the Student Planner. The Planner contains information on College policies and procedures and the dates of the various activities, which take place throughout the year.

The Student Planner is also an important means of communication between parents and the College.

The Term Planner at the beginning of each term is a crucial planning tool to record all due dates and school commitments. All parents are encouraged to assist students in using the Term Planner.

Organisation and Study Skills Program

Throughout the first semester, Years 7 and 8 students are taught skills in the following areas

- Homework: Purpose and expectations
- Study and Revision: How to study and revise
- Organisation Skills: Developing a balance between school work, homework co-curricular activities and family and social activities

Each Year group has a particular organisation and study skills program, which is overseen by the Dean of Year and supported through the Homerooms and Learning Areas.

SUBJECT OUTLINES

Subject	Religious Education		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

The general aims of Religious Education within Catholic schools is to provide students with learning experiences and opportunities to reflect on:

- a. the vision of the human person within a Christian context;
- b. how the development of this vision is often hampered as a result of human weakness and social conditioning; and
- c. how within Christian tradition and practice one is offered the means by which to rise above all that prevents him/her from becoming a fully integrated human being.

Course Description

Students at Santa Maria College follow the Perth Archdiocesan Religious Education Course. Each Year group studies one unit each term.

Year 7

- Christians Celebrate Jesus
- Living as Church
- Celebrating New Life
- Living in God's Love

Year 8

- Belonging And Acceptance In Catholic Communities
- The Universal Need For God
- Creation – God's Original Plan
- Growing In The Image of God

Year 9

- The Human Search For Truth
- People Grow Stronger Spiritually
- People Can Achieve Emotional Peace
- Christian Love and Sexuality

In addition to the formal classroom instruction, students are required to complete a compulsory Christian Service Learning Project and participate in a Reflection Day.

Assessment Structure

Students complete up to two assessments per unit. The assessments are varied to allow students to express themselves in oral presentation, written presentation and to foster cooperative group work. Assessments are outcomes based. There are five outcomes in the Religious Education learning area:

1. Discovering God
2. Drawing On Human Experience
3. Knowing Jesus
4. Living Like Jesus
5. Catholic Practices

Subject	Cinema & Photography		ELECTIVE
Year	7	8	9 ✓

Aims of the Course

The aim of the course is to build on existing skills across a variety of software platforms. Students will have the opportunity to express their creativity in a variety of forms using the latest digital technology.

Course Description

This course is an exciting, fun, technology based course that covers areas such as;

- Digital Photography
- Adobe Photoshop
- Film Production and Video Editing (Adobe Premier Pro)
- Web Design
- Coding

Students will create a short film using more advanced techniques in Premier Pro. Students will continue to develop skills and knowledge relating to digital photography and will learn more about editing and enhancing digital images in Photoshop. Students have the opportunity to display their work using various multimedia applications.

Subject	Dance		ELECTIVE
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

Dance at Santa Maria College provides an exciting opportunity for students to develop their skills in coordination, strength, balance, flexibility, control and alignment through the creative process. In undertaking Dance, students are introduced to a variety of styles in order to develop their practical skills and are also asked to understand dance critically.

In Dance at Santa Maria College, students will:

- Establish a strong sense of self and develop confidence and trust in themselves and others.
- Explore and develop their own, and others' ideas and feelings within a structured, teacher facilitated environment.
- Learn to work both collaboratively and individually in set tasks.
- Recognise and manipulate elements of dance to express their ideas.
- Develop skills of inquiry through discussion, brainstorming and analysis.
- Explore dance through history, in different cultures and in an Australian context.
- Explore the elements of dance and how they are imperative to dance.
- Explore technical aspects of dance to enhance performance.
- Develop and manipulate appropriate dance terminology to communicate about and evaluate their own and others' work.
- Develop an understanding and appreciation for dance and its place and purpose in the wider world.

Year 7

The Year 7 Dance course is a practical based subject, with students participating in groups and whole class dance activities. In Year 7, students are introduced to the fundamentals of dance. The course aims to help students create an awareness of self and to gain confidence expressing themselves creatively. Students are encouraged to think laterally, explore dance and push the creative boundaries in a safe and supportive environment.

Year 8

In Year 8, the emphasis is on developing students' skills in dance. Students are exposed to a wide range of performance skills through group work, including small group choreography, whole class choreography and partner work. Students are also asked to work individually in order to express their own creativity. The emphasis of dance in the classroom is practically based, with students learning concrete skills and then bringing these skills together in order to create works for performance. Students will also develop their skills in critical analysis through evaluating their own, and others' work in both verbal and written form.

Year 9

In Year 9, the focus of the course is to build upon the knowledge learnt in Years 7 and 8 and also to prepare students for Dance offered in Year 10. Students will develop their practical and written skills further in classwork and practical assessment tasks. They will also have the opportunity to delve deeper into the varied facets of dance and develop a holistic view regarding the opportunities and avenues dance has to offer.

Homework

Homework is minimal and time is allocated in class to complete set work.

Assessment Structure

Students undertake a formal performance assessment at the conclusion of a term. These assessments are generally group based and serve to highlight the development of the fundamental skills relating to the topic. Following the formal assessment task, students are required to reflect on their own and others' process or complete a research task on a selected subject introduced within the classroom. Adequate time is allocated in class to complete assessments.

Subject	Design		ELECTIVE
Year	7	8 ✓	9 ✓

Aims of the Course

Do you visualise that one day you will be involved in Visual Design? Are you creative and innovative? This course will provide you with the fundamentals of design principles in a variety of contexts with unique opportunities to be creative with design in a wide variety of design disciplines.

Year 8

In this semester long course, students will be introduced to design opportunities such as architecture, furniture design, graphic design, jewellery/costume design, shop fronts and creative styling/photo shoots (including hair/makeup). Students can explore and develop designs from sketches to models through to ideas and to the completion of finished works, such as couture jewellery pieces. Students will also have opportunities to submit designs for the College and wider community, with design opportunities such as murals, bus shelters and publications; for example the College Planner cover and invitations to Visual Art Exhibitions.

Year 9

Design in Year 9 is a year long course and will offer more challenging design opportunities in the areas such as architecture & environmental design, jewellery & costume design, set & theatre design, interiors, shop & window design/displays and creative photography styling for magazine layouts.

In both Year 8 and Year 9 students will discover, define, develop and deliver design! We will introduce the building blocks of design principles, which are essential in all successful designs. Exciting projects have been designed to enable students to apply the design principles and elements to a diverse range of ideas and to produce interesting and innovative designs and three-dimensional artwork. Even though the course emphasises the use of technology, traditional drawing media and techniques are still integral to the development of ideas.

Design is the way of the future, and the industry needs innovative, creative and skilled designers who are aware of modern technologies and have the necessary skills to be able to present ideas in an artistic and sophisticated manner.

Assessment Structure

Assessment is based on folio work, studio submission and on-screen assessment. All projects are written in outcomes and assessed according to the following criteria. Students will be assessed using the four design outcomes:

- Design Understandings
- Design Process
- Application of design
- Design in society

Subject	Drama		ELECTIVE
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

Drama provides an exciting opportunity for students to develop life skills as well as hone their dramatic ability in a fun, supportive and safe environment. Drama builds confidence, empathy, understanding about human experience and a sense of identity and belonging, all are valuable skills in contemporary living. In undertaking a course in Drama, students are exposed to a wide range of practical skills and are encouraged to develop their critical thinking.

Drama, students will:

- Establish a strong sense of self, developing confidence and trust in themselves and others.
- Explore and develop their own, and others' ideas and feelings within a structured, teacher facilitated environment.
- Learn to work both collaboratively and individually in set tasks.
- Recognise and manipulate elements of performance to express their ideas.
- Develop skills of inquiry through discussion, brainstorming and analysis.
- Explore dramatic forms and styles through past and present eras in theatre history.
- Experiment with space, voice and body to create dramatic meaning and dramatic action.
- Explore technical aspects of theatre to enhance performance.
- Develop and manipulate appropriate drama terminology to communicate about and evaluate their own and others' work.
- Develop an understanding and appreciation for Drama and its place and purpose in the wider world.

Year 7

Year 7 Drama focuses on teaching students to appropriately express themselves creatively. Students are exposed to a wide range of performance skills through group work, including skills in verbal and non-verbal communication. The emphasis of Drama in the classroom is practically based, with students learning concrete skills and then workshopping for performance. They will also develop their skills in critical analysis through evaluating their own, and others' work in both verbal and written form.

Year 8

In Year 8, the emphasis is on developing the fundamental skills in Drama. Students are exposed to a wide range of performance skills through group work, including skills in verbal and non-verbal communication; scriptwriting; and using technical elements of theatre to enhance performance. The emphasis of Drama in the classroom is practically based, with students learning concrete skills and then workshopping for performance. They will also develop their skills in critical analysis through evaluating their own, and others' work in both verbal and written form.

Year 9

Year 9 Drama consolidates, and further develops the fundamental skills learned in Year 8 Drama. Students continue to build their performance skills and knowledge of both modern and historical theatre forms through group work, further development of verbal and non-verbal communication, improvisation and play-building, scriptwriting, design and production and using technical elements of theatre to enhance performance. The emphasis of Drama in the classroom is practically based, with students learning concrete skills and then workshopping for performance. They will also develop their skills in critical analysis through evaluating their own, and others' work in both verbal and written form.

Homework

Homework in Drama is minimal as time is allocated in class to complete set work.

Assessment Structure

Students undertake a formal performance assessment at the conclusion of a term. These assessments are group based and serve to highlight the development of the fundamental skills relating to that topic. Following the formal assessment task, students are required to reflect on their own and others' process and product in the form of a written report. Adequate time is allocated in class to complete assessments.

Subject	English		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

In the English Learning Area students learn about language and how to use it effectively through their engagement with, and study of texts. Through the study of written, spoken and visual texts, students learn that language in English is wide-ranging and varied, and they learn how language operates to reflect and shape understandings about their world. The course aims to develop students' literacy skills.

Students learn to create texts of their own and to engage with texts produced by other people. They learn to control and understand the conventions of Standard Australian English that are valued and rewarded by society and to reflect on and critically analyse their own use of language and the language of others.

Course Description

In Years 7 to 9 the English courses at Santa Maria College are based on the content and achievement standards of the Australian Curriculum. Students undertake a range of tasks, which provide them with opportunities to demonstrate their progress in the broad areas of Literature, Language and Literacy and in the nine English Learning Area Outcomes, which are outlined below:

- **Understanding Language** - Students understand that the way language is used varies according to context.
- **Attitudes, Values and Beliefs** - Students understand that language has an important effect on the ways in which they view themselves and the world in which they live.
- **Conventions** - Students use the conventions of Standard Australian English.
- **Processes and Strategies** - Students select from a repertoire of processes and strategies when listening, viewing, reading, speaking and writing by reflecting on their understanding of the way language works.
- **Listening** - Students listen with purpose, understanding and critical awareness in a wide range of situations.
- **Speaking** - Students speak with purpose and effect in a wide range of contexts.
- **Viewing** - Students view a wide range of visual texts with purpose, understanding and critical awareness.
- **Reading** - Students read a wide range of texts with purpose, understanding and critical awareness.
- **Writing** - Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.

Year 7

The English course in Year 7 is designed to introduce and develop students' capabilities in a range of important English skills, understandings and practices. Students will be introduced to new ways of talking, thinking, and writing about texts they encounter. There is a strong emphasis on making links across curriculum areas, encouraging students to appreciate the richness and variety to be found in the study of English, and to appreciate its practical and imaginative application in a range of different situations

Year 8

The English course in Year 8 is designed to give students a strong foundation in the skills and understandings, which will underpin their English learning as they progress through Years 7 - 9. Students engage in activities aimed at learning new skills and understandings, and extending already established skills and understandings.

Year 9

The English course in Year 9 is designed to build on the skills and understandings students have acquired in Year 8, in order to establish a firm foundation for their transition into senior courses in Year 10. Students engage in activities aimed at consolidating and extending their existing knowledge and skills. In addition, the course introduces students to new skills, texts, concepts and understandings.

Complementing the English course at each year level is the reading program run in collaboration with teacher-librarians. The program is designed to promote the practice of reading regularly and widely. It encourages students to become confident, independent readers who read widely, for personal enjoyment and to extend their abilities and deepen their understandings of themselves and their world.

Assessment

Assessments vary in type and nature and are based on the Australian Curriculum English Learning Area Outcomes. Students are assigned numerical marks and grades at the end of each semester.

Subject	Fashion & Textiles		ELECTIVE
Year	7	8	9 ✓

Aim of the Course

Fashion & Textiles offers students the opportunity to complete a wide variety of practical tasks while working with a range of textiles materials. Students have the opportunity to begin to develop skills in design concepts and fashion drawings.

Course Description

This course has a strong practical focus with a number of new sewing techniques and design concepts covered, building on those skills attained in Year 7 and Year 8 Fashion. Throughout the year garment construction is a major focus and students will make items such as a skirt, an overnight bag, a pencil case, shorts, a hoodie and a summer dress.

This course suits the needs of a wide range of students as tasks such as the sewing bag, pencil case, shorts, hoodie, Days for Girls Kits and a summer dress offers the students the opportunity to modify designs to suit their preferences. This enables girls to experiment with the design they are presented with and use their creativity and flair if they wish to modify or enhance a garment. This course is an excellent option for those who think they may study fashion in the future, or for those who prefer a more practical learning environment.

Assessment Structure

Students will be assessed on the practical skill level exhibited in the task work they complete each term along with individual theory task work.

Subject	Food		ELECTIVE
Year	7	8	9 ✓

Aims of the Course

Food offers students the opportunity to complete a broad and varied program incorporating many parts of food technology and production. The course has a practical focus where students continue to develop skills in food preparation, food hygiene and equipment use. Students continue to develop a higher level of skill in the kitchen, and learn new and more challenging techniques.

Course Description

The course will consist of a series of topics to be covered across the school year. Food for Teens is the focus of Term 1, where students will learn about healthy alternatives to take away food.

Food with Friends is the focus of the Term 2 unit and students will challenge themselves further in the techniques they utilise to prepare our recipes.

Term 3 introduces a variety of different cuisine and cultures as we study the Global Foods unit. Students are exposed to a variety of new techniques and ingredients as we explore different recipes from around the world. This unit culminates in the students hosting a Global Food Expo where they invite guests to visit the expo and share the food they have prepared with their guests.

Finally the year is completed with Gifts for Giving. This unit will see students prepare a number of items, which will be put together into a Christmas hamper.

Within these topics students are given the opportunity to work collaboratively and independently during each lesson.

Assessment Structure

Students will be assessed on the practical skill level exhibited throughout the year in all practical sessions. Students will also be assessed on theory work based on individual and group work.

Subject	Food & Fashion		ELECTIVE
Year	7 ✓	8 ✓	9

Aims of the Course

The aim of the Food & Fashion course is to improve students' knowledge and practical skills in both areas. The Years 7 and 8 courses in particular, provide students with an opportunity to sample each course prior to making a decision about studying Food and/or Fashion & Textiles as a year long elective in Year 9.

Year 7

Year 7 Food & Fashion course is a one semester unit that includes approximately ten weeks study in Food and ten weeks in Fashion.

Food

In the Food component of this course students use simple cooking techniques to prepare recipes using a variety of equipment in the kitchen environment. Students will also have the opportunity to gain further knowledge of nutrition and food safety.

Fashion

Students undertaking this course will be developing the skills required to operate a sewing machine and construct simple textile products.

Over the course of the term students will utilise the above techniques and construct a sewing bag and a pillow case. Opportunity exists for the creation of other items and this is determined on an individual basis.

Year 8

Year 8 Food & Fashion aims to further develop and build on the skills attained in Year 7. The two components of this course run independently for one term each. After completion of this course students have the opportunity to specialise in one or both subjects in Year 9.

Food

This course will provide students with the skills required to make healthy food choices as well as the ability to organise and prepare simple meals and snack foods. The students will cook a variety of recipes and will cater for a morning tea for invited family and friends.

Fashion

Students undertaking this course will continue to develop the skills required to operate a sewing machine and construct textile products. Students will have the opportunity to sew a pair of pyjama shorts and a duffle bag. Time permitting opportunity may exist for the creation of other items however this is determined on an individual basis.

Assessment Structure

Students are assigned numerical marks and grades at the end of each semester based on both practical skill and written task work.

Subject	French		ELECTIVE
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

French is one of two languages offered at Santa Maria College within the Languages Learning Area, the other being Italian. The study of Languages is compulsory for all Year 7 and 8 students and optional in Year 9.

Year 7

The Year 7 French course is a beginners' course, accessible to all students, whether they have studied a language at primary school or not. It introduces the students to the basic elements of the language thus enabling them to communicate with French speaking people in everyday situations which would be encountered when travelling in France or one of the French speaking countries with which we have an exchange program. Students are encouraged to communicate with French students via letter or email. In this way a 'real life' situation is established which reinforces the value of studying the language.

Course Description

The course covers a number of different topics which enable students to communicate at a basic level with young French people of similar age and interests as our students. These topics include the following:

- Greetings
- Talking about yourself (name, age, nationality, birthday, address)
- Facts and figures: numbers, date, time
- Months of the year and days of the week
- School life (school subjects, favourite subjects and classroom items)
- Colours
- Likes and dislikes (school subjects)

Year 8

The Year 8 French course allows students to use the basic elements of the language thus enabling them to communicate with French speaking people in everyday situations which would be encountered when travelling in France or one of the French speaking countries with which we have an exchange program. Students are encouraged to communicate with French students via letter or email. In this way a 'real life' situation is established which reinforces the value of studying the language. Students are also given the opportunity to sample French food by visiting a French restaurant, and an appreciation of French culture is encouraged.

Course Description

The course covers a number of different topics which enable the students to communicate at a basic level with young French people of similar age and interests as our students. These topics include the following:

- Talking about yourself (name, age, birthday, address)
- Family and pets
- Facts and figures: numbers, date, time
- Likes and dislikes (from food to leisure activities)
- Favourite pastimes and sports
- The French in our region: culture, language, people and traditions
- Weather and seasons
- Holidays and festivals
- Food and drink
- Places in town and directions

Year 9

In Year 9 students have the opportunity to use their language skills in a wide variety of language based activities whose aim is to prepare them for future contact with French speaking students of their own age, through letters, email and eventually participation in an exchange visit to France or la Réunion. The College enjoys a reciprocal relationship with Réunion Island, and many of our students have been able to enhance their language skills through experiencing this culturally rich environment.

Course Description

The Year 9 French course continues to build upon the range of language skills acquired during Year 8. The students study a wide variety of communicative themes and topics together with the vocabulary and grammatical concepts needed to support them. These topics include the following:

- Describing people
- Famous French people
- Meals in France
- Clothing
- Leisure activities and Holiday plans
- The house & bedroom
- Invitations to places

Pre-requisites

It is expected that the student will have attained a reasonable level of proficiency to continue their study into the following year.

Assessment

The outcomes assessed in French are Listening, Responding and Speaking, Viewing, Reading & Responding and Writing. A number of learning activities are undertaken throughout the semester which are designed to allow students to display a variety of skills including listening, speaking, reading and writing. Each task is assessed and the students are awarded an appropriate grade at the end of each semester. Students are also expected to keep a portfolio of their work which provides an ongoing record of their achievements in the language.

Subject	Health & Physical Education		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Health & Physical Education will be taught, assessed and reported on as two separate subjects.

Aims of the Course

Year 7

During Year 7 in Physical Education, students will be involved in the development of skills in sport activities such as swimming, athletics, volleyball, basketball, hockey, softball and activities based on fundamental movement skills. Topics that students cover in Health Education include healthy lifestyles, family relationships, puberty, safety, first aid, drugs and the PEARL Mercy Wellbeing program.

Year 8

During Year 8 in Physical Education, students will be involved in the development of skills in sports such as swimming, netball, softball, soccer and athletics and fitness testing. The fitness testing will form a basis for understanding and completing a Health Education assignment. Topics that students cover in Health Education include nutrition, fitness, pregnancy, drugs, skills for maintaining positive and healthy relationships and sport in other cultures.

Year 9

During Year 9 in Physical Education, students will be involved in the development of skills in sports such as Swimming & Lifesaving, Cricket, Tennis, Volleyball and Athletics. Topics that students cover in Health Education include Fitness, Women's Health, drugs, skills in romantic relationships and diversity in the wider community.

Student Requirements

1. Physical Education

- Students must wear **school bathers and a school bathing cap** to swimming activities. Students are permitted to wear rash tops and College board shorts in the pool. Please bring thongs for walking between the pool and change rooms.
- In general Physical Education classes, students are required to wear their school PE uniform and **must** wear a hat whilst participating in the outdoors during the entire year.
- Students who are not participating, must provide the teacher with a note from their parent/guardian stating the reason for non-participation. These students are still required to wear a hat while they are sitting outside observing the lesson. **Please note – students are not to bring their laptop to lessons if they are unable to participate.**
- Students who have a long-term (more than two weeks) illness/injury must provide the teacher with a medical certificate.
- Students who fail to bring a note will be given a 'U'. Students who fail to bring a hat for outdoor lessons will also be given a 'U'. If the student accumulates **three** 'U's for the term, they will be required to attend a PE detention.

Appropriate sports shoes must be worn to lessons. The shoes must be designed for sporting use.

2. Health Education

- Students must bring their laptops and health workbooks with them to all health lessons.

Assessment

Health & Physical Education results will be given in marks. The marks will be distributed to allow an even weighting between practical and written assessment.

The students are assessed in four key areas:

- Interpersonal Skills (IPS)
- Self-Management Skills (SMS)
- Skills for Physical Activity (SPA)
- Knowledge and Understanding (K&U)

Subject	Humanities & Social Sciences		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

The Humanities & Social Sciences Learning Area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

In Humanities & Social Sciences particular emphasis is placed on the development of literacy, thinking skills and the application of Information and Communication Technologies.

YEAR 7

Civics

Students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change.

The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

Economics

An understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success.

Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

Geography

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource.

The concept of place is expanded through students' investigation of the liveability of their own place. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

History

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.

Students learn the importance of historical sources to help us understand the past and that there is often more than one way to interpret sources, giving rise to contestability.

YEAR 8

History

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

Geography

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations.

Students apply this understanding to a wide range of places and environments at the full range of **scales**, from local to global, and in a range of locations.

Students study the the Swan River and a global megacity as part of the course.

Civics

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made.

Students also consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

Economics

The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and resource allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments.

Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

YEAR 9

Civics

Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players, such as political parties and pressure groups, in the political system.

They investigate the way citizens' decisions are shaped during an election campaign and how a government is formed.

Students investigate how Australia's court system works in support of a democratic and just society.

Economics

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets.

They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The interdependence of economies is examined through the process of globalisation.

The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

Geography

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways.

A major focus is food security and the protection of the world's biodiversity.

Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

History

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period through an investigation of the Industrial Revolution, and the significance of World War I for both Australia and the world.

Assessment Structure

Assessments vary in type and nature. Assessment will be based on outcomes and all students will be assessed in grades. Assessment tasks will include:

- Research assignments
- Short answer skills test
- Extended answer responses
- Map and data interpretation

Subject	IGNITE	COMPULSORY	
Year	7 ✓ withdrawal program	8 ✓ Elective	9

Aims of the Course

IGNITE is the name of our gifted and talented program. We aspire to ignite a passion for learning. To this end we have designed an exciting and unique curriculum for our academically gifted students. Each IGNITE unit is made up of a variety of opportunities for creative, high-order, lateral-thinking and problem-solving activities, where each student has the flexibility to develop her particular strengths. These exciting courses provide opportunities in the areas of STEM (Science, Technology, Engineering and Mathematics) and Creative Arts. All units challenge students beyond their comfort zone in a supportive environment.

The IGNITE program in Year 7 is a **withdrawal program** where students come out of core subjects on a rotational basis.

In Year 8, 2017 IGNITE will be offered for the **first time as an elective** to limit the impact on core classes.

A note on student selection:

An application process is required to gain entry into the IGNITE program. Selection will be based on the written application, school based testing, NAPLAN results, teacher recommendation and participation in previous GATE programs. An application and further details are available on SEQTA. Students who completed IGNITE in Year 7 are automatically invited into the Year 8 program - they do not have to complete an application.

Year 7

COURSE DESCRIPTION

Term One: Selection Process

Selection process occurs during this term ready for commencement of program in Term two.

Term Two: Brain Teasers and Synapse Snappers

An introduction to the IGNITE program where students will participate in a number of problem-solving and creative thinking activities. This is a fun and engaging course that encourages students to think outside the box and take risks.

Term Three: Back to the Future: The Science and Ethics of Time Travel.

From H.G. Wells to Marty McFly and Doc Brown – the concept of time travel has fascinated scientists, philosophers and writers for hundreds of years. In this course we will be looking at the concept of time, discovering scientific theories of time travel and discussing the philosophical implications of time travel.

Term Four: STEM Renaissance Style

A fun and creative way to study the important period of the Renaissance. We will research this important historical period through a study of “Renaissance Men and Women” and their creations. Students will create a prototype of da Vinci’s parachute man, create a crane and study their own modern day Mona Lisa. In this class students are urged to be thinkers not repeaters; creators and artists instead of manufacturers.

Assessment Structure:

Each course requires the student to complete a project based on the theme of the unit. Projects are given teacher and peer feedback. This course is not graded.

Year 8

COURSE DESCRIPTION

In Year 8 students are able to choose Semester 1 or Semester 2 or both.

SEMESTER 1

Term One: Robotics

From exploring the volcanoes on Mars to vacuuming our floors – robots are part of life in the 21st Century. In this unit of study students investigate the world of robotics, build their own robots and program them to complete tasks. An exciting and innovative program, Robotics truly integrates STEM and the Creative Arts.

Term Two: Neuroscience

The wondrous workings of the brain are discovered in this neuroscience unit. We begin by investigating the different parts and functions of the brain. Students continue this work by researching an area of the brain that interests them. Students present their findings to the class by creating an experiential lesson for their classmates.

AND/OR

SEMESTER 2

Term Three: Silent Movies

The world of silent movies of both the past and present are explored in this engaging unit. We discover the stars of yesteryear and investigate their continuing impact on modern movie making. Once the students imaginations are sparked their task is to create their own silent movie.

Term Four: Socratic Seminar: Poetry

The Socratic method is based on Socrates' belief that students should engage in higher level thinking through disciplined conversation. In our Socratic Seminar, students will work together to gain a deeper understanding of the complex ideas presented in the chosen poem.

Assessment Structure:

Each course requires the student to complete a project based on the theme of the unit. Projects are given teacher and peer feedback. This course is not graded.

Subject	Investing & Enterprise		ELECTIVE
Year	7	8	9 ✓

Aims of the Course

The aim of this course, is to introduce students to business concepts in a fun and interactive manner whilst learning about the importance of integrating technology into business. It aims to provide students with practical skills in business and commerce that are requirements in everyday life.

Course Description

Students will begin to prepare themselves for entry into the part time work force, through creating a current resume and covering letter. There is a focus on business start-ups and budgeting through designing an overseas holiday. Students will look at marketing and advertising and how this has developed over time. They will further develop their financial literacy running a virtual business and developing a business plan. Students will learn to create a website and use various technology tools in a business context.

Topics covered across the year include (but are not limited to):

- Start-ups
- Financial literacy and budgeting
- Marketing and advertising
- Technology in business
- Small Business
- Job applications
- Use of appropriate business software
 - Excel
 - Word
 - Photoshop
 - InDesign

Subject	Italian		ELECTIVE
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

Italian is one two languages offered at Santa Maria College within the Languages Learning Area, the other being French. The study of Languages is considered an extremely important part of our student's education and reinforces their literary skills. It is compulsory for all Years 7 and 8 students and optional in Year 9.

Year 7

The Year 7 Italian course is a beginners course, accessible to all students, whether they have studied a language at primary school or not. It introduces the students to the basic elements of the language thus enabling them to communicate with Italian speaking people in everyday situations which would be encountered when travelling in one of the Italian speaking countries. Students are encouraged to communicate with Italian students via letter or email. In this way a 'real life' situation is established which reinforces the value of studying the language. The cultural component of the course will be fully integrated with the teaching of the language to enable students to appreciate aspects of the Italian language, which are influenced by the Italian culture.

Course Description

The course covers a number of different topics, which enable the students to communicate at a basic level with young Italian people of similar age and interests as our students. These topics include the following:

- Greetings
- Introduction to the Italian alphabet
- Introducing yourself to friends: name, age, birthday, where you live
- Asking and saying how you are
- School life (school subjects, likes and dislikes, classroom objects and time)
- Describing yourself & others
- Nationalities and languages
- Countries and cities

Year 8

The Year 8 Italian course allows students to use the basic elements of the language thus enabling them to communicate with Italian speaking people in everyday situations both in the oral and written format of the Italian language. By the end of the year, students should be able to formulate questions and answers, interpret simple texts on given topics and converse at a basic level on the topics listed below which will form the basis of their Italian studies. Students are also given the opportunity to sample Italian food by visiting an Italian restaurant. The cultural component of the course will be fully integrated with the teaching of the language to enable students to appreciate aspects of the Italian language, which are influenced by the Italian culture.

Course Description

The course covers a number of different topics, which enable the students to communicate at a basic level with young Italian people of similar age and interests as our students. These topics include the following:

- Personal information
- Family & pets
- Fashion, seasons and weather
- Italian food culture, ordering food and drinks
- Sport and hobbies

Year 9

The Year 9 Italian course is designed to extend the students and consolidate the oral and written skills learned in Year 8. Students will be encouraged to communicate in greater depth on topics that should enable them to cope in an Italian setting. The depth of grammar taught will give the students greater flexibility to manipulate the language and become independent learners. The cultural component of the course will be fully integrated with the teaching of the language to enable students to appreciate aspects of the Italian language that are influenced by the Italian culture.

Course Description

The course is a continuation of the Year 8 syllabus. In addition, students will also study the following language topics in greater depth:

- My home and bedroom
- Shopping for a party
- Organising social activities with friends: going places, time, transport
- City buildings & giving directions
- Festivals & traditions
- Parts of the Body, going to the doctor and the pharmacy.

Various activities relating to the above topics are also planned such as cooking and sport activities.

Pre-requisites

It is expected that the student will have attained a reasonable level of proficiency in previous years to continue their study of Italian.

Assessment

Students are assessed in the skills of listening and responding, oral communication, viewing, reading and responding & writing. A number of learning activities are undertaken throughout the semester which are designed to allow students to display a variety of skills including listening, speaking, reading and writing. Each task is assessed and the students are given an appropriate grade at the end of each semester. All students will continue to maintain a portfolio to represent their progress through the course, as this is seen as a powerful tool for setting personal learning goals as well as being a valuable record of their achievement.

Subject	Marine Science		ELECTIVE
Year	7	8	9 ✓

Aims of the Course

Marine Science is an exciting elective that is offered to students who have a love of Science. This elective will provide extension and engagement for capable science students who are interested in the ocean and all that it has to offer.

Course Description

The majority of Australia's inhabitants live along its enormous coastline, which provides a wonderful resource for recreation, employment, industry and tourism. The Marine Science course will provide students with a broad range of knowledge of marine plants and animals, the environment and water quality along with practical skills for researching marine habitats.

Understanding our oceans is critical to developing appropriate conservation and management measures for its long-term survival. Another focus of this elective will be on the conservation, use and development of marine and coastal environments.

This elective will provide opportunities to:

- Observe and interact with marine organisms
- Study marine populations
- Become aware of conservation methods used to protect marine organisms
- Participate in field work and visits to marine ecosystems such as Penguin Island
- Educate others on the importance of the ocean
- Communicate with others studying Marine Science around the world.

This course is studied in addition to the compulsory science course listed later in the handbook.

Assessment Structure

Assessments include oral, audiovisual and written presentations of research and learning.

Subject	Mathematics		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Mathematics at Santa Maria aims to ensure that our students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Class Organisation

Year 7

At the start of the year, students will be placed in mixed ability groups and all students will follow a common course. Students requiring extension and support will be identified and opportunities will be provided for all abilities.

Year 8

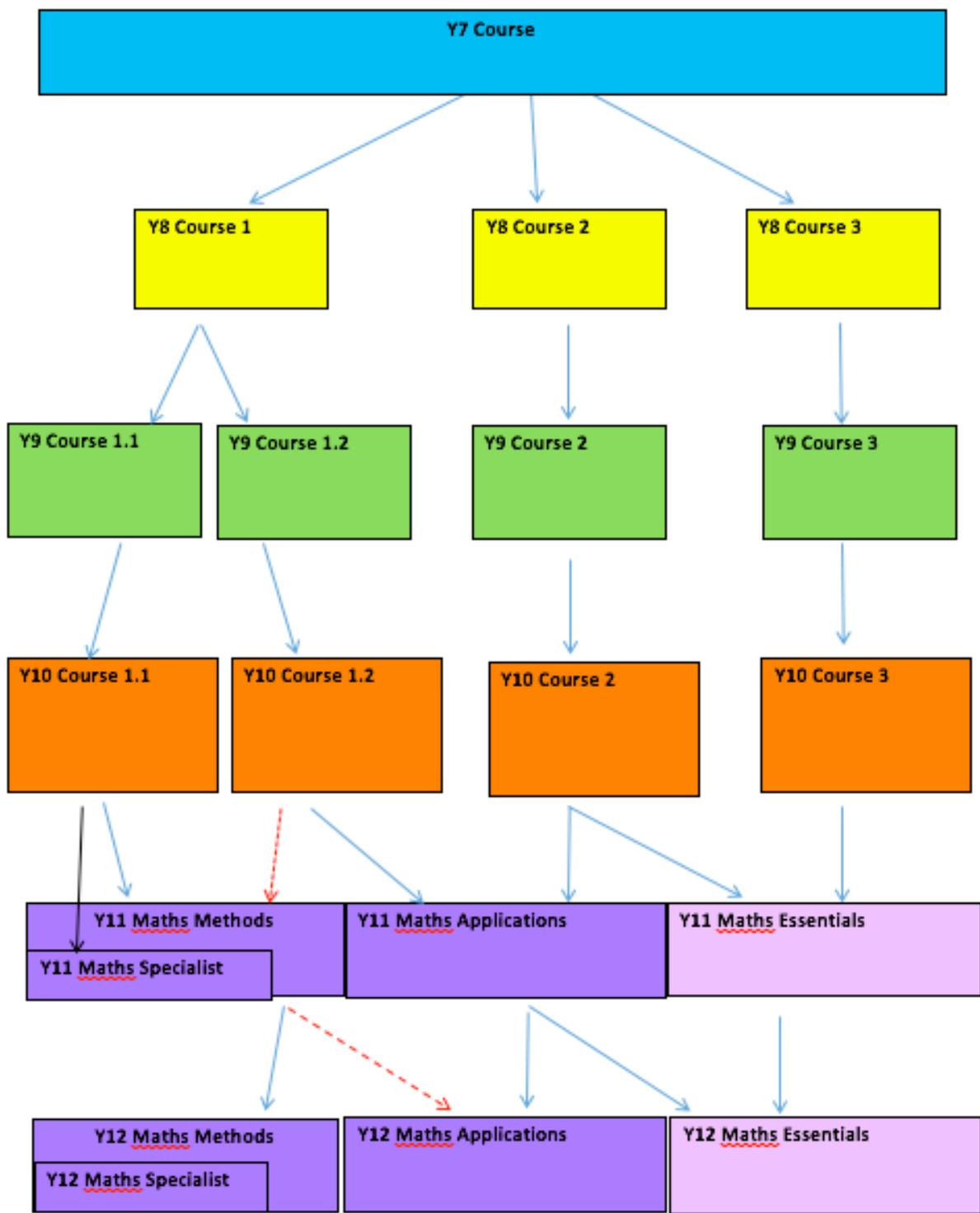
In Year 8 Mathematics students are grouped according to the individual achievement reached by the end of Year 7. Course 1 provides a foundation so that a student can pursue the highest level of Mathematics learning in the future. Course 2 still allows a pathway through to the ATAR Applications Mathematics course in Year 11. Course 3 emphasises basic numerical skills and mathematics in everyday life situations.

Students are placed in classes by the Head of Mathematics, in consultation with the expertise of the teachers and review of prior achievements. Whatever their particular needs or abilities it is our intention to ensure that a student is learning Mathematics in a way that is personally challenging and stretches their capabilities.

Year 9

In Year 9 Mathematics students are grouped according to the individual achievement reached by the end of Year 8. Four courses are on offer: Course 1.1, Course 1.2, Course 2 and Course 3. Course 1.1 is designed to cater for our strongest mathematicians, aiming to pursue the highest level of mathematical studies. It provides necessary background for ATAR Mathematics Specialist and Mathematical Methods in Year 11. Course 1.2 is also for our strong mathematicians, providing the background for Mathematical Methods course in Year 11. Course 2 also provides a pathway into an ATAR Mathematics course, that of Mathematical Applications Mathematics. Course 3 has a strong numeracy focus and complements an ACCESS pathway as it provides the background for Mathematics Essentials in Year 11.

Students are placed in classes by the Head of Mathematics, in consultation with the expertise of the teachers and review of prior achievements. Whatever their particular needs or abilities it is our intention to ensure that a student is learning Mathematics in a way that is personally challenging and stretches their capabilities.



Please note that these are our suggested pathways. There may be the possibility of movement between courses pending students ability, performance and teacher recommendation.

Assessment Structure

Students in Years 7, 8 and 9 are assessed internally, both formally and informally. The types of assessment may include quizzes, tests, assignments and practical work investigations. Mathematics and numeracy skills will be assessed through investigations and topic tests both with and without a calculator.

Subject	Media			ELECTIVE
Year	7 ✓	8 ✓	9 <i>becomes Cinema & Photography (Page 9).</i>	

Aim

This course aims to provide students with experience and confidence in using the MacBook. It aims to extend the level of competence of all students (regardless of how proficient they are with their laptop) across a variety of software programs across the two years.

Year 7

The Year 7 Media unit is a fun and interactive course that enables students to ensure they are competent and efficient in their use of technology. Students utilise a variety of media, such as Photoshop, Flash Animation and coding tools. The students are also taught photography skills through the hands on introduction to the use of Digital SLR Cameras. Students spend time learning and refining their touch-typing skills in addition to working through a skills checklist to ensure that they are able to make the most of the technology available to them.

Year 8

This unit is a continuation of Year 7 Media. It will provide students the opportunity to expand their knowledge of Media and the various software capabilities of the MacBook, so that they can integrate their learning with all other subjects. Students will learn how to take and manipulate digital photos, creating their own photography portfolio. Students are introduced to business concepts through the marketing of a product using a variety of media..

The Year 8 Media unit will give students the opportunity to continue to develop their skills in a number of applications including (but not limited to);

- Digital Photography
- Photoshop
- iMovie
- Websites
- Coding

Students will have the opportunity to work in the video-editing suite and combine the knowledge of the software programs they have learned to produce a short movie.

This unit will enable students to continue to reinforce keyboarding skills to ensure that they are learning good habits and techniques, and are then able to apply these throughout the remainder of their schooling. This offers significant advantage to students, particularly once they reach senior school, in terms of the time they save in the preparation of their work.

Subject	Meet Me In The Middle		ELECTIVE
Year	7	8 ✓	9

Aims of the Course

Learn skills in this elective that aim to enable you to experience success in Years 7 - 9. This course will assist you to become a confident, organised, self-directed learner and critical thinker who will develop a strong foundation for your learning journey.

Course Description

Students will have opportunities to:

- Develop planning and organisational skills
- Learn the skills to be a competent Macbook user, including presentation skills
- Understand your learning style
- Become an expert at mind mapping and note-making
- Learn strategies to assist with revising for assessments
- Develop research skills
- Receive assistance in individual areas.

Assessment Structure

Research, plan and create an iMovie teaching other students about one of the topics above.

This elective is particularly relevant to students new to the College in Year 8.

Subject	Music		Elective
Year	7 ✓	8 ✓	9 ✓

Aims of the Course

This elective is designed to extend the skills and understanding of musical students and to give them the opportunity to develop their theoretical comprehension and to gain confidence through practical performance. This course is an important preparatory step towards Senior School music.

Year 7

Overall Structure

- Full year course, designed in two units – 7A (Semester 1) and 7B (Semester 2).
- Students have the option to either study one of the units in Semester 1 or 2 or to enroll for both units and so study music for the full year.

Course Outline and Content Overview

Rationale

- To provide a vibrant classroom environment in which gifted music students have the opportunity to reach their potential.
- To give students the opportunity to participate in ensemble and choral activities with students of similar abilities.
- To foster an enthusiastic attitude towards music performance and studies and the pursuit of excellence.

Assessment Structure

Students will be evaluated in the following areas:

- Aural and Theory
- Composing and Arranging
- History and Analysis
- Performance

Unit Structure

7A	<ul style="list-style-type: none"> • Emphasis on developing the ensemble and choral skills of the class as a whole. • Ensuring rudimentary theoretical knowledge is secure. • Encouraging confidence and enjoyment through solo and group performances. • Fostering a positive and enthusiastic attitude. • Introducing elements of composition and arrangement. • Expanding upon genres of musical appreciation.
7B	<ul style="list-style-type: none"> • Emphasis on expanding and consolidating theoretical, ensemble and practical skills. • A focus on exploring a wide range of musical genres and styles.

Entry to the Course

Prerequisites

- An instrumental or vocal background is advised but not essential.
- Students should display a positive attitude and be open to participation in the College Co-curricular program.

Year 8

Overall Structure

- Full year course, designed in two units – 8A (Semester 1) and 8B (Semester 2).
- Students have the option to either study one of the units in Semester 1 or 2 or to enroll for both units and so study music for the full year.

Course Outline and Content Overview

Rationale

- To provide committed and focused students the opportunity to study music at a challenging level.
- To provide a vibrant classroom environment in which all students have the opportunity to reach their musical potential.
- To give students the opportunity to participate in a wide range of ensemble and choral activities.
- To foster an enthusiastic attitude towards music performance and the pursuit of excellence.

Assessment Structure

Students will be evaluated in the following areas:

- Aural and Theory
- Composing and Arranging
- History and Analysis
- Performance

Unit Structure

8A	<ul style="list-style-type: none">• Emphasis on developing the ensemble and choral skills.• A focus on the consolidation of theoretical and aural concepts.• Encouraging confidence in solo performance, through regular classroom opportunities.• Developing a positive and enthusiastic group attitude.• Developing and exploring elements of composition and arrangement.• Expanding upon genres of musical appreciation.
8B	<ul style="list-style-type: none">• Emphasis on expanding and consolidating historical, theoretical and aural concepts.• Encouraging creativity and an interest in musical technology through challenging compositional tasks.• The ongoing encouragement and development of solo performance.• The introduction of contemporary ensemble activities aimed at preparation for future band performances such as <i>Rock Ya Socks Off</i>.

Entry to the Course

Prerequisites

- Students should be having a weekly lesson on an instrument or voice.
- Students should display a positive attitude and be prepared to commit to the College Co-curricular program.

Year 9

This course offers an extensive structure to introduce students to musical styles from the past through to the present. There is a strong emphasis on practical and creative skills, encouraging the development of performance confidence.

Course Description

Students will:

- Study and perform selected works from various musical periods related to Rock, Pop and Western Art Music.
- Study various musical forms and apply them through composition.
- Research concepts associated with chosen works, composers and musical structures.
- Participate in vocal and ensemble activities.
- Revise and extend their knowledge and practical understanding of aural, theoretical and notational language.
- Develop their practical abilities through instrumental activities and solo performance.

Assessment Structure

Students will be evaluated in the following areas:

- Aural and Theory
- Composing and Arranging
- History and Analysis
- Performance

Prerequisite Skills

- It is essential students selecting music are studying an instrument or voice on an ongoing basis.
- It is advisable but not essential for students to have completed the Year 8 Elective in order to study Music in Year 9.
- Any questions regarding prerequisites should be directed to the Head of Music.

Subject	Myth Busters	ELECTIVE
Year	7 ✓	8
		9

Aims of the Course

Do you love a challenge? Are you good at finding solutions to problems or would like to develop these skills? If so Myth Busters is a great elective for you.

The elective aims to develop student's ability to solve problems, to be creative and to think critically. Students will tackle a wide variety of problems and determine solutions to these problems. They will be encouraged to design, create, test, evaluate and improve solutions, documenting the process and presenting their findings using various forms of media.

Course Description

The course will provide opportunities for innovative, creative students, or those who want to develop these skills. Problems will provide a wide range of opportunities and will encourage the students to conduct research and to think 'outside the box'. Most importantly students will be encouraged to have a go, learn from their mistakes, and adapt and modify solutions. The course will be self-paced, enabling students to attempt as many problems as they are capable, in the areas in which they are interested. Students will work collaboratively with each other, their teacher and where appropriate, with mentors.

Activities will include brainstorming, planning, researching, building models and demonstrating solutions, with students engaging in peer teaching.

Ideally students will possess enthusiasm, an open mind, perseverance and a willingness to participate and adapt improve their work and understanding.

Some examples of possible problems may include:

- Community Issues
- Architecture or Engineering
- Mathematics
- Code Breaking
- Musical Instruments
- Household Appliances
- The Environment
- The Olympics
- Technology
- The World of Movies

Assessment Structure

Assessment is based on the process used for solving problems and enables each student to consider their strengths when determining the methods for documenting this process. Other task include practical assessments, a journal and construction.

Subject	Numeracy Booster		ELECTIVE
Year	7 ✓	8	9

Aims of the Course

The aim of this elective is to target gaps in each student's mathematical experience. Numeracy will be approached in a supportive environment with our specialised Numeracy Support Teacher. The course aims to build skills and confidence in using Mathematical skills. Students choosing Numeracy Booster as an elective, will also study mainstream Mathematics.

Course Description

This course will include hands on activities to increase speed and accuracy when manipulating numbers. It will also provide opportunities to further develop understanding of some basic mathematical concepts through fun, practical activities, games and problem solving that aim to develop skills relevant to Mathematics in everyday life.

Subject	Recreational Studies		ELECTIVE
Year	7	8	9 ✓

Aim of the Course

This course aims to introduce students to concepts of Outdoor Education.

Course Description

The students will participate in various activities throughout the year, based around outdoor pursuits. Examples include:

- Camp cooking
- Climbing and roping
- Canoeing
- Snorkeling
- Bushwalking and navigation
- Outdoor injury and illness management
- Developing leadership and team work skills
- Gaining an understanding of the impact we have on the environment.

Student Requirements

Students must be prepared to commit fully to all aspects of the course, including attendance and participation on any excursions and/or expeditions. In some instances, students may be expected to arrive at school early or stay late, to allow for time lost in transportation to activities conducted outside the College grounds. All students must make sure that they are able to make their way to or from school, allowing for these possible time variations.

As this unit involves water-based activities, it is essential students are both proficient and confident swimmers.

Assessment Structure

The students will be assessed on both practical and theory aspects, although the major focus for the subject is developing practical skills. These include:

- Skills for Safe Participation in Outdoor Environments: camp cooking, climbing, roping, canoeing and snorkeling.
- Knowledge & Understanding: snorkelling, cooking, outdoor injury, illness and team building.
- Self Management Skills: snorkelling, canoeing, team building and camp cooking.
- Interpersonal Skills: canoeing, camp cooking and team building.

New activities may be added to the subject in 2016 – any interested students should see Miss Barter for further information.

Subject	Santa World Travel		ELECTIVE
Year	7	8	9 ✓

Aims of the Course

Do you love travel? Are you excited by different cultures? Are you awestruck by the wonders of the natural world? Become a Santa World Destinations traveller!

This elective aims to give students the opportunity to combine a love of places and cultures with the knowledge and skills to plan travel to great destinations. Students investigate destinations, learn about their attractions, plan itineraries and manage risks (vaccinations, travel warnings). As travel agents, they learn about the marketing of travel and will research a travel destination and create an expo display to promote it as a product to the “travel consumer”. The elective combines many of the core Humanities and Social Sciences knowledge and skill in a fun and exciting real world course.

Course Description

The elective looks at four different aspects of the tourism industry and explores multiple destinations around the world. You will role play travel agents and will have opportunities such as planning trips for a range of different people. You will look at creating a “Down South” trip followed by a weekend camp. You’ll meet real travel agents and learn about the travel industry from the professionals.

You’ll see how to market travel destination and experiences, how big events such as Olympics affect tourism. You will get the opportunity to explore a range of destinations around the world. You will then spend the last term setting your own project that will then be revealed during a Santa World Travel Expo to which you may invite your parents.

Highlights include: Excursions and going on a weekend camp to a “Down South” destination, guest speakers and your choice of an Expo display, as well as hands-on activities and creative tasks (video marketing, social media campaigns).

Assessment Structure

Assessment is based on solving the problems of planning and marketing travel – itineraries, investigations and an Expo display stall.

Subject	Science		COMPULSORY
Year	7 ✓	8 ✓	9 ✓

Aim of the Course

Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life. In the Science Learning Area, students learn to investigate, understand and communicate about the physical, biological and technological world, and to value the processes that support life on our planet.

Course Description

Years 7 - 9 Science courses provide a hands-on approach to science, drawing on the student's own experiences and developing their understanding of scientific concepts based on these. One of the main objectives is to encourage our students to be inquisitive and to question how things work, while building their knowledge and skills in science.

Students will be exposed to considerable breadth in the curriculum, covering many aspects of scientific knowledge and processes. The curriculum is developed around the following strands of the Australian Curriculum in Years 7, 8 and 9.

Year 7

STRAND		CONTENT
	Sub-strand	
Science Understanding	Biology	Classification Habitats and interactions
	Chemistry	Properties of substances Mixtures
	Earth and Space Sciences	Earth Resources Earth in Space
	Physics	Forces Simple Machines
Science as Human Endeavour		The nature and development of Science Use and Influence of Science
Science Inquiry Skills		Questioning and predicting Planning and conducting Processing & analysing data and information Evaluating and Communicating

Year 8

STRAND		CONTENT
	Sub-strand	
Science Understanding	Biology	Cells Living systems
	Chemistry	Physical and Chemical changes Elements, compounds and mixtures
	Earth and Space Sciences	Geology Exploration and Mining
	Physics	Using Energy Energy Changes
Science as Human Endeavour		The nature and development of Science Use and Influence of Science
Science Enquiry Skills		Questioning and predicting Planning and conducting Processing & analysing data and information Evaluating and Communicating

Year 9

STRAND		CONTENT
	Sub-strand	
Science Understanding	Biology	Body Control Ecosystems
	Chemistry	Atoms, ions, acids and gases Chemical Reactions
	Earth and Space Sciences	Plate Tectonics
	Physics	Light Electromagnetic radiation Electrical energy
Science as Human Endeavour		The nature and development of Science Use and Influence of Science
Science Enquiry Skills		Questioning and predicting Planning and conducting Processing & analysing data and information Evaluating and Communicating

Assessment Structure

Years 7 - 9 Science Assessments will take the form of tasks such as:

- Investigations
- Research projects and presentations
- Practical and laboratory reports
- In-class written responses and
- Topic tests

From these tasks, students will be allocated a semester and final mark and grade.

Subject	Science Quest		ELECTIVE
Year	7	8 ✓	9

Aims of the Course

This exciting elective is designed to give students who love science, opportunities to explore the scientific world they live in. Science Quest will take science to another level by encouraging students to engage in hands-on programs and competitions to extend their science understanding, while having fun at the same time.

Course Description

Students who have demonstrated themselves to be capable Science students in Year 7 will be invited to select this elective.

Students will utilise a range of skills such as predicting, conducting experiments, observing, evaluating and concluding to investigate fields of science and engineering.

Students will have choices of areas to study, enabling them to explore areas of greatest interest. Some suggested focus areas may include:

- Forensic Science
- Astronomy
- Food Chemistry
- Senses and Communication
- Sport Science

Student projects will be entered into competitions such as the Science Talent Search and Robogals Challenge. Connections will be made with external agencies such as Engineers Australia, CSIRO and Scitech. Depending on the areas of study selected by students, various incursions, excursions will be included as part of this elective program.

Assessment Structure

Assessment is based on the research process of individual projects and enables each student to consider their strengths when determining the methods for documenting this process.

Subject	Sportsfun		ELECTIVE
Year	7 ✓	8	9

Sportsfun is an elective subject for Year 7 students designed to expose students to a number of different and exciting sports and outdoor skills.

The girls have the opportunity to participate in a fun-filled, skills based unit, enjoying sports including:

- Zumba, Pilates, Yoga, Mediation
- Water Sports
- Bocce, Croquet, Quoits
- Tabloid Sports
- Volleyball, Cricket, Indoor Hockey
- Invasion Games
- International Games/Cultural Games
- Problem Solving and Group Cooperation Games

The emphasis is on participation, leadership, teamwork, cooperation, fitness and fun. This unit is designed for students of all skill and ability levels who enjoy being active, learning new skills and interacting with their peers.

The Sportsfun unit is a fantastic choice for students who are interested in participating in Wide World of Sport in Year 8, Recreational Studies in Year 9, or Outdoor Education or Physical Education Studies in Year 10 and beyond.

Subject	Visual Arts		ELECTIVE
Year	7 ✓	8 ✓	9 ✓

Aim of the Course

Year 7

Visual Arts in Year 7 is an introduction to a variety of studio disciplines such as textiles, painting, ceramics, sculpture and textiles. Students will have the opportunity to experiment with a variety of media and techniques in the exploration of their ideas. There is a strong emphasis on the practical component with the development of drawing skills, a key aspect. Students will be encouraged to build their art literacy skills by engaging in art appreciation tasks and in the analysis of their own artwork. This is a semester long course; students will complete two projects and be assessed using the four Arts outcomes. Student artwork will be featured in the College Art Exhibition and Fashion Parade.

Year 8

Visual Arts offers students an exciting opportunity to develop their artistic and art appreciation skills. It is a one semester course offering an introduction to drawing, painting, printmaking, textiles, sculpture and ceramics. The course promotes logical, critical and creative thought and practice. There are opportunities for integrating experiences in digital media within the course. It incorporates a wide range of exciting tasks which will challenge students at all levels. Student artwork will be featured in the College Art Exhibition and Fashion Parade. Students will have a multitude of opportunities, which could lead to improved drawing skills, the creation of an amazing fashion accessory, perhaps some manipulation of building materials to construct a sculpture or even create a magnificent self-portrait!

Year 9

This year-long course offers students in Year 9 an exciting opportunity to continue developing their artistic, analytical and technical skills, formulated in Year 8 Visual Arts. This is an exciting course, which promotes logical, critical and creative thought and practice. A strong commitment to integrating digital technology is implicit in the course. Students have the opportunity to create sophisticated paintings, develop their fashion illustration skills, create innovative garments and construct amazing sculptures. Students will continue to develop greater awareness in drawing, painting, printmaking, installation, textiles, sculpture and ceramics. The wide range of tasks on offer will challenge students in the inquiry, design and production stages in four substantial projects throughout the year. Student artwork will be showcased in the College Art Exhibition and Fashion Parade. Year 9 Visual Arts is an important prerequisite for Year 10 Visual Arts.

Outcomes

The four Arts learning area outcomes will provide the assessment criteria for this course:

1. Arts Ideas
2. Arts Skills and Processes
3. Arts Responses
4. Arts in Society

Homework

Students will be required to complete homework on a regular basis. This involves the completion of class work and any additional tasks, deemed necessary for the development of the project.

Assessment Structure

All projects are written in outcomes and assessed according to stated criteria. The student is given a detailed assessment sheet with written feedback. All assessments are due on the date

advised on the student brief and rules concerning late submission are in accordance with College policy.

Subject	Wide World of Sport		ELECTIVE
Year	7	8 ✓	9

Wide World of Sport is an elective subject for Year 8 students that is designed to expose students to a number of different and exciting sports and outdoor skills.

The girls have the opportunity to participate in a fun-filled, skills based unit, enjoying sports including:

- Field Sports eg Touch Football, Gaelic, Soccer, AFL, Modcrosse, Ultimate Frisbee, Cricket
- Bushwalking/Navigation
- Racquet Sports (Tennis, Badminton, Table Tennis)
- Tabloid sports
- Geocaching
- Handball
- Dancing
- Camp Cooking
- Problem Solving and Group Cooperation Games

The emphasis is on participation, leadership, teamwork, cooperation, fitness and fun. In this subject, students are encouraged to critique rules of games. They then devise new rules and strategies to enhance the game play. This is an important skill in all sporting activities. This unit is designed for students of all skill and ability levels who enjoy being active, learning new skills and interacting with their peers.

Wide World of Sports is a fantastic choice for students who are interested in participating in Recreational Studies in Year 9, or Outdoor Education or Physical Education Studies in Year 10 and beyond.

STAFF CONTACTS

If you have further inquiries you can contact the following members of staff on 6330 0200 or by email

Please note that the list below is current at the time of printing. Changes may occur due to staff movements.

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