



Heatherton
Christian College

YEAR 7 - 8 ELECTIVES GUIDE

2022



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Welcome

"Growing in Christ, Striving for Excellence, Influencing the World."

Heatherton Christian College is a high quality, contemporary Christian school where we seek to honour God in all we do. It is our aim for all of the students entrusted to us to come to follow Jesus Christ and be secure in Him, to develop academic and life skills needed for a fruitful and meaningful life, and to grow in their capacity to show leadership and care for others, for themselves and for God's creation.

A student's journey through Heatherton Christian College will provide them with a range of experiences to help prepare them with the Christian character and worldview to be able to truly "Influence the World". This world does and will look increasingly different to the one that we, as parents, have grown up in. Hence our desire is to enable our students to develop the mindsets, knowledge and skills that are needed to thrive in these modern times.

Fundamental to this journey is our "Five Foundations of a Whole Child" framework – this reinforces our focus and desire to grow the "whole child", Spiritually, Academically, Emotionally, Socially and Physically.

The requisite or "Essential Skills for the 21st Century" that we seek to foster in the students are Character, Citizenship, Critical thinking, Creativity, Collaboration, Communication, Connectivity and Computational thinking. These skills are interwoven throughout the curriculum and extra curricular experiences of the students, and all of this is guided and framed within our College Strategic Priorities of:

- » Faith in Action
- » Learning and Creativity
- » Innovation and Enterprise
- » Growing Leaders
- » Health and Wellbeing

Our Year 7 & 8 curriculum program reflects these priorities and skills and consists of both core (compulsory) subjects, as well as the opportunity for students to study an additional elective subject each semester over Year 7 & 8. Elective studies and our new "E School", have an emphasis on students developing and applying

these essential skills and knowledge.

This Electives Guide for Years 7 & 8 contains information on each of the elective subjects and is designed to assist students in selecting their elective subject preferences, as part of their educational pathway through HCC and beyond.

When making choices, each student should consider the following:

- The opportunity to explore more deeply, areas of existing interest and skill
- The opportunity to develop new areas of interest and skill
- The relevance of the subject as a pathway to a possible VCE program (yes, a way off, but something to begin planning towards)

As well as using this guide, we encourage students to discuss their possible choices with you, their parents, and to consult with their teachers for more specific subject information. We especially encourage students to prayerfully consider how these subjects may fit into their development of breadth and depth in character and skills, for their pathway ahead.

We wish you well as you move through this important stage of secondary school.

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Middle School Core Curriculum

Our curriculum at Heatherton Christian College is in line with the Victorian Curriculum framework. We use Inquiry Based Learning projects in a range of subjects to both deepen the learning of students, as well as, to develop their skills to problem find, problem solve, dive deeply into understanding high level ideas and to effectively present these to an audience.

CORE SUBJECTS STUDIED AT YEAR 7 & 8

Students in Year 7 & 8 will complete their studies in the core subjects of:

- English
- Mathematics
- Science
- Humanities
- E School (Enterprise and Entrepreneurial experience)
- LOTE (French)
- Christian Life
- Healthy Choices
- Physical Education
- Concert Band Program (Year 7)
- Music: Course 1 or Course 2 (Year 8)
- Art
- Digital Technology

Music Courses

While Yr 8 Music is a core subject, students have the choice between two music courses.

Music Course 1: Analysis & Composition

Within classroom music students will explore how the elements of music are used to create different styles and genres of music. Students will undertake an in-depth study in the areas of 'Music in Film' and 'Musical Stories' exploring how these elements underscore and support a given story line. Students will also have the opportunity to work individually and collaboratively to create music through composition and performance.

Cost: N/A

Music Course 2: Instrumental & Performance

Students are given the opportunity to continue to learn their Concert Band instrument that they have been learning in Year 7, further extending their growth as musicians and partaking in Junior band rehearsals. Students will participate in weekly small group instrumental lessons during class time, expanding on foundational music theory concepts and in a weekly lunch time band rehearsal. Students learn to work together as a team, establishing rehearsal and performance techniques, and will participate in various concerts throughout the year. This is a cost effective way for students to build on their instrumental skills. Learning an instrument can be for personal enjoyment, building of community through playing in a band and potentially moving towards the option of the VCE subject: Music Performance.

Cost: \$350 year (includes instrument use/hire)





Curriculum Pathways & Curriculum Map

Curriculum Pathway	Year 7 & 8 Subject		Year 9 & 10 Subject	VCE/VCE VET Subject
Languages	English French	➔	English French	English, or Literature French
Humanities & Business / Legal	Humanities E School	➔	Humanities (History/Geography) Law & Parliament E School	History Legal studies Business Management
Mathematics	Mathematics	➔	Mathematics	Foundation Maths General Maths Mathematical Methods
Science	Science STEAM	➔	Science Flexible Learning Options Emerging Sciences Victoria#	Biology Chemistry Physics Psychology
Technology & Engineering	Digital Technologies STEAM	➔	Digital Technologies	Applied Computing
Visual & Performing Arts	Art Music Instrumental bands* Performing Arts Product Design & Technology - Textiles	➔	Studio Arts Visual Communication Design Music College band*	Studio Arts Visual Communication Design Music Performance
Physical Health & Wellbeing	Physical Education Interschool Sport Healthy Choices Outdoor Education	➔	Physical Education Interschool Sport Healthy Choices	Physical Education Interschool Sport* Health and Human Development
Hospitality	Pre - Hospitality	➔	Pre - Hospitality	Hospitality: • Kitchen Operations (VCE VET) • Front of House (VCE VET) • Patisserie (VET)
Vocational Studies	E School	➔	Careers Education	
Faith & Service	Christian Life Student Chapel Year 7 & 8 Camp*	➔	Christian Life Student Chapel Year 9 Year of Challenge program Year 9 WASP camp* Year 10 Queensland Missions Trip*	Gravitate (VET) Student Chapel Year 11 City Missions Trip* Year 12 Thailand Missions Trip*

Please note:

1. **Italics** denotes that this is an elective subject
2. * denotes a co-curricular activity (non timetabled)
3. VCE / VCE VET options may be increased through Virtual School Victoria and/or an offsite TAFE course
- examples of subjects available through Distance Education include, **Accounting, and Geography.**
4. # Emerging Sciences Victoria electives – these Science units are studied online through the John Monash Science School



Middle School Elective Program

The Heatherton Christian College Middle School Elective Program seeks to achieve the following aims;

- To introduce students to a broader skill-based curriculum and engage students in their learning;
- To help students discover and develop gifts outside the core curriculum;
- To form a positive community throughout the year levels via vertical grouping.

Elective Subjects

The elective program contains subjects that contribute to other core subjects in four of our ten 'Curriculum Pathways' (as seen in previous pages)

PHYSICAL HEALTH AND WELLBEING PATHWAY

- Outdoor pursuits: Interaction with the environment around us and leading an active lifestyle are proven keys to our physical and emotional health
- The elective offered in this group is Outdoor Education
- Related VCE/VET subjects: VCE Physical Education

HOSPITALITY PATHWAY

- Essential cooking, serving and hospitality skills and knowledge
- The elective offered in this group is Pre-Hospitality
- Related VCE/VET subjects: VCE VET Hospitality subjects

TECHNOLOGY AND ENGINEERING (PLUS MATHEMATICS AND SCIENCE)

- Technology, Design & Creation of practical pieces. Being made in the image of a 'Creator', we see these electives as giving an essential opportunity to students
- Electives offered in this group are: STEAM, Design Technology - Textiles
- Related VCE/VET subjects: VCE Science subjects, VCE Visual Communication and Design

VISUAL AND PERFORMING ARTS

- Visual & Performing Arts. These help students to gain confidence in performing in front of, or displaying for, an audience and give an avenue for self-expression
- Electives offered in this group are: Performing Arts - Drama
- Related VCE/VET subjects: VCE Studio Arts, VCE Music

UNITS A and B

With the elective program operating throughout Years 7 to 8, students complete four semester long elective units across the two years. Most electives offer two different units. These units are not sequential but are designed to allow students with a keen interest in a particular elective, to complete both units.

SELECTING YOUR ELECTIVE PREFERENCES AND MUSIC COURSE

Read through the elective descriptions in this handbook. Be willing to explore new skills as well as taking the opportunity to develop interests and talents you know already exist. Do not just choose what your friends are choosing. You will always make new friends and you should choose the subjects or course you are interested in.

By completing the online 'Year 7 – 8 Electives and Music Choice Form' - (link will be emailed to all parents), students will select their preferred electives and music course. Once this form is submitted, we will enter all student preferences and return student elective plans.

Note: While we endeavour to give all students their highest elective preferences, restriction on class sizes can sometimes mean students need to do an elective of lower preference.



OUTDOOR EDUCATION

AIMS

- Increased knowledge of outdoor recreational activities (including safety and preparation considerations)
- To act in accordance with our role as stewards in caring for God's creation
- To develop skills used in outdoor activities
- The development of teamwork and leadership skills

CONTENT OUTLINE

Unit A

Activities, dependent upon seasonal logistics, include:

- Snorkelling
- Surfing
- Rock climbing
- Trust and initiative activities
- Other weather dependent outdoor activities

Students should be comfortable with swimming in open water and be a confident swimmer over 50 meters.

Unit B

Activities, dependent upon seasonal logistics, include:

- Cross-country skiing
- Orienteering and navigation
- Lightweight camping and day hiking
- Other weather dependent outdoor activities

ASSESSMENTS

Written:

- Topic tests
- Completion of work sheets
- Trip planning tasks

Practical:

- Preparation, attitude and effort in participation in excursions
- Skill development
- Leadership and teamwork skills displayed

UNIT COST (AS COVERED IN THE ELECTIVES LEVY)

Unit A - \$170

Unit B - \$170





PERFORMING ARTS

CONTENT OUTLINE

Unit A

Performing Arts Unit A focusses on skills of performance. This is explored through learning the rules and practice of:

- Improvisation
- Theatre sports
- Character formation
- Script development through Puppetry

This learning then culminates in a student-devised Puppet Theatre Performance.

Unit B

Performing Arts Unit B aims to provide opportunities for students to develop performance skills and knowledge in Dramatic theory and language. Students create ensemble performance using stimulus material as inspiration. The skill focus is on:

- Improvisation
- Collaboration
- Abstract conceptualisation
- Character
- Script development
- Play-building in both ensemble and solo performances

ASSESSMENTS

Students will be assessed on their:

Unit A: Participation, Ensemble work, Puppet making, Script Writing and Performance

Unit B: Participation, Ensemble Collaboration and Performance





PRE – HOSPITALITY

AIMS

- To actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.
- To provide students an opportunity to work as a team and serve in the canteen.

UNIT A AND B - KNOWLEDGE

- Personal hygiene, kitchen and food safety
- Safe use and maintenance of kitchen tools and equipment
- Special dietary needs

UNIT A - CANAPÉS

Required Skills

- Using basic cookery skills to prepare and serve canapés
- Presenting and serving finger foods to industry standard

Practical Application

- Preparing filling for canapés (vegetarian, meat and fish)
- Preparing bases, sauces and garnishes for finger foods

UNIT B - INTERNATIONAL CUISINE

Required Skills

- Using basic cookery skills to prepare multicultural dishes
- Using herbs, spices and sauces specific to a culture

Practical Application

- Prepare entrée, soups, mains and dessert specific to a culture
- Plate and serve food that meets cultural expectations

ASSESSMENT

- Observation of effort, skill development and attitude
- Food safety tests

UNIT COST (AS COVERED IN THE ELECTIVES LEVY)

\$100





PRODUCT DESIGN & TECHNOLOGY – TEXTILES

AIMS

Design and Technologies aims to develop the knowledge, understanding and skills to ensure that students:

- become critical users of technologies, and designers and producers of designed solutions
- can investigate, generate and critique designed solutions for sustainable futures
- use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
- create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- learn how to transfer the knowledge and skills from design and technologies to new situations
- understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society

CONTENT OUTLINE

Unit A

- Introduction to the use of the sewing machine and other textile equipment
- Introduction to different types of fibres/fabrics and their uses
- Introduction to patterns and their use
- Design and manufacture of 'Mini Monster' soft toy
- Introduction to applique and surface design
- Research of a current surface designer to inform their own work

Unit B

- Design and manufacture of a pencil case or satchel
- Revision of use of the sewing machine and other textile equipment
- Use of a zip or other fasteners
- Introduction to the design process for the design and evaluation of a specific product
- Use of fabric paint, markers and/or dye for the creation of a unique design
- Use of gel plate or stamping mediums to create a design
- Study and use of pattern (repeated) and colour as design elements
- Research
- Design analysis

ASSESSMENT

- Safe and accurate use of the sewing machine (sewing machine test)
- Effort, skills and quality of product (product graded using a set of criteria)
- Use of the design process to create products (documented in a workbook)

UNIT COST (AS COVERED IN THE ELECTIVES LEVY)

\$40





STEAM (SCIENCE TECHNOLOGY ENGINEERING ART & MATHEMATICS)

AIMS

God created man to be both creative and discerning. Exploring STEAM provides an opportunity to connect ideas of science, technology, engineering, arts and mathematics with their daily lives. Facts meet function. Students will practice developing good questions and providing reliable evidence to justify their answers. Creativity and critical thinking align with problem solving and communication skills within the context of the design cycle.

CONTENT OUTLINE

Unit A

For Unit A, students study structures and materials. They consider the design of structures for form and function, and the impact of the choice of materials. An inquiry-based learning project will explore these concepts in a bridge-building competition.

Unit B

In Unit B, students continue to use the design cycle to explore questions and answers about structures and materials and gathering data in a laboratory context to solve authentic problems. A second inquiry-based learning project will allow students to investigate a scientific topic through both experimental and research methods.

ASSESSMENT

Unit A: Inquiry-based learning project – Structures and Materials

Unit B: Inquiry-based learning project – Science Project

UNIT COST (AS COVERED IN THE ELECTIVES LEVY)

Unit A \$40

Unit B \$40





Heatherton

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