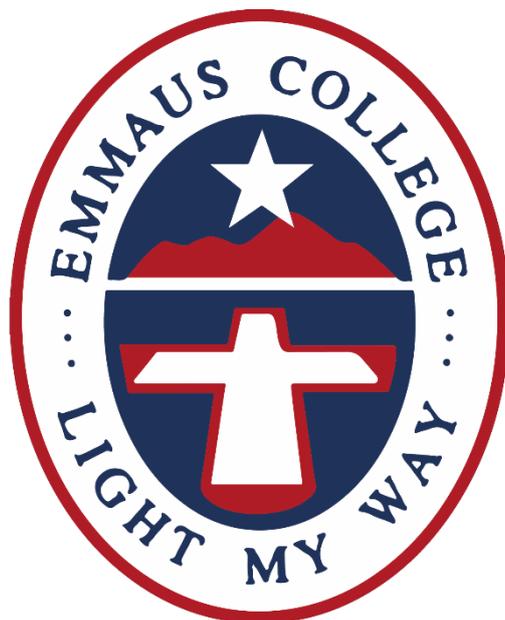


# SUBJECT SELECTION HANDBOOK

YEAR 7 INTO YEAR 8  
2022



# VISION STATEMENT

The Emmaus journey seeks truth, wisdom and justice. As a community of hope we celebrate God's love and the dignity of each person. **Walk with us and let Christ's fire burn within us.**

## MISSION STATEMENTS

### PASTORAL MISSION STATEMENT

The pastoral mission of Emmaus College is to be a **community of care**, which gives witness to the message of Jesus.

This mission is enacted through pastoral support that provides care and encourages each person to accept responsibility for their choices and to live justly.

### EDUCATIONAL MISSION STATEMENT

The educational mission of Emmaus College is to provide **holistic, relevant, Catholic secondary education** to students and families who seek its values.

This mission is enacted through a wide variety of learning experiences which are enriching and founded on **right relationships**.

### RELIGIOUS & SPIRITUAL MISSION STATEMENT

The religious/spiritual mission of Emmaus College is to have a clear Catholic identity that is **open** and **inclusive**.

As part of a wider faith tradition, this mission is enacted through the provision of opportunities for spiritual growth of the community and all its members.

## INTRODUCTION

We are about to begin the process of subject selection for Year 8, 2022. In Year 8, students study:

Subject		
Religious Education	Whole year of study	Compulsory study
English		
Mathematics		
Science		
Health & Physical Education		
History	1 semester of study	
Digital Technologies	1 semester of study	Students elect to study <b>two</b> of these <b>three</b> subjects.
Industrial Technology and Design		
Textile and Food Technology		
Geography <u>or</u> Japanese	1 semester of study	Students elect to study <b>one</b> of these <b>two</b> subjects
The Arts – Dance, Drama, Music, Visual Art	1 semester of study x 2	Students elect to study <b>two</b> of <b>four</b> subjects in The Arts

## HOW TO SELECT SUBJECTS ONLINE

***Complete the Web Preferences selection process, and hand in a signed 'Preference Receipt' to the assignment box on Yaamba Road by Wednesday, 18 August.***

### WEB PREFERENCES ACCESS GUIDE

*Web Preferences* is a web application that allows students to enter their subject preferences on-line. Before you begin, make sure that you have access to a computer that has the following:

- An Internet Connection
- A web browser (Microsoft Internet Explorer 11)
- Access to a printer

### STEP 1: Logging into Web Preferences

Students will be sent an email with the link to the site, which allows them to make their subject selections.

### STEP 2 - Selecting Preferences

To view a list of the subjects available for selection and any personal restrictions click on the **“View Subject Details”** button.

»»To continue click on the button **“Return to Home Page”**.

»»To select or change your preferences click on the **“Add New Preferences”** button.

»»On the Preference Selection page, follow the instructions on this page to select subjects from the drop-down list boxes.

»»When you have finished, click on the **“Proceed”** button.

### STEP 3 - Validating Preferences

To view a list of the subjects available for selection and any personal restrictions click on the **“View Subject Details”** button.

»»To continue click on the button **“Return to Home Page”**.

»»To select or change your preferences click on the **“Add New Preferences”** button.

»»On the Preference Selection page, follow the instructions on this page to select subjects from the drop-down list boxes.

»»When you have finished, click on the **“Proceed”** button.

### STEP 4 - Finishing Up

You must print and sign the **“Preference Receipt”** page by clicking on the **“Open Print View”** button and clicking the **“Print Receipt”** button.

»»To continue click on the **“Return to Home Page”** button. If you want to change your preferences, repeat the process by clicking the **“Add New Preferences”** button

»»Otherwise exit by clicking the **“Log out”** button.”

**On Tuesday, 3 August**, Heads of Faculty will be available to answer any questions you may have regarding subjects for 2022. This ‘Drop in’ event will be held in the Emmaus Hall, Yaamba Road, from 5:00 pm – 7:00 pm. The event will follow any COVID requirements at that time.

# Subject Options for elective subjects

## INDUSTRIAL TECHNOLOGY & DESIGN

<p><b>Recommendation:</b> An interest and curiosity in designing to solve problems</p>	
<p><b>Why study this subject?</b></p> <p>The study of IT&amp;D provides students with a range of skills transferable to a variety of future pathways. As IT&amp;D involves students in workshop related activities, safety is an important aspect of the course. Students are able to:</p> <ul style="list-style-type: none"> <li>• Competently and safety use a broad range of materials, components, tools and techniques Learn to be an innovative thinker</li> <li>• Generate, develop, communicate, test, evaluate design ideas</li> <li>• Engage in learning experiences that integrate oral, kinaesthetic and visual</li> <li>• Build personal confidence and express individuality communication to create meaning</li> </ul>	<p><b>Possible topics covered</b></p> <ul style="list-style-type: none"> <li>• Metal Pencil Case</li> <li>• Ball Bearing Game</li> </ul> <p>Theory is an essential component of the IT&amp;D Program. It seeks to investigate the following:</p> <ul style="list-style-type: none"> <li>• Rules and procedures relating to safety,</li> <li>• identification, classification and properties of materials used,</li> <li>• the production of materials,</li> <li>• processes for using materials,</li> <li>• Understanding of use and care for related tools and machinery, the principles and procedures of design.</li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Practical projects</li> <li>• Project theory booklet</li> </ul> <p>Students will participate in theory sessions through the semester which will provide a theoretical background to the practical materials covered in the workshop. There will also be “hands on” theory covered throughout the course during demonstrations.</p>	<p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Independently and safely produce effective designed solutions for the intended purpose.</li> <li>• Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes</li> <li>• create design ideas, make considered decisions and communicate using appropriate technical terms and a range of technologies and graphical representation techniques</li> </ul>

# TEXTILE & FOOD TECHNOLOGY

<p><b>Recommendation:</b> An interest in food and textiles and being able to work independently and safely.</p>	
<p><b>Why study this subject?</b>          The study of Textile and Food Technology provides students with a range of life skills that are immediately adaptable outside the classroom and can lead to future career pathways in the Hospitality and Food Industry or the Fashion and Textile Industry. Students are able to:</p> <ul style="list-style-type: none"> <li>• Build communication skills whilst learning to work safely in the kitchen and sewing room.</li> <li>• Build time management skills and work to a time frame and meet goals.</li> <li>• Engage in learning experiences that assist in building skills for students to work in groups and independently.</li> <li>• Develop problem solving skills using available resources, knowledge and skills.</li> <li>• Extend their literacy and numeracy skills into practical life skills.</li> </ul>	<p><b>Assessment</b>          Food Technology – Individually design, create and cook one recipe (Practical) and document the process from investigation and evaluation in a folio (Theory).          Textile Technology – Individually design, create and make one item (Practical) and document the process from investigation and evaluation in a folio (Theory).</p>
	<p><b>What will students do?</b></p> <ul style="list-style-type: none"> <li>• Learn to follow a variety of recipes using different ingredients and cooking skills to make a meal.</li> <li>• Learn the basics about healthy food choices</li> <li>• Learn how to modify a recipe based on available ingredients (what’s in a pantry/fridge).</li> <li>• Learn practical sewing skills</li> <li>• Learn how to investigate and generate ideas to solve problems.</li> <li>• Learn how to evaluate an idea and refine their solution.</li> </ul>
<p><b>Topics covered</b>          Food Technology – Back to Basics. Learn to cook a variety of recipes using basic ingredients from the pantry and fridge. Use this new knowledge and skills to design a new recipe that meets a consumer’s needs and wants.          Textile Technology- Protect It. Design and make a product that is specifically designed to protect a valued item</p>	

# DIGITAL TECHNOLOGIES

<b>Recommendation:</b> An interest in building electronic devices and designing (coding) computer programs.	
<b>Why study this subject?</b> The study of Digital Technologies provides students with opportunities to: <ul style="list-style-type: none"> <li>• develop knowledge, understandings and skills of the underlying concepts of information systems, data and computer science</li> <li>• encourages students to design and create digital solutions that solve problems</li> <li>• develop understandings of the social and ethical implications</li> <li>• become a reflective and self-directed learner.</li> </ul>	<b>Topics covered</b> <ul style="list-style-type: none"> <li>• Python Code – an introduction</li> <li>• Arduino – LittleBits</li> </ul>
	<b>What will students do?</b> <ul style="list-style-type: none"> <li>• Develop and design solutions to problems and evaluate their solutions.</li> </ul>
	<b>Assessment</b> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Exams</li> </ul>

# THE ARTS

## Drama

<b>Recommendation:</b> An interest in performing to an audience and creating scripts	
<b>Why study this subject?</b> The study of Drama provides students with a range of skills transferable to a variety of future pathways. Students are able to: <ul style="list-style-type: none"> <li>• Build personal confidence and express individuality</li> <li>• Manage the interpersonal and intrapersonal skills required to work effectively both individually and in groups</li> <li>• Learn to be an innovative thinker</li> <li>• Become adept at communicating</li> <li>• Engage in learning experiences that integrate oral, kinaesthetic and visual communication to create meaning</li> </ul>	<b>Topics covered</b> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Elements of Drama</li> <li>• Collage Drama</li> </ul>
	<b>What will students do?</b> <ul style="list-style-type: none"> <li>• Practically learn about different forms of theatre including improvisation and collage drama</li> <li>• Perform in small groups to communicate ideas, themes and meaning</li> <li>• Learn to think on their feet by creating improvisations and other performances</li> <li>• Learn to engage and communicate with small and large groups</li> </ul>
<b>Assessment</b> Forming: Improvising Presenting: Small group performance Responding: Short responses to own work	

## Dance

**Recommendation:** An interest in creating dances and performing to an audience

### Why study this subject?

The study of Dance provides students with opportunities to:

- Experience a powerful means of expression
- Develop their kinaesthetic intelligence
- Engage with alternative forms of communication
- Learn the values and skills of creativity, problem solving, risk taking, making judgements in the absence of rules and higher-order thinking skills
- Develop physical fitness and appreciation of the body

### Topics covered

- Warming up correctly
- Popular Dance
- Dance elements

### What will students do?

- Practically learn about warming up and cooling down correctly
- Learn how to choreograph for a small group in different styles
- Perform group dances to communicate ideas
- Analyse the work of a range of artists

### Assessment

Performing: Small dance choreographed by students and teacher

Choreographing: Warm up dance

Responding: Short responses to performances

## Music

**Recommendation:** An interest in performing on an instrument and learning about music styles

### Why study this subject?

The study of Music provides students with opportunities to:

- Improve cognitive functions and executive function skills such as planning, strategizing and attention to detail
- Develop highly-desirable 21st Century skills in areas such as self-management, teamwork, problem-solving and communication
- Build confidence and develop their ability to express themselves
- Develop musical knowledge and understanding as well as co-ordination and concentration skills
- Stimulate their creativity, imagination and intuition

### Topics covered

- Popular music from video games and top hits
- Music elements and concepts

### What will students do?

- Learn to compose through manipulating theme and variation
- Learn to read and play music
- Perform on an instrument of their choice (including voice)
- Reflect on the music of others and their own music creations.

### Assessment

Performing: Performing on an instrument of your choice (including voice)

Composing: Composition by creating your own theme and variation

Responding: Short responses to performances

## Art

<b>Recommendation:</b> An interest in understanding and applying visual images to communicate meaning.	
<p><b>Why study this subject?</b> The study of Art provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• Gain a thorough foundation for further study in Visual Art</li> <li>• Problem solve through self-directed learning</li> <li>• Embed your own ideas, thoughts, feelings and observations into your learning</li> <li>• Develop as an individual equipped with 21st century, transferable skills</li> </ul>	<p><b>Topics covered</b> Making &amp; Reflecting on artworks Responding to artworks</p> <p><b>What will students do?</b> Gain knowledge &amp; understanding of the language of Art and how it is used to communicate meaning.</p> <p>Students will use the following media to Make and respond in the following units:</p> <ul style="list-style-type: none"> <li>• Two-Dimensional Unit-Animal Antics</li> <li>• Indigenous Art Booklet               <ul style="list-style-type: none"> <li>○ Printing –Lino Print with animal design</li> </ul> </li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Folio of Work</li> <li>• Written Assignments</li> </ul>	

## Japanese

<b>Recommendation:</b> A minimum of a C in Japanese in year 7, or permission obtained from Head of Faculty.	
<p><b>What will students do?</b> Students will continue to explore Japanese culture and build upon the foundational language learnt in year 7 Japanese, covering concepts such as:</p> <ul style="list-style-type: none"> <li>• Teenage life in Japan-</li> <li>• School life</li> <li>• Time</li> <li>• Interests and abilities</li> <li>• Adjectives</li> <li>• Japanese story telling</li> <li>• Japanese sentence structure</li> <li>• Verbs</li> <li>• Writing in Hiragana and basic Kanji</li> </ul> <p>Japanese: <a href="https://docs.google.com/presentation/d/1_cQ-uBBfzreEBww8iw3MM_N1FrWrgUpBO-DODpzlz8E/edit?usp=sharing">https://docs.google.com/presentation/d/1_cQ-uBBfzreEBww8iw3MM_N1FrWrgUpBO-DODpzlz8E/edit?usp=sharing</a></p>	<p><b>Topics covered</b></p> <ul style="list-style-type: none"> <li>• Daily life in Japan</li> <li>• Japanese folktales</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Exam (combination response)</li> <li>• Assignment (written and spoken)</li> </ul>

# Geography

**Recommendation:** An interest in understanding the world around you

## What will students do?

### Liveability

- How does people's reliance on places influence their perception of them?
- What effect does the uneven distribution of services and facilities have on the lives of people?
- What approaches can be used to improve the availability of and access to services?
- Where are the most liveable places in Australia?

### World Of Water

- How does people's reliance on water influence their perception of different environments?
- What effect does the uneven distribution of water resources have on the lives of people?
- What approaches can be used to improve the availability of water resources?

**“What is Geography about? “**

<https://www.youtube.com/watch?v=sgGb8BM2TBk>

## Topics covered

1. Liveability
2. World of Water

## Assessment

1. Liveability assessment response  
Geographic Researched Investigation
2. World Of Water  
Class exam task / short response