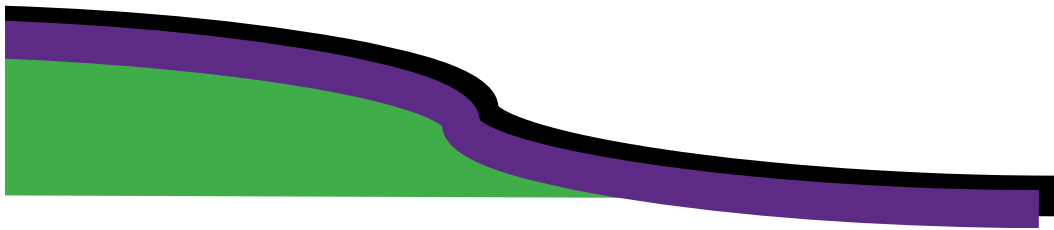




# **Junior Secondary Program**



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\*Languages are an Elective Option in Year 9

# Welcome to Junior Secondary Years 7-8-9

## Overview

**Year 7** is the start of Junior Secondary schooling. Students are provided with opportunities to experience a wide range of subjects with specialist teachers and resources to enhance their learning. In addition to the Core Subjects of English, Mathematics, Science, Humanities, Health & Physical Education and Languages, students will participate in **five 8 week rotations** of Elective Options

- Art
- Design Technology
- Digital Technology
- Paddock to Plate
- Performance

**Year 8** is the second year of Junior Secondary. As well as engaging in the Core Subjects, students will choose **Four Electives from the following on a Term Rotation.**

- Agribusiness
- Art
- Dance
- Design Technology
- Digital Technologies
- Drama
- Food & Fibre
- Music
- Science, Technology, Engineering & Mathematics (STEM)
- Sports Academy – Basketball, Rugby League (*Please note this is a Semester Course of Study. Is successful in being selected, students will only complete 2 other electives for the year*)

**Year 9** is the final year of Junior Secondary. Students will continue in their Core Subjects and have a greater choice in elective options completing **Two Electives per Semester from the following.**

- Agriculture
- Art
- Basketball Academy (Year Long Course of Study)
- Business
- Dance

- Design Technology I
- Design Technology II
- Digital Technologies
- Drama
- Food & Fibre
- AUSLAN or Japanese (Year Long Course of Study)
- Music
- Rugby League Academy (Year Long Course of Study)
- Science, Technology, Engineering & Mathematics (STEM)

*Please note AUSLAN, Japanese, Rugby League and Basketball are a Year Long Course of Study. Is successful in being selected, students will only complete 2 other electives for the year.*

Outlined below, are the subjects and number of lessons students will have the opportunity to study in years 7, 8 and 9 to make up their total of 20 lessons per week.

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>English</b>	5	4	4
<b>Maths</b>	4	4	4
<b>Science</b>	2	2	3
<b>Humanities</b> <i>History, Geography, Business, Civics</i>	2	2	2
<b>Health &amp; Physical Education</b>	2	2	2
<b>Languages</b> <i>Japanese, AUSLAN, FLI</i>	2	2	<i>Elective Offering</i>
<b>Lifeskills</b>	1	1	1
<b>Electives</b>	2 <small>(1 elective per Term)</small>	3 <small>(1 elective per Term)</small>	4 <small>(2 electives per Sem)</small>
<b>Total Lessons per week</b>	<b>20</b>	<b>20</b>	<b>20</b>

## Academy ONE

Our **Academy ONE** Program is an extension opportunity for invited bright minded students. To be eligible for the program, students need to display high Academic Achievement in English, Maths, Science and Humanities. Other diagnostic assessments including PAT – Reading Comprehension and PAT – Maths are also used in conjunction with NAPLAN results for a final determination of eligibility. It is expected that Behaviour and Effort results are maintained to a high standard and meet the high expectations of the school community.

**Academy ONE** Students will be involved in a range of events across the school year including:

- After-School Academic and Enrichment Programs
- Excursions and Camps
- Days of Academic Excellence

In addition to enrichment opportunities, **Academy ONE** Students will be placed in Academy Classes across English, Mathematics, Science and Humanities.

Students considering the Year 7 **Academy ONE** Program may apply for an Academic Scholarship through the guidelines outlined in the Scholarship Program documents. These may be accessed from the school office.

## Learning Support

Each Junior Secondary Year Level has Learning Support Classes across the Core areas of English, Maths, Science and Humanities. These classes are designed with a higher degree of scaffolded support that narrows the curriculum and is based on the essentials of what students must know.

Ideally classes will have a maximum of 20 students with specialised teachers who offer guidance and targeted strategies to enable students to achieve.

In Years 7 and 8, it is likely the Learning Support classes will have the same students across all Core Areas. In Years 9, it is possible that students may be in a Learning Support class for one Core area and not another. Student results are used as a basis to determine the best class for each student.

## **Inclusive Education**

Students with special needs have learning adjustments in place to ensure negotiated targets are met and are supported by all staff including a team of specialised teachers and teacher aides.

A range of staff work to develop the Individual Curriculum Plans for students. Needs are identified with parents and use a research-based framework to devise strategies to improve student success.

Our inclusive model provides small classes where students access the most appropriate year level curriculum for them in the Core Areas of Maths, English, Science and Humanities. Students are able to access all Elective Areas with classroom teachers making appropriate adjustments based on student need.

## **Literacy & Numeracy Improvement**

Great reading and writing skills are really important in every area of learning and life. In Junior Secondary all teachers focus on teaching key reading comprehension skills and working with students on spelling, grammar and punctuation.

Our curriculum programs are planned carefully in all subjects to include literacy development. In Years 7, 8 and 9 we dedicate more time to English and Mathematical learning so students can consolidate their development from Primary School. In addition to a research-based reading program, all students engage in explicit writing episodes that specifically target where students are at. This ensures every student achieves. Students are encouraged to participate in various competitions including the Reader's Cup to extend their skills.

## **Student Wellbeing**

Our school's core expectations of students are: Respect, Responsibility, Resilience and Commitment. We have a positive philosophy which acknowledges that adolescents can face challenges as they develop physically, emotionally and socially. We expect, teach and reward positive behaviours.

Our LifeSkills Program includes a range of topics, from friendships and bullying, mental health and study skills. Students engage in weekly lessons to explicitly support this important part of their development. In Years 7 and 9, the LifeSkills Program extends beyond the classroom and we offer all students the opportunity to attend a Camp as part of their social and emotional development.

Students also engage with the school's Anti-Bullying strategy and learn about roles, responses and the 'Stop Harassing Me' postcard which has been proven highly successful in responding to cyber-bullying.

Students can also access a range of Support Staff that consists of the Guidance Officer, a Youth Health Nurse, School Based Police Officer, Attendance Officer, Indigenous support workers, and the Chaplain.

### Leadership Opportunities

Every year level has a group of student leaders called Year Leaders who are appointed for various tenures. Students have the opportunity to nominate and be selected for these positions for each Semester in Years 7 and 8. The role of the Year Leader is to support the Year Coordinator in running year level assemblies, award events and represent the year level at various functions. Year 9 Student Leaders take on the responsibilities for the Year and they represent the Junior Secondary as a whole at whole school assemblies, various committees and sporting opportunities.

Student Representative Council involves the students in a range of activities to improve the learning and social environment of the school. The SRC provides students from all year levels with the chance to become involved in fund raising and fun events to bring the whole school community together.

### Instrumental Music

The Instrumental Music Program is a comprehensive tuition program in which students learn orchestral or band instruments. It provides the opportunity for musical development of students through instrumental instruction on a group basis and ensemble experience so that students develop ensemble performance skills as an integral part of their music education. All students have the opportunity to engage in weekly Instrumental Music Lessons and their interest should be indicated during the enrolment interview.

To complement the instrumental program, students who enrol in instrumental music will also take part in an additional elite music program that will enhance with skills and knowledge in instrumental and classroom music.



## Year 7-8-9 Compulsory Subjects

### English

#### Description

*English is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands of language, literacy and literature, focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.*

#### What is studied?

<b>Year 7</b>	<ul style="list-style-type: none"><li>• <i>Reading and creating life writing</i></li><li>• <i>Analysing persuasion in media texts</i></li><li>• <i>Reading and interpreting literature about Australia and Australians</i></li><li>• <i>Reading and interpreting a variety of poems/song lyrics</i></li></ul>
<b>Year 8</b>	<ul style="list-style-type: none"><li>• <i>Identity</i></li><li>• <i>Representations of Teen issues in a novel</i></li><li>• <i>Fractured Fairytales</i></li><li>• <i>Literary and non-literary texts – indigenous Australians</i></li></ul>
<b>Year 9</b>	<ul style="list-style-type: none"><li>• <i>Representations of Australian Identity</i></li><li>• <i>Exploring ethical issues through a drama text</i></li><li>• <i>Creating Speculative Fiction</i></li><li>• <i>Evaluating characters, and perspectives on events and issues in a novel</i></li></ul>

#### How are the students assessed?

*Students are assessed through a range of spoken, written and multi-model tasks.*

## Mathematics

### Description

*Learning mathematics creates opportunities for and enriches the lives of all students. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.*

### What is studied?

<b>Year 7</b>	<ul style="list-style-type: none"><li>• <i>Integers, Fractions and Indices</i></li><li>• <i>Measurement and Geometry</i></li><li>• <i>Algebra and Linear Relationships</i></li><li>• <i>Decimals, Percentage and Money</i></li><li>• <i>Solving Equations</i></li><li>• <i>Data</i></li><li>• <i>Probability</i></li></ul>
<b>Year 8</b>	<ul style="list-style-type: none"><li>• <i>Real Numbers and Money Maths</i></li><li>• <i>Perimeter, Area, Volume and Time</i></li><li>• <i>Algebra</i></li><li>• <i>Rates, Ratios, Linear Relationships, Geometric Reasoning and Index Laws</i></li><li>• <i>Data Representation and Interpretation</i></li><li>• <i>Probability</i></li></ul>
<b>Year 9</b>	<ul style="list-style-type: none"><li>• <i>Rates and Linear Relationships</i></li><li>• <i>Measurement</i></li><li>• <i>Financial Maths, Geometric Reasoning and Pythagoras</i></li><li>• <i>Data Representation and Interpretation</i></li><li>• <i>Indices and Distributive Law</i></li><li>• <i>Trigonometry and Probability</i></li></ul>

### How are the students assessed?

*Students are assessed through exams and problem solving and modelling tasks (assignments)*

## Science

### Description

Science comprises the study of four strands: Biological sciences, Chemical sciences, Earth and space sciences, and Physical sciences. In the practice of science, the three strands of **Science Understanding**, **Science as a Human Endeavour** and **Science Inquiry Skills** are closely integrated. Students' experiences of school science should mirror and connect to this multifaceted view of science.

### What is studied?

<b>Year 7</b>	<ul style="list-style-type: none"><li>• Explore the diversity of life on Earth.</li><li>• Develop models such as food chains, food webs and water cycle.</li><li>• Consider the interaction between multiple forces when explaining changes in an object's motion.</li><li>• Explore the notion of renewable and non-renewable resources.</li><li>• Investigate relationships in the Earth-sun-moon system.</li></ul>
<b>Year 8</b>	<ul style="list-style-type: none"><li>• Introduction to cells as microscopic structures</li><li>• Form and function at a cellular level and explore the organisation of body systems.</li><li>• Explore changes in matter at a particle level, and distinguish between chemical and physical change.</li><li>• Classify different forms of energy, and describe the role of energy in causing change in systems.</li></ul>
<b>Year 9</b>	<ul style="list-style-type: none"><li>• Explore ways in which the human body as a system responds to its external environment</li><li>• Introduction to the notion of the atom as a system of protons, electrons and neutrons</li><li>• Key learnings that matter can be rearranged through chemical change.</li><li>• Introduction to the concept of the conservation of matter</li><li>• Apply an understanding of energy and forces to global systems.</li></ul>

### How are the students assessed?

Students are assessed through...

- Exams
- Experimental investigations
- Research assignments
- Collections of work

## Humanities

### Description

Students studying Humanities and Social Sciences will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

### What is studied?

Year 7	<b>The Ancient World</b> <ul style="list-style-type: none"><li>• How do we know about the ancient past?</li><li>• Why and where did the earliest societies develop?</li><li>• What emerged as the defining characteristics of ancient societies?</li><li>• What have been the legacies of ancient societies?</li></ul>
Year 8	<b>The Ancient to Modern World</b> <ul style="list-style-type: none"><li>• How did societies change from the end of the ancient period to the beginning of the modern age?</li><li>• What key beliefs and values emerged and how did they influence societies?</li><li>• What were the causes and effects of contact between societies in this period?</li><li>• What significant people, groups and ideas from this period</li></ul>
Year 9	<b>The making of the Modern World</b> <ul style="list-style-type: none"><li>• What were the changing features of the movements of people from 1750 to 1918?</li><li>• How did new ideas and technological developments contribute to change in this period?</li><li>• What was the origin, development, significance and long-term impact of imperialism in this period?</li><li>• What was the significance of World War I?</li></ul>

### How are the students assessed?

Students are assessed through a range of spoken, written and multi-model tasks.

## Health & Physical Education

### Description

Students study four movement and three health units. Of their two lessons each week one will be movement and one will be health.

Within this subject students will have the option to train/trial for the Basketball or Rugby League Academy which then commences as an elective class in Year 9.

### What is studied?

<b>Year 7</b>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Approaching Adolescence (relationships, identity, personality)</li> <li>• Mental Health and Wellbeing (resilience)</li> <li>• I can make good decisions (alcohol, drugs)</li> <li>• Super snacks (nutrition)</li> </ul> <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Newcombe/Volleyball</li> <li>• Cross Country/Athletics</li> <li>• Cricket</li> <li>• Minor Games (co-operative)</li> <li>• Futsal/Soccer</li> </ul>
<b>Year 8</b>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Food for Life (nutrition)</li> <li>• My decisions, my life (peer pressure, assertive decisions, alcohol, drugs)</li> <li>• Cultural Understandings (family, cultural groups, community)</li> <li>• My adolescent relationships (risk taking, identity, online relationships, social networking, cyberbullying)</li> </ul> <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Swimming/Water Polo</li> <li>• Cross Country/Athletics</li> <li>• Touch Football</li> <li>• European Handball</li> <li>• Basketball/Netball</li> </ul>
<b>Year 9</b>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Respectful Relationships (communication, responding to discrimination and/or harassment)</li> <li>• Illicit drugs (harmful effects, consequences)</li> <li>• Sustainable health practices (influences on health and how to promote it)</li> <li>• Active Aussies (sport history, sport identity, promoting physical activity)</li> </ul>

	<b>Movement</b> <ul style="list-style-type: none"><li>• <i>Invasion Games</i></li><li>• <i>Cross Country/Athletics</i></li><li>• <i>Softball/Tee-Ball</i></li><li>• <i>Tennis/Badminton/Table Tennis</i></li><li>• <i>AFL/Touch/Ultimate Disc</i></li></ul>
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**How are the students assessed?**

*Students are assessed through.....*

- *Assignment/Project*
- *Research Task*
- *Exams*
- *Multimodal Presentations*
- *Ongoing Physical Performance Assessment*

## Languages\* - Japanese and AUSLAN

### Description

Learners are offered the necessary scaffolding to listen to, view, read, speak, perform and write LOTE in a range of simple classroom interactions and transactions with their teacher and peers. LOTE is increasingly used by the teacher to provide rich language input and to maximise exposure to the target language. Learners work collaboratively and independently, pooling information, language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in guided situations with familiar contexts and roles, and begin to use and adapt the language learnt to express their own personal meanings. They reflect on intercultural perspectives and their experience of interaction and make cross-curricular connections. Opportunities are provided for real and simulated interactions with other LOTE speakers within and beyond the school community, including purposeful and integrated use of information and communications technology ICT such as social media and applications.

### What is studied?

<b>Year 7</b>	<i>Introductions, descriptions, verbs, nouns, counting, animals; Sports; Cultural; Seasons and weather Introduction to scripts -Hiragana and Katakana (Japanese only) Introduction to handshapes; alphabet, counting and family signs (AUSLAN only)</i>
<b>Year 8</b>	<i>Talking about time and activities; Extending and accepting invitations; Talking about school subjects; Likes and Dislikes; Giving opinions Giving directions; maths signs (AUSLAN only)</i>
<b>Year 9*</b>	<i>Life stories; Eating habits; Location, location; Lifestyle; What's it like; Seasons and weather</i>

*\*Languages are an elective option in Year 9.*

### How are the students assessed?

*Students are assessed through listening and reading exams; Writing and speaking assessments.*

# Year 7 Experience Subjects

## Art

### Description

*In Year 7 Visual Art students:*

- *Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples*
- *Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience*

### What is studied?

*In making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students' knowledge, understanding and inquiry skills.*

### How are the students assessed?

*In Year 7, students undertake **one unit of work per term** of study. In this unit, students create both two and three dimensional artworks (**making tasks**). Each making task has specific visual journal requirements. Students also write one assignment (**responding task**) per term of study.*

## Design Technology

### Description

*The course has been designed as a brief introduction to the workshop. Students will be introduced to safety procedures, tools and their uses, materials and how to manipulate them, and design and production procedures.*

### What is studied?

*The program is intended to show students basic material manipulation as well as the design and make procedures that they will be expected to undertake in higher year levels. Students will use wood and acrylic to make a pen holder, this will include a*



variety of joints and tools in its manufacture. They will use tin plate to make a tin man (pencil holder) and a small box and this introduces them to sheet metal work and sheet metal tools.

### **How are the students assessed?**

Students are assessed through completion of class projects, assignment folios and a practical test.

## **Digital Technologies**

### **Description**

*Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.*

*By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.*

### **What is studied?**

- *Data and protocols*
- *Websites*
- *Podcasts*
- *App development*
- *Networks*

### **How are the students assessed?**

Students are assessed through.....

- *Presentation*
- *Digital project*
- *Investigation*

## **Paddock to Plate**

### **Description**

**Plate** - *The Intent of this area in the subject is for students to develop basic practical skills in the production of simple foods at home that can be expanded.*

**Paddock** - *The intent of this area is for students to develop and understanding on the basic knowledge of agriculture and the factors that impact the production of crops and the structure of plants.*

**What is studied?**

*The program is designed to allow the students begin to develop ideas and practices of sustainability through considerations in limiting waste, and minimising costs through own home grown gardens. Through this context students will develop and implement WHS practices.*

**How are the students assessed?**

*Students are assessed through the completion of a Journal on the practicality of foods made at school implemented at home (plate) and an Exam (paddock).*

**Performance****Description**

*This course is split between Dance and Drama with the opportunity to develop an understanding of the basic Dance Components and Skills and the Elements of Drama.*

**What is studied?**

*During the unit students respond to a published script through dance, choreography, performance and scene building*

**How are the students assessed?**

*Students complete a Making task in the form of a self-devised drama performance and dance.*

## Year 8 Elective Subjects

### Agribusiness

#### Description

*Agriculture comprises of three main areas: Animal production, Plant production and Agribusiness. In the study of agriculture there are close links with Science. It is built around introducing and exploring agriculture's many facets as it seeks to fulfil society's food and fibre requirements.*

#### What is studied?

*In this class students explore the process of starting up an urban micro-farm. They examine the growth requirements of plants. They explore the soil, irrigation and other infrastructure needed for small scale vegetable production. They consider the suitability of various crops in relation to situational restraints. They examine different marketing streams for vegetable crops. They design a name and logo for their micro-farm. They investigate post-harvest requirements of crops. They will explore financial tools and use them to evaluate the success of crops.*

#### How are the students assessed?

*Students are assessed through.....*

- *Exam*
- *Collections of work*

### Art

#### Description

*In Year 8 Visual Art students:*

- *Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples*
- *Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience*

#### What is studied?

*In making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include*

*the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students' knowledge, understanding and inquiry skills.*

### **How are the students assessed?**

*In Year 8, students undertake **one unit of work per term** of study. In this unit, students create both two and three dimensional artworks (**making tasks**). Each making task has specific visual journal requirements. Students also write one assignment (**responding task**) per term of study.*

## **Dance**

### **Description**

*By the end of Year 8, students identify and analyse the elements of dance, choreographic devices and production elements in dances in Jazz dances and apply this knowledge to create a dance communicate a narrative. They evaluate how they and others communicate meaning and intent through Jazz dances.*

### **What is studied?**

*Students learn basic Jazz dance vocabulary and skills. They choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate a narrative. They learn how to analyse, interpret and evaluate how other choreographers communicate narratives in Jazz dances.*

### **How are the students assessed?**

- *Making - choreography of a Jazz dance to communicate a narrative.*
- *Responding – analysing, interpreting and evaluating a dance that tells a story, in short written paragraphs.*

## **Design Technology**

### **Description**

*The course has been designed as an introduction to the workshop. Students will be introduced to safety procedures, tools and their uses, materials and how to manipulate them, and design and production procedures.*

### **What is studied?**

*The program is intended to show students basic material manipulation as well as the design and make procedures that they will be expected to undertake in higher year*

levels. Students will be introduced to working with wood as they manufacture a wooden carryall. They will learn set out and construction skills and will be able to design the shape of the ends. They will be introduced to acrylic where they will learn more about workshop safety, preparing, heating and shaping acrylic. As part of this project they will learn about finishing to a high standard. In the metal workshop they will work with sheet metal learning about design, safety, folding and joining sheet material. They will design and make an insect and a photo holder.

#### **How are the students assessed?**

Students are assessed through completion of class projects, assignment folios and a practical test.

## **Digital Technologies**

### **Description**

*Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.*

*By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.*

### **What is studied?**

- *Data and protocols*
- *Websites*
- *Podcasts*
- *App development*
- *Networks*

### **How are the students assessed?**

*Students are assessed through.....*

- *Presentation*
- *Digital project*
- *Investigation*

## Drama

### Description

*The intention of this unit is for students to establish an understanding of basic elements of drama and performance skills. Students will develop skills as well critical understanding of the purpose of skill through practical exploration of elements of drama through improvisation and scripted work. They will also explore and understand the link between drama and oral histories, particularly of Australian Indigenous, through the form of storytelling.*

### What is studied?

- *Group cohesion*
- *Improvisation skills, Elements of Drama*
- *Group based performance work*
- *Essay preparation*

### How are the students assessed?

- **Making** - *Perform a scripted performance.*
- **Responding** - *Written essay submitted in the correct format responding to a piece of storytelling performance*

## Food & Fibre

### Description

*Students participate in an introductory unit for textiles, and in introductory class involving cookery and nutrition in the context of design.*

### What is studied?

*Students will be introduced to the knowledge and understanding of the subject area: safety in the textiles room, equipment names and uses, the parts of the sewing machine (their functions) and the threading of such, design techniques and item construction and design brief requirements.*

*Students will apply their knowledge and understanding of nutrition, safety and hygiene, equipment and its uses, knife skills, kitchen procedures and design principles to plan and prepare a variety of food products.*

*Students will, finally, apply these areas of knowledge and understanding to complete a 'Design Challenge' - where, working in groups, they are to design a teen snack suitable for sale in the school canteen. They will then evaluate their design procedures and production, and their final product to make a judgement on its suitability in meeting the design brief requirements.*

### **How are the students assessed?**

- *Students are assessed through the design and construction of a product to be used in/for school.  
Students are to submit their design journal, product and evaluation of the article. (Textiles)*
- *Students will also be required to complete a workbook and other design activities in the cookery unit.*

## **Music**

### **Description**

*In classroom music, students learn about music and through music making. Students learn how to read and write music notation, compose and create original music, perform on various instruments and apply understanding of the social and historical context of music. They develop technical abilities, intrapersonal communication, and gain a wider appreciation of the arts and the world around them.*

### **What is studied?**

- *Students develop skills in singing, playing piano/keyboard, guitar and drum kit*
- *Students study both historical and contemporary music styles including classical, jazz, blues, world music, pop and rock*
- *Students will become familiar with the terminology, language and ways of working in music including how to notate (write) music, how to compose and how to read music scores*

### **How are the students assessed?**

*Assessment focusses on the key processes involved in music – performing, composing and analysing. Students work toward completing tasks that are suitable to their ability level in negotiation with the teacher.*

## **Science, Technology, Engineering & Mathematics (STEM)**

### **Description**

*STEM education is the learning of science, technology, engineering and mathematics in an interdisciplinary or integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context.*

### **What is studied?**

*The inventors*

- *Robotics*
- *Hydraulics*
- *Engineering*
- *Programming*
- *Investigating*
- *Calculating*

**How are the students assessed?**

*Student assessment may include inquiry and project-based learning.*



## Year 9 Elective Subjects

### Agriculture

#### Description

*Agriculture comprises of three main areas: Animal production, Plant production and Agribusiness. In the study of agriculture there are close links with Science. It is built around introducing and exploring agriculture's many facets as it seeks to fulfil society's food and fibre requirements.*

#### What is studied?

*In this class students explore the origins of agriculture in Australia. They examine animal production systems and livestock disease and pests. They distinguish fibre types and sources. They are introduced to various crops of importance to Australia. They learn what is involved in growing a vegetable crop. They explore the relationship between climate and soil and its effects on agricultural production. They consider future issues in agriculture such as technology, biofuels and alternative food distribution models.*

#### How are the students assessed?

*Students are assessed through.....*

- *Exam*
- *Experimental investigation*

### Art

#### Description

*In Year 9 Visual Art students conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists.*

#### What is studied?

*In making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students' knowledge, understanding and inquiry skills.*

### **How are the students assessed?**

*Students are assessed through*

- **Making:** *Minor and Major Practical Work/s per unit*
- **Making/Responding:** *Visual Journal per unit – plan, problem solve, development and generate ideas for artworks.*
- **Responding:** *Written Task per semester – Describe, analyse, interpret and judge artworks from past or present and from teacher directed social or historical contexts.*

## **Business**

### **Description**

*Students studying business will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters. The skills will result in improved economic, consumer and financial literacy.*

### **What is studied?**

- *You the consumer*
- *Financial documents*
- *Introduction to MYOB*
- *Earning a Living*

### **How are the students assessed?**

*Students are assessed through written tasks including a folio of activities*

## **Dance**

### **Description**

*Three units are studied, developing students' skills of creating, analysing, interpreting and evaluating their own and others' dance works.*

### **What is studied?**

*Shall We Dance - In this unit students will gain a deeper understanding of the development and purpose of social dance genres from a range of cultures, times and locations. Students will build on their awareness of the body and how it is used in particular dance styles while extending their technical skills, increasing their confidence, accuracy, clarity of movement and projection. Students will perform within their own body capabilities and work safely in groups.*

*A Different Perspective - In this unit students will gain an understanding of the role of dance with a variety of Asian cultures and locations from a number of time periods. Students will build on their awareness of the body and how it is used in particular dance styles while extending their technical skills, increasing their confidence, accuracy, clarity of movement and projection. Students will develop their analysis, interpretation and evaluation skills of dance works exploring differing viewpoints.*

*Broadway Baby - In this unit students will gain a deeper understanding of the development and purpose of Music Theatre dance by examining the range of cultures, times and locations that shaped and moulded the dance form. Students will build on their awareness of the body and how it is used in Music Theatre while extending their making skills, through creating dance works that convey meaning within the Music Theatre genre. They will also extend their analysis skills of dance works exploring differing viewpoints. Students will perform within their own body capabilities and work safely in groups.*

#### **How are the students assessed?**

- *Making – performance of a group social dance.*
- *Responding – analysing, interpreting and evaluating a dance from an Asian Culture, in an essay.*
- *Making – choreography of a music theatre dance.*

## **Design Technology I & II**

### **Description**

*Year 9 Design Technology I & II involves the students in designing and manufacturing products unique to this course. It also gives them the option of one or both semesters in the subject.*

### **What is studied?**

*As part of the design process they will communicate through sketches, annotations, documentation and graphical representation. Throughout the course students will focus on workplace health and safety and working safely around machinery and hand tools. These units develop student practical skills by exposing them to various material manipulation techniques. In design technology 1 the wooden cutting board enables students to learn workshop safety, joint construction, design, construction skills, shaping and how to assemble and finish a wooden project. In the metal workshop they will work with sheet metal to learn about joining metals, marking out, cutting and fabricating. They will use these skills to manufacture a utility box and a carry all. In design technology 2 the design task enables students to learn workshop safety, joint*

construction, design, construction skills, shaping and how to assemble and finish a wooden project. In the metal workshop they will work with sheet metal to learn about joining metals, marking out, cutting and fabricating. They will use these skills to manufacture a first aid box and a dustpan.

#### **How are the students assessed?**

*Students are assessed through Class projects and the presentation of design folio for all design tasks.*

## **Digital Technologies**

### **Description**

*Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.*

*By the end of Year 9, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.*

### **What is studied?**

- *Representation of data*
- *Programming*
- *Databases*
- *Networks*

### **How are the students assessed?**

*Students are assessed through.....*

- *Digital project*
- *Investigation*

## **Drama**

### **Description**

*Drama for Young People - The intention of this unit is to explore the Elements of Drama through the performance and understanding of a play*

*Improv! – The intention of this unit is to explore the Elements of Drama through improvisation*

**What is studied?**

*Drama for young people*

- *Study the conventions of a play*
- *Apply the Elements of Drama to written script for performance*
- *Creating role and characterisation*
- *Working in groups*

*Improv!*

- *Scene building skills*
- *Improvisation skills*
- *Applying elements of drama to scene building*

**How are the students assessed?**

*Drama for young people*

- *Making -Practical performance of a scene from play*
- *Making -Written monologue submitted in the correct format responding in character to an event in the play*

*Improv!*

- *Making – Performance of an improvised scene*
- *Responding -Written essay submitted in the correct format responding to an improvised performance*

## **Food & Fibre**

### **Description**

- **Tucker For Teens** - Students will gather knowledge and information about good nutrition and eating habits. They will then analysis and compare their current eating habits against the Australian Guidelines to Healthy Eating.
- **Textiles for Trendy Teens** - Textiles for Trendy Teens is a textile based unit which focuses on the development of fibre and fabric knowledge.

### **What is studied?**

**Tucker for Teens** - Students will utilise their knowledge and understanding of good nutrition principles to design and produce healthy meals for the teen age years. They will implement design and planning strategies to maximise their success in producing healthy meals to meet design specifications.

**Textiles for Trendy Teens** - The Activities in this unit are designed to build an awareness of textile equipment and their safety procedures. The program is intended to show students basic textile techniques as well as planning procedures that they will be expected to undertake in higher year levels.

### **How are the students assessed?**

- **Tucker for Teens**
  - Weekly: Continuous Cookery – work plans and self evaluations
  - Written report - analytical argument and discussion
  - Practical product and work journal
- **Textiles for Trendy Teens**
  - Students will be required to make the minor project (samplers) within a given specifications. Teacher direction will be given through out the project.
  - Students will be required to make the major project (cushion cover) within a given specifications. Teacher direction will be given through out the project.

## **LOTE – AUSLAN and Japanese**

### **Description**

Learners are offered the necessary scaffolding to listen to, view, read, speak, perform and write LOTE in a range of simple classroom interactions and transactions with their teacher and peers. LOTE is increasingly used by the teacher to provide rich language input and to maximise exposure to the target language. Learners work collaboratively and independently, pooling information, language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in guided situations with familiar contexts and roles, and begin to use and adapt the language learnt to express their own personal meanings. They reflect on intercultural perspectives and their experience of interaction and make cross-curricular connections. Opportunities are provided for real and simulated interactions with other LOTE speakers within and beyond the school community, including purposeful and

*integrated use of information and communications technology ICT such as social media and applications.*

**What is studied?**

<b>Year 9</b>	<i>Life stories; Eating habits; Location, location; Lifestyle; What's it like; Seasons and weather</i>
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**How are the students assessed?**

*Listening and reading exams; Writing and speaking assessments.*

**Music**

**Description**

*In classroom music, students learn about music and through music making. Students learn how to read and write music notation, compose and create original music, perform on various instruments and apply understanding of the social and historical context of music. They develop technical abilities, intrapersonal communication, and gain a wider appreciation of the arts and the world around them.*

**What is studied?**

- *Students develop skills in singing, playing piano/keyboard, guitar and drum kit*
- *Students study both historical and contemporary music styles including classical, jazz, blues, world music, pop and rock*
- *Students will become familiar with the terminology, language and ways of working in music including how to notate (write) music, how to compose and how to read music scores*

**How are the students assessed?**

*Assessment focusses on the key processes involved in music – performing, composing and analysing. Students work toward completing tasks that are suitable to their ability level in negotiation with the teacher.*

## Rugby League or Basketball

### Description

*The Wilsonton SHS Sports Academy provides boys and girls with a program of EXCELLENCE involving specialist teaching, community partnerships and access to state-wide competition.*

*All boys and girls who have an interest in BASKETBALL or RUGBY LEAGUE are encouraged to apply for a position in one of the programs. Students should have trained/trialled in year 7 and 8 HPE.*

### What is studied?

*We have a long tradition of BASKETBALL and RUGBY LEAGUE excellence in Toowoomba and in partnering with Toowoomba Basketball Association (TBA) and the NRL students have access to world class facilities at TBA and to programs offered by the NRL Game Development-Central Queensland Division. Students in these programs have the opportunity to meet and work with some of the players of the Mountaineers (basketball) and NRL. The academic program is aimed at improving individual and team performance through sports psychology, team dynamics, exercise physiology, biomechanics, training programs, fitness.*

### How are the students assessed?

*Students are assessed through.....*

- *In Class Assignment/Project*
- *In Class Research Task*
- *Ongoing Physical Performance Assessment*

## Science, Technology, Engineering & Mathematics (STEM)

### Description

*STEM education is the learning of science, technology, engineering and mathematics in an interdisciplinary or integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context.*

### What is studied?

*Flight*

- *Drones*
- *Local airport visits*
- *Robotics*



- *Hydraulics*
- *Engineering*
- *Programming*
- *Investigating*
- *Calculating*

**How are the students assessed?**

*Student assessment includes inquiry and project-based learning.*

