



Junior
Subject
Handbook

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Welcome to Junior Secondary Years 7-8-9

Overview

Wilson State High School plans, teaches, assesses and reports using the Australian Curriculum in Year 7, 8 and 9. The Australian Curriculum supports students to become successful learners, confident and creative individuals, and active and informed citizens. It sets out the expectations for what all young Australians should be taught. Disciplinary knowledge, skills and understanding are described in the Australian Curriculum learning areas. The learning areas include: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages.

Year 7 and 8 students are provided with opportunities to experience a wide range of subjects with specialist teachers and resources to enhance their learning.

English	4 lessons
Mathematics	4 lessons
Science	2 lessons
Humanities	4 lessons – 1 Sem
HPE	2 lessons

Experience subjects – rotation of 3 per term - 2 lessons

Student Wellbeing	Respectful Relationships Program
Languages	Japanese
Technologies	Food and Fibre Technology Design Technology Industrial Technology Digital Technology
The Arts	Visual Art Dance Music Drama
Science	Agriculture STEM
Humanities	Business

Year 9 is the final year of Junior Secondary. Students will continue in their Core Subjects and complete a range of elective subjects that provide a pathway into the senior school

English	3 lessons
Mathematics	3 lessons
Humanities	2 lessons
Science	3 lessons
HPE	3 lessons

Elective subjects (choose 4 – 2/semester) – 3 lessons each

Languages	Japanese
Technologies	Food and Fibre Technology
	Design Technology
	Industrial Design and Technology
	Digital Technology
The Arts	Visual Art
	Dance
	Music
	Drama
Science	Agriculture
Humanities	Legal Studies
	Business

Academy ONE

Our **Academy ONE** Program is an extension opportunity for invited bright minded students. To be eligible for the program in Year 7, students need to display high Academic Achievement in English, Maths, Science and Humanities. Students remain in the same class for all subjects. Other diagnostic assessments 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.

For students in Year 8 and Year 9, decisions for Academy ONE class allocation will be made by individual Heads of Departments for their individual subjects. This will facilitate a more targeted approach for students with particular strength in each of the learning areas. We anticipate that the majority of these classes will have very similar students, but it will enable other students' access to their particular area of strength hence broadening the program delivery.

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

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 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 the Support class will have the same students across all Core Areas. In Years 8 & 9, it is possible that students may be in a 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 and 8, 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 that acknowledges that adolescents can face challenges as they develop physically, emotionally and socially. We expect, teach and reward positive behaviours.

Our Student Wellbeing Program includes a range of topics, from friendships and bullying, mental health and study skills. Students access the Respectful Relationship Program as an experience subject in Years 7 and 8. Students engage in activities to explicitly support this important part of their development. In Years 7 and 9, the 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, STYMIE 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 Core 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?

Year 7	<ul style="list-style-type: none">• <i>Reading and creating life writing</i>• <i>Analysing persuasion in media texts</i>• <i>Reading and interpreting literature about Australia and Australians</i>• <i>Reading and interpreting a variety of poems/song lyrics</i>
Year 8	<ul style="list-style-type: none">• <i>Representations of Teen issues in a novel</i>• <i>Exploring and responding to ethical issues in a drama text</i>• <i>Responding to literary and non-literary texts and the representations of indigenous Australians</i>• <i>Reading fairy tales and developing Fractured Fairy Tales</i>
Year 9	<ul style="list-style-type: none">• <i>Representations of Australian Identity</i>• <i>Responding creatively to a drama text</i>• <i>Creating Speculative Fiction</i>• <i>Evaluating characters, and perspectives on events and issues in a novel</i>

How are the students assessed?

Students are assessed through a range of spoken, written and multi-modal 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?

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

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 sub 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?

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

How are the students assessed?

Students are assessed through...

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

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	<p>Geography: ‘Water in the world’</p> <ul style="list-style-type: none"> • <i>How do people’s reliance on places and environments influence their perception of them?</i> • <i>What effect does the uneven distribution of resources and services have on the lives of people?</i> • <i>What approaches can be used to improve the availability of resources and access to services?</i> <p>The Ancient World</p> <ul style="list-style-type: none"> • <i>How do we know about the ancient past?</i> • <i>Why and where did the earliest societies develop?</i> • <i>What emerged as the defining characteristics of ancient societies?</i> • <i>What have been the legacies of ancient societies?</i>
Year 8	<p>Geography: ‘Landforms and landscapes’ and ‘Changing nations’.</p> <ul style="list-style-type: none"> • <i>How do environmental and human processes affect the characteristics of places and environments?</i> • <i>How do the interconnections between places, people and environments affect the lives of people?</i> • <i>What are the consequences of changes to places and environments and how can these changes be managed?</i> <p>The Ancient to Modern World</p> <ul style="list-style-type: none"> • <i>How did societies change from the end of the ancient period to the beginning of the modern age?</i> • <i>What key beliefs and values emerged and how did they influence societies?</i> • <i>What were the causes and effects of contact between societies in this period?</i> • <i>What significant people, groups and ideas from this period</i>

Year 9	<p><i>The making of the Modern World</i></p> <ul style="list-style-type: none"> • <i>What were the changing features of the movements of people from 1750 to 1918?</i> • <i>How did new ideas and technological developments contribute to change in this period?</i> • <i>What was the origin, development, significance and long-term impact of imperialism in this period?</i> • <i>What was the significance of World War I?</i> <p><i>Civics and Citizenship</i></p> <ul style="list-style-type: none"> • <i>What influences shape the operation of Australia's political system?</i> • <i>How does Australia's court system work in support of a democratic and just society?</i> • <i>How do citizens participate in an interconnected world?</i>
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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 opportunity to specialise as part of the Rugby League Academy

What is studied?

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

How are the students assessed?

Students are assessed through . . .

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

Year 7 and 8 Experience Subjects

Agriculture

Year 7

Description

The intent of this subject is for students to develop and understanding on the basic knowledge of agriculture and the factors that impact the production of crops, the structure of plants and basic animal husbandry.

What is studied?

This program is designed to introduce the students to the ideas and practices of agricultural enterprises. This includes how to prepare garden beds for plants, planting seeds and seedlings, monitoring the growth of their plants, basic animal husbandry and where what we eat at the dinner table comes from.

How are the student assessed?

*Students are assessed through **practical skills assessment** and end of unit **exam**.*

Year 8

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 ways to market their grown vegetable crops and decided if their chosen crop would be sustainable and have a high profit leading into the future.

In addition to this the students will continue to explore basic animal husbandry through the exploration of Chickens and native Australian bees.

How are the students assessed?

*Students are assessed through **practical skills assessment** and end of unit **exam**.*

Year 7

Description

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.*

Year 8

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Business

Year 7

Description

Students explore what it means to be a consumer, a worker and a producer in the market, and the relationship between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success

What is studied?

Why is there a relationship between consumers and producers in the market?
How does entrepreneurial behaviour contribute to a successful business?

How are the students assessed?

Students are assessed through a project.

Year 8

Description

Students studying business further develop their understanding of business concepts by exploring the ways businesses develop products and use marketing to target consumers. The areas of product, price, placement and promotion will be explored.

What is studied?

- Setting up a business (incl basic accounting concepts)
- The 4 Ps of Marketing

How are the students assessed?

Students are assessed through an exam and assignment.

Dance

Year 7

Description

Students identify and understand the elements of dance, choreographic devices and production elements in Hip Hop dances and apply this knowledge to perform a dance piece learned in class. They evaluate how they communicate meaning and intent through Hip Hop dances

What is studied?

Students learn basic dance vocabulary and skills. They demonstrate selection and organisation of the elements of dance, choreographic devices and form to perform a learned piece. They learn to analyse and evaluate their own skills and reflect on their own dance practices

How are the students assessed?

- *Performing – choreography learned as a class to demonstrate skills learnt*
- *Responding – Write a self-reflective piece that analyses and evaluates own performance*

Year 8

Description

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.*

Year 7

Description:

Students will be exposed to graphical representations of products where the focus will be on producing sketches / drawings that will have enough detail to produce a product. Alongside this, students will work through the written design process developing and evaluating a product. Students will work individually or as a group to manufacture and test their product

What is studied?

Graphical representations, design process, product development / manufacture / appraisal

How are the students assessed?

Students will complete an assessment folio and artefact involving designing a product. They will be required to develop and present a product to answer the problem posed in the design folio and at the conclusion write an evaluation. The subject is more theoretical in its structure, with group work being a major component. It is envisaged that students will not have design projects to take home.

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Year 7

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*

Year 8

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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

Year 7

Description

The intention of this unit is for students to establish an understanding of basic elements of drama and performance skills through games and activities. Students will develop skills as well critical understanding of the purpose of skill through practical exploration of elements of drama through improvisation, scripted work and performance. They will also explore and understand the link between drama and oral histories, particularly of Australian Indigenous, through the form of storytelling. Students will build confidence while learning to work in groups, think on their feet and create exciting performance pieces.

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 exam*

Year 8

Description

This unit will continue to build and extend upon the skills students develop in the year 7. They will study a play text using the element and languages of drama. They will focus on performance styles and character building. They will explore stagecraft including set and lighting design. Students will also explore and analyse the themes and issues explored in the text.

What is studied?

- *Elements and languages of Drama*
- *Stagecraft*
- *Playtexts*

- *Scene building and scripted performance*
- *Performance reflection and analysis*

How are the students assessed?

- *Making: Performance and Script writing*
- *Responding: Essay response to a performance*

Food and Fibre Technology

Year 7

Description

The course has been designed as an introduction to food studies and includes both theory and practical components. A focus of the course will be on the health and safety procedures involved in negotiating the kitchen and healthy eating.

What is studied?

The Australian dietary guidelines will be used as a reference when choosing and preparing food. Foods prepared will be suitable for teenagers as light nutritious meals. Students will be introduced to health and safety procedures in the kitchen. They will learn how to use a variety of equipment safely and correctly. The material covered in this course provides a basis for future study in this subject area.

How are the students assessed?

Student assessment will include a practical test. This will involve the preparation of recipe in the kitchen following health and safety procedures and appropriate food preparation skills

Year 8

Description

This 10-week course builds on course material covered in year 7. The focus on healthy eating extends to mental health and wellbeing in this unit of work. Students will continue developing their knowledge of kitchen equipment and routines in practical lessons. Safe and hygienic practises in the kitchen environment will be a focus of practical lessons.

What is studied?

Practical lessons will include preparation of healthy meals and snacks. Students will use design process to analyse recipes and diets to produce healthier options. Students will build on their knowledge of health including mental health and wellbeing.

How are the students assessed?

Students will complete an assignment involving the design process and a practical cooking lesson.

Year 7

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.

Year 8

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.

Year 7

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. 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?

Introductions, descriptions, verbs, nouns, counting, animals;

Sports; Cultural; Anime

Exposure to scripts -Hiragana and Katakana

How are the students assessed?

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

Year 8

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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?

Talking about time and activities; Extending and accepting invitations; Talking about school subjects; Likes and Dislikes; Giving opinions

How are the students assessed?

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

Music

Year 7

Description

Students develop basic aural skills and musicianship based on the theme of contemporary music. The focus of learning is centred on practical skills in music making (performance), listening, and skills in reading and writing music notation. Through music making students develop technical abilities, resilience, and gain a wider appreciation of the arts in the world around them.

What is studied?

- *Students develop personal musicianship and performance skills focussed by contemporary music styles*
- *Students will become familiar with the terminology, language and ways of working in music including listening, aural musicianship and how to notate (write) music*

How are the students assessed?

Assessment focusses on the key practices involved in music – musicianship, performing and listening. Students work toward completing a folio of tasks that are suitable to their ability level and student interest.

Year 8

Description

Building on skills and knowledge learnt in year 7 students will learn through and about music making including practical skills and musicianship. An emphasis is placed on music performance on instruments and learning to compose and create original music. Students will be exposed to a wide variety of music genres and develop aural skills for thinking in sound.

What is studied?

- *Students develop skills in performance, analysis and composition of music*
- *Students study a wide variety of music genres including jazz, contemporary/popular music, world and classical music*

- *Students will become familiar with the terminology, language and aural 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 practices involved in music – performing, composing and analysing. Students work toward completing a folio of tasks that are suitable to their ability level and student interest.

Respectful Relationships Education

Year 7

Description

The Respect program relies on the use of social and emotional learning pedagogies that gives students opportunities for meaningful engagement and practice.

Teachers will make the program live with student-centred, interactive strategies that develop students' knowledge, skills, attitudes and values. Activities must be relevant (dispel myths and focus on real-life challenges and contexts). Students need opportunities to challenge assumptions, explore alternatives and plan and practise realistic responses to a range of situations. Teachers will guide them in making the most of these opportunities.

What is studied?

The following topics are covered in the program: Influences on personal identity Valuing diversity, Power in peer, family and community relations, Conflict management, Recognise, respond, report Safety in offline context, Recognise, respond, report Safety in online contexts

How are the students assessed?

Students are assessed via an in-class project in response to an issue covered during the course.

Year 8

Description

The Respect program relies on the use of social and emotional learning pedagogies that gives students opportunities for meaningful engagement and practice.

Teachers will make the program live with student-centred, interactive strategies that develop students' knowledge, skills, attitudes and values. Activities must be relevant (dispel myths and focus on real-life challenges and contexts). Students need opportunities to challenge assumptions, explore alternatives and plan and practise realistic responses to a range of situations. Teachers will guide them in making the most of these opportunities.

What is studied?

The following topics are covered in the program: Personal and social awareness, managing emotions, gender stereotypes, respectful interactions, proactive communication, promoting inclusion, protective behaviours, help seeking and reporting

How are the students assessed?

Students are assessed via an in-class project in response to an issue covered during the course.

STEM

Year 7

Description

Forming an extension beyond core Science, STEM is a subject developed to engage students in real world problems that require them to design, modify and review a project underpinned by the key concepts of forces and free-body diagrams. Learners will be required to develop ideas through an understanding of Newton's Laws of Motion and the application of different types of forces.

What is studied?

Students will be studying the art of weapons. Part of the course will look at the shape and design of indigenous hunting weapons explaining how their design utilises the Laws of Motion and force production. Taking this further, students will then look to modify and refine a catapult considering the relationship between force and acceleration to optimise its performance.

How are the students assessed?

Students will be assessed using the year 7 science achievement standards. This will include a response to stimulus task on the creation and design of indigenous weapons, along with an experimental investigation, evaluating the effectiveness of their catapult design as part of a folio work.

Year 8

Description

As part of an extension of core Science, STEM is a subject developed to engage students in real world problems that require them to design, modify and review a project underpinned by the concepts of energy and the various forms that energy can be transferred or transformed into. Learners will be required to develop ideas through an understanding of the Law of Conservation of energy and the application of how energy can be harnessed or lost to the environment.

What is studied?

Students will be investigating the flow of energy through a Rube Goldberg machine and exploring the mechanics of energy transfer and transformation. This will require students to design, modify and refine a Rube Goldberg Machine that demonstrates the movement and change of energy within a system. From here, students will then evaluate the effectiveness of their machine and propose further modifications with reference to the Law of Conservation of energy. Lastly, students will also investigate the role solar energy has to play in the future of sustainability use of energy in Australia.

How are the students assessed?

Students will be assessed using the Year 8 science achievement standards. This will include a group student experiment to create a Rube Goldberg Machine, along with a response to stimulus task that explores the effectiveness and sustainability of solar power in Australia.

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?

Students explore animal enterprises and will come to understand how each enterprise is managed, characteristics of systems and animal husbandry techniques. Students will investigate livestock diseases and pests. They distinguish fibre types and sources. They are introduced to various crops of importance to Australia and how these are grown. They explore the relationship between climate and soil and its effects on agricultural production. They consider future issues, such as technology and how it influences agriculture now and into the future.

How are the students assessed?

*Students are assessed through **practical skills assessment**, an **exam** and **experimental investigation**.*

Art

Description

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:** One written Task per semester – Identify, describe, analyse, interpret and judge artworks from past and present, influenced from teacher directed social or historical contexts.

Business

Description

This subject is designed as an introduction to the Business electives offered in Years 10 – 12. The electives include Accounting and VET qualifications (eg. Certificate I (or higher) in Business). Year 9 business will allow students to develop effective decision-making skills related to accounting and the management of personal financial matters. The skills will result in improved computer, consumer and financial literacy.

What is studied?

- *The Business of Business*
- *Accounting concepts including:*
 - *Source documents and transactions*
 - *Preparation of profit or loss reports*
- *Personal Investing & Finance including:*
 - *Personal budgets*
 - *Savings, Loans and Investments*
 - *Creating wealth for the future*

How are the students assessed?

Students are assessed through an exam and assignment.

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

Description:

Students will be exposed to graphical representations of products where the focus will be on producing sketches / drawings that will have enough detail to produce a product. Alongside this, students will work through the written design process developing and evaluating a product. Students will work individually or as a group to manufacture and test their product

What is studied?

Graphical representations, design process, product development / manufacture / appraisal

How are the students assessed?

Students will complete an assessment folio and artefact involving designing a product. They will be required to develop and present a product to answer the problem posed in the design folio and at the conclusion write an evaluation. The subject is more theoretical in its structure, with group work being a major

component. It is envisaged that students will not have design projects to take home.

Digital Technology

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.

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

Can you Sell it?? The intention of this unit is to explore the Elements of Drama through the performance the creation of film-based advertisements

The Play is the thing! – In this unit students explore and perform a recently published play that explores issues important to them while flexing their acting muscles!

What is studied?

Can you sell it?

- *Study the convention of performance and advertising*
- *Apply the Elements of Drama to script writing*
- *Creating role and characterisation suitable for a filmed advertisement*
- *Working in groups to create and edit a film*

The Play is the thing!

- *Explore the convention of drama*
- *Apply the Elements of Drama to a publish script*
- *Develop performances and extend the script*

How are the students assessed?

Can you Sell it?

- *Making – storyboard presentation*
- *Making – Film*

The Play is the Thing!

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

Food and Fibre Technology

Description

Students will continue to build on their practical food preparation skills involving more complex recipes and preparation processes. Students will cover in depth food groups and the cooking principles involved in preparing foods. Course material will also cover trends and influences on diets.

What is studied?

Theory in this course will cover food trends and influences in society. This includes dietary requirements of various groups in society and in different cultures. Students will use their knowledge of design to develop and prepare a variety of food products meeting specific dietary requirements. Students will apply their knowledge of health and safety procedures and will continue to develop their knowledge of cooking principles and use of kitchen equipment.

How are the students assessed?

Students will complete an assessment involving a design brief. They will be required to develop and prepare a food suitable for a particular dietary need. Students will also be tested on their knowledge of food groups and handling of foods.

Industrial Technology

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.

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?

Life stories; Eating habits; Location, location; Lifestyle; What's it like; Seasons and weather

How are the students assessed?

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

Legal Studies

Description

This unit is designed as an introduction to Legal Studies electives students can choose in Years 10 -12. Students will understand Australia's political system and how it enables change. They examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law.

What is studied?

- *The role of political parties*
- *the influence of the media*
- *How to change society*
- *The key features of Australia's court system*

How are the students assessed?

Student assessment includes assignment and class projects.

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 and guitar*
- *Students study both historical and contemporary music styles including various popular music styles from the 1950's to the present day*
- *Students will compose (write) original music, develop personal musicianship and aural skills*

- *Students will become familiar with music theory and terminology including how to notate (write) and 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 and interest.