

Shailer Park State High School Junior School Course Guide

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Contents

- Introduction**_____ **1**

- Teaching, Learning and Curriculum**_____ **5**

- Junior School Courses Offered in Key Learning Areas**_____ **6**
- Curriculum Map..... **7**

- Selecting Subjects..... **7**

- Course Outlines**_____ **9**
- Required Study (Core Subjects)***
- English **9**

- Humanities **11**

- Mathematics **12**

- Science **14**

- Physical Education **16**

- Elective Study***
- Technology - Industrial Design and Technology..... **17**
- Technology - Information and Communication Technology..... **19**
- Technology - Food Studies..... **20**

- Creative Industries - Dance..... **21**
- Creative Industries - Drama..... **22**
- Creative Industries - Music **23**
- Creative Industries - Visual Art..... **24**

Introduction

A Word from our Principal



Shailer Park State High School has a strong tradition of cultivating meaningful educational pathways and supporting students to realise their full potential through big plans and bold ambitions.

Our learner-centred philosophy means that we are committed to offering a diverse curriculum that translates into a deeply personal approach to the development of young people. Shailer Park State High School offers a broad range of subjects that can be explored in Years 7 to 9 with more defined pathways developing in Years 10 through 12. Our subjects reflect our commitment to meeting the learning needs of a diverse student population with different strengths, areas of interest and future aspirations.

The school will positively challenge students at all levels, support them in setting and attaining realistic goals, and remains committed to developing Resilient, Reflective, Resourceful and Relational Learners at all times.

This Course Guide will overview our subject offerings in the junior phase of learning to provide some insight into the courses studied, their structure and focus, as well as guidance when selecting elective courses of study. We encourage our Junior School students to take the opportunity to explore areas of study with which they are not familiar and to experiment with their learning so that they can discover new skills and ideas and experience different challenges.

We will promote in our junior students the need for them to be committed, self-motivated and self-regulated in the approach to their studies. They will be required to adopt effective study routines and commit to working in an increasingly independent way. They will be expected to work as part of the year group and achieve their very best.

With our graduates going on to become industrious, innovative, creative and positive members of the greater community, we are confident that our curriculum offerings Lift Aspirations for all students to achieve their Big Plans and Bold Ambitions for a Bright Future. Strong foundations in junior school can ensure that these plans and ambitions can become a reality.

*Dorothea Jensen Principal
Shailer Park State High School*

Shailer Park State High School (SPSHS) is dedicated to **Lifting Aspirations through Big Plans and Bold Ambitions for a Bright Future**. We believe all students can learn. Each individual has special qualities, interests and character to be developed. We provide learning experiences in all aspects of life and our students will experience learning that is rigorous, future-focussed, enterprising and transferable to the range of situations they will encounter. We believe that young people learn best when they have structure as well as space and time to foster creativity – time to think and grow. This teaching comes to life through excellent relationships between the learner and teacher. We think that learning should be inspirational, challenging and fun and we know that when students are able to develop and demonstrate The 4Rs, they are best placed to achieve their goals.



<p>A RESILIENT Learner is ready, willing and able to lock on to learning.</p> <p><i>'Our ability to recover from setbacks, to embrace change and to soften, rather than fight, in the face of challenges'</i></p>	<p>A RELATIONAL Learner is ready, willing and able to learn alone and with others.</p> <p><i>'Our ability to work with others including communication'</i></p>
<p style="text-align: center;">Learning Behaviours</p> <ul style="list-style-type: none"> ✓ Absorption: flow; the pleasure of being rapt in learning ✓ Managing Distractions: recognising and reducing interruptions ✓ Noticing: really sensing what's out there ✓ Perseverance: "stickability"; tolerating the feelings of learning 	<p style="text-align: center;">Learning Behaviours</p> <ul style="list-style-type: none"> ✓ Interdependence: balancing self-reliance and sociability ✓ Collaboration: the skills of learning with others ✓ Empathy and Listening: getting inside others' minds ✓ Imitation: picking up others' habits and values
<p>A REFLECTIVE Learner is ready, willing and able to become more strategic about learning.</p> <p><i>'Our ability to think about what we did, what happened and what we would do differently next time.'</i></p>	<p>A RESOURCEFUL Learner is ready, willing and able to learn in different ways.</p> <p><i>'Our ability to find agile and effective ways to overcome challenges.'</i></p>
<p style="text-align: center;">Learning Behaviours</p> <ul style="list-style-type: none"> ✓ Planning: working learning out in advance ✓ Revising: monitoring and adapting along the way ✓ Distilling: drawing out the lessons from experience ✓ Meta-learning: understanding learning, and yourself as a learner 	<p style="text-align: center;">Learning Behaviours</p> <ul style="list-style-type: none"> ✓ Questioning: getting below the surface; being curious ✓ Making Links: seeking coherence, relevance and meaning ✓ Imagining: using the mind's eye as a learning theatre ✓ Reasoning: thinking rigorously and methodically

We are committed to personal excellence and expect each person to strive for their best and consistently work hard. We believe in setting high standards and providing quality support to help people reach those standards and experience success. The school provides an extensive range of high quality opportunities and experiences so that our students are able to maximise their opportunities for success and unlock their potential. Excellence for students and teachers means that they take charge of their learning, work collaboratively and engage in feedback.



Teaching, Learning and Curriculum

Our shared vision for Teaching, Learning, Curriculum and Assessment at SPSHS is informed by these principles:

1. Everyone can learn
2. Every day, every lesson counts
3. Teachers and students aspire to lift their aspirations through big plans and bold ambitions
4. We aspire to be resilient, resourceful, relational and reflective in our learning.

Work Completion

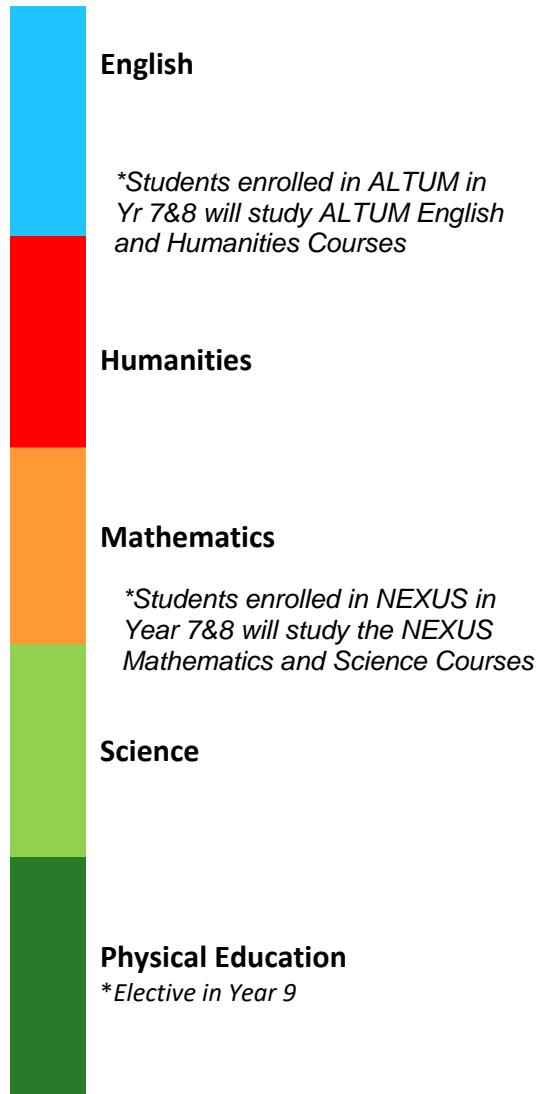
It is a requirement that students complete all coursework in every subject. All coursework must be completed to a satisfactory standard and assessment responses must be deemed a genuine response to the set criteria for the task. Coursework includes classwork and classroom activities, homework and review, excursions and practical work as well as all formative and summative assessment tasks (exams and assignments).

Our School's **Learning Policy** outlines the framework and procedures relevant to the planning and delivery of teaching and learning at Shailer Park State High School. Please visit our website for more information.

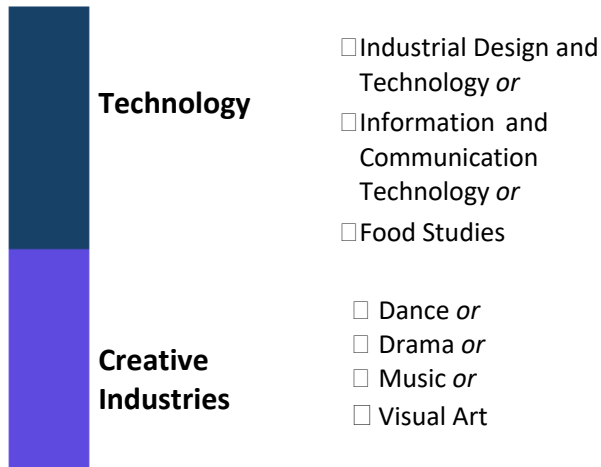
Please refer to Shailer Park State High School's Learning Policy, Homework Policy, Bookwork Policy and Responsible Behaviour Plan for students for more information about learning at our school.

Junior School Courses Offered in Key Learning Areas

Required (Core) Subjects



Elective Subjects



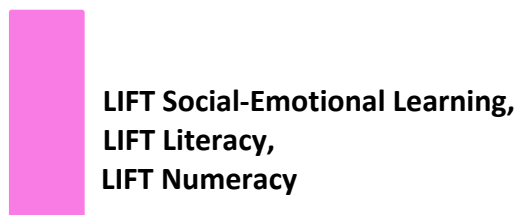
*** Students will study two elective courses for one semester each, in each year of junior school:**

-In Years 7 and 8, students will study one Technology Elective and one Creative Industries Elective per year, with students selecting different subjects across the two years

-In Year 9, any two electives are selected by the student and each is studied for the entire year

**IGNITE Dance Academy Students will study Dance for one semester each year (Arts Elective)*

Additional Courses



**All students will participate in our LIFT Program which focuses on wellbeing, pastoral care and personal development, learning intervention (Literacy and Numeracy Skills), and outdoor education/camp programs.*

Curriculum Map

Curriculum Area	7	8	9	10 (Foundation Courses)	11	12
English	English or Extension English - ALTUM	English or Extension English - ALTUM	English or Extension English - ALTUM	General English (Includes English Extension) <i>Essential English</i>	General English <i>Essential English</i>	General English English Extension (2022) <i>Essential English</i>
	Mathematics or Extension Mathematics - NEXUS	Mathematics or Extension Mathematics - NEXUS	Mathematics or Extension Mathematics - NEXUS	Specialist Mathematics together with MM Mathematical Methods (MM) General Mathematics <i>Essential Mathematics</i>	Specialist Mathematics together with MM Mathematical Methods General Mathematics <i>Essential Mathematics</i>	Specialist Mathematics together with MM Mathematical Methods General Mathematics <i>Essential Mathematics</i>
Science and Health & Physical Education	Science or Extension Science - NEXUS	Science or Extension Science - NEXUS	Science or Extension Science - NEXUS	Biology Chemistry Physics <i>Applied Science</i> Physical Education Health <i>Health Support Services</i>	Biology Chemistry Physics <i>Applied Science</i> Physical Education Health <i>Health Support Services</i>	Biology Chemistry Physics <i>Applied Science</i> Physical Education Health <i>Health Support Services</i>
	Physical Education	Physical Education	Physical Education (Elective only)	Physical Education Health <i>Health Support Services</i>	Physical Education Health <i>Health Support Services</i>	Physical Education Health <i>Health Support Services</i>
Humanities	Humanities or Extension Humanities - ALTUM	Humanities or Extension Humanities - ALTUM	Humanities or Extension Humanities - ALTUM	Ancient History Modern History Legal Studies Business <i>Business Study Skills</i> <i>Social and Community Studies</i>	Ancient History Modern History Legal Studies Business <i>Business Study Skills</i> <i>Social and Community Studies</i>	Ancient History Modern History Legal Studies Business <i>Business Study Skills</i> <i>*offered from 2021</i> <i>Social and Community Studies</i>
	Dance or Drama or Music or Visual Art	Dance or Drama or Music or Visual Art	Dance Drama Music Visual Art	Dance Drama Music Visual Art	Dance Drama Music Visual Art	Dance Drama Music Visual Art
Technologies	Information and Communication Technology or	Information and Communication Technology or	Information and Communication Technology	Graphics Design Fundamental Skills Digital Solutions	Graphics Design Fundamental Skills Digital Solutions	Graphics Design Fundamental Skills Digital Solutions
	Industrial Design and Technology or	Industrial Design and Technology or	Industrial Design and Technology	Furnishing Skills Engineering <i>Computer-Aided Design</i>	Furnishing Skills Engineering <i>Computer-Aided Design</i>	Furnishing Skills Engineering <i>Computer-Aided Design</i>
Food Studies	Food Studies	Food Studies	Food Studies	<i>Information and Communication Technology</i> <i>Industrial Technology Skills</i> <i>Engineering Skills</i> <i>Aviation</i> <i>Hospitality/ Kitchen Operations</i>	<i>Information and Communication Technology</i> <i>Industrial Technology Skills</i> <i>Engineering Skills</i> <i>Aviation</i> <i>Hospitality/ Kitchen Operations</i>	<i>Information and Communication Technology</i> <i>Industrial Technology Skills</i> <i>Engineering Skills</i> <i>Aviation</i> <i>Hospitality/ Kitchen Operations</i>
	LIFT (Social-Emotional Learning) -LIFT Literacy (Embedded in English) -LIFT Numeracy (Embedded in Maths) -AMAYDA	LIFT (Social-Emotional Learning) -LIFT Literacy (Embedded in English) -LIFT Numeracy (Embedded in Maths)	LIFT (Social-Emotional Learning) Personalised Learning Options	LIFT (Social-Emotional Learning) Personalised Learning Options	LIFT (Social-Emotional Learning) Personalised Learning Options	LIFT (Social-Emotional Learning) Personalised Learning Options

*Indicates Applied Subject
Courses will only be offered where viable*

Selecting Subjects

Students' time in Junior Secondary School affords them the opportunity to "try out" some subjects to see if they enjoy them and if further study of these subjects is a possibility or desirable in future years. In order to maximise students' performance and enable them to reach their goals, students should study the subjects in which they are interested and do well. It is a good idea for students to keep their options open by taking subjects that might be useful in preparing for specific studies in Senior Schooling, such as Industrial Design and Technology, or where there is a clear, logical progression, such as studying a Science to Year 12. However, if students choose subjects that they find too difficult, or that are not suited to their interests, this may not be most appropriate pathway for them.

In some Learning Areas, there are options available for students so that they can experience a broader range of disciplines in Years 7, 8 and 9 before making informed selections of courses for study in Senior School. Every effort will be made to ensure that student preferences are accommodated, subject to student/class numbers and timetable constraints. Students who do not receive their first preference will need to be

prepared to adopt a growth mindset and focus on developing their transferable skills in the subject to be studied. Changes to subjects will only be approved in exceptional circumstances, once the appropriate process has been followed.

How should Students select their Courses of Study?

It is vital that students focus on the way in which they wish to develop their skills and that they select their courses of study based on interest, passion and/or curiosity. They might also consider any future aspirations and the way in which the courses they choose provide opportunities to develop the relevant skills and dispositions.

Appropriate reasons for choosing a subject:

1. **“I enjoy this subject”**. *It is easier to engage in learning and the challenges it brings if you find the subject enjoyable.*
2. **“I am good at this subject”**. *Again, you are more likely to engage in learning if you find that you can accomplish tasks and have skills in this area, even if the subject is challenging.*
3. **“This subject relates to my future ambition...or it may not”**. *Even if you aren’t sure of what your future orientation will be, you will learn transferable skills.*
4. **“I don’t know much about this subject, and so I am curious to learn more”**. *Curiosity may bring its own rewards including enjoyment and accomplishment. If you are curious, you are more likely to be engaged.*
5. **“I have never tried this subject”**. *This is an opportunity to try something new! It’s important to find out what you do and do not enjoy.*

A Student should not choose subjects for the following reasons:

1. **“My friend is taking that subject”**. *There are usually several classes in a subject, so even if you are doing the same subjects, you won’t necessarily be in the same class.*
2. **“I do/don’t really like the teacher”**. *There is no guarantee that you will have any particular teacher.*
3. **“Someone told me that the subject is fun (or easy, or interesting)”**. *It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.*
4. **“Someone told me that the subject is boring”**. *See point 3.*
5. **“Someone told me that I do/don’t need that subject for the course I want to take in Year 12/at university”**. *If you are planning this far ahead, speak to the relevant Head of Department or our Dean of Studies, check tertiary prerequisites and/or see a Guidance Officer.*

Course Outlines – Year 7 to 9

Required Study

English

YEAR 7

Course Description:

- Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.
- Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.
- Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.
- Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Unit Name	Big Plans, Bold Ambitions – Striving for Excellence!	Fractured Fairy Tales – ‘Once Upon A Time’	Examining Representations of Australia and Australians in Literature	Exploring perspectives in poetry and songs and songs as Social Commentary.
Assessment	Persuasive Speech	Narrative Short Story	Persuasive Speech	Analytical Essay- Poetry/song Analysis

YEAR 8

Course Description:

- Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
- Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.
- Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.
- Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Unit Name	Animal Rights	Teen Issues - Creating Short Stories	Analysing the Representations of Teen Issues in a Novel	Representing Human Experience
Assessment	Multi-modal Persuasive Speech	Narrative Short Stories	Persuasive Written Text justifying the actions of a character	Analytical Essay in response to a literary text

YEAR 9

Course Description:

- Students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
- They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.
- Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.
- Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Unit Name	Speculative Fiction	Future Anything	Exploring issues through a novel	Exploring Ethical Issues and Manipulating Language for effect
Assessment	Speculative Short Story	Multimodal Persuasive Pitch	Analytical Essay Exam	Persuasive Speech – closing argument in role

Humanities

YEAR 7

Course Description:

- In Year 7 students study human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Unit Name	Geography - Water in the World	Business – Entrepreneur	History – Ancient Egypt Archaeology	History – Ancient Greece
Assessment	Short response exam	Report	Extended Research Response	Short response exam

YEAR 8

Course Description:

- In Year 8, through studying Humanities, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change concerning a variety of social, environmental, economic and political areas from both local and global contexts.

Unit Name	Geography - Landscapes and Landforms	Business - Marketing	History – Medieval Europe	History – Shogunate Japan
Assessment	Short response exam	Report	Extended Research Response	Short response exam

YEAR 9

Course Description:

- In Year 9 students gain a broad understanding of the world in which we live, and how people can participate as active and informed citizens using a variety of high-level skills needed for the 21st century. They examine the past, present and predict the future, through the lens of social, environmental, economic and political perspectives.

Unit Name	Geography – Biomes and Food Security	Business – Globe Traders - International Business	History – Movement of People – Transatlantic Slave Trade	History – World War I
Assessment	Short Response Exam	Report	Extended Essay Response To Stimulus	Extended Research Response

Mathematics

YEAR 7

Course Description:

- **understanding** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- **problem-solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Unit Name	Number	Number, Measurement & Probability	Algebra & Statistics	Number, Algebra & Geometry
Assessment	Examination	Examination	Examination	Examination

YEAR 8

Course Description:

- **understanding** includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- **fluency** includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- **problem-solving** includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- **reasoning** includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Unit Name	Number, Measurement & Probability	Number, Algebra, Measurement & Statistics	Number, Algebra, Measurement & Statistics	Number, Algebra, Geometry, Statistics
Assessment	Examination	Examination	Examination	Examination

YEAR 9

Course Description:

- **understanding** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- **fluency** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- **problem-solving** includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **reasoning** includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Unit Name	Number, Algebra, Measurement, Statistics & Probability	Number, Algebra, Measurement, Geometry & Statistics	Number, Algebra & Geometry	Number & Algebra
Assessment	Examination	Examination	Examination	Examination

Other Course Information

All classes in Years 7 – 9 will complete regular formative quizzes to track their progress throughout the term.

Required Study

Science

YEAR 7

Course Description:

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Unit Name	Separating Mixtures	Classification	Simple Machines & Forces	Sensational Seasons
Assessment	Student Experiment: Separating Mixtures Exam: Mixtures & Pure Substances	Exam: Classification, Food Webs & Chains FORMATIVE Portfolio Classification Fieldwork	Student Experiment: Friction of Surfaces Exam: Simple Machines & Forces	Exam: Seasons Response to Stimulus FORMATIVE Portfolio: Living on Another Planet

YEAR 8

Course Description:

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Unit Name	The Particle Model	Rock On	Cells	Energy Efficiency
Assessment	Exam: Particle Model	Student Experiment: Fast & Slow Cooling Exam: Semester One Content	Exam: Cells Research Task: Assisted Reproductive Technology	Research Task: Energy Efficient Appliances FORMATIVE Exam: Electrical Energy

YEAR 9

Course Description:

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Unit Name	Atomic Reactions	Body Systems	The World Around Us	Energy Waves
Assessment	FORMATIVE Exam: Atomic Model Analysis Exam: Radioactivity & Chemical Reactions	Student Experiment: pH of Solutions Exam: Homeostasis & Body Control Systems	Formative Exam: Global Interactions & Moving Mountains Research Task: Impacts on the Environment	Exam: Energy Transfer & Term 3 Content Mandatory Practical Booklet: Physics

Other Course Information

Students are expected to complete and return a laboratory safety contract at the start of each year. Students are assigned fortnightly homework tasks. Students are required to bring a pencil and calculator to Science lessons.

Physical Education

YEAR 7

Course Description:

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Unit Name	Ethics And Equity	Motor Learning	Personal Fitness	Native Games
Assessment	Portfolio: Net Games & Ethics & Equity	Portfolio: Athletics & Motor Learning	Portfolio: Fitness Programs	Exam: Development of AFL from Indigenous Games

YEAR 8

Course Description:

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Unit Name	Access, Equity and Space Awareness	Biomechanics	Team Cohesion	Quality of Movement
Assessment	Portfolio: Large Ball Games & Access, Equity & Space Awareness	Portfolio: Athletics & Biomechanics	Portfolio: Striking Games	Portfolio: Skipping & Quality of Movement

YEAR 9

Course Description:

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Unit Name	Stages of Learning	Movement Strategies	Movement Concepts	Team Dynamics
Assessment	Portfolio: Athletics and Stages of Learning	Portfolio: Invasion Games & Movement Strategies	Portfolio: Striking Games	Exam: Initiative Games

Other Course Information

Students are expected to participate in practical lessons every week with a parent note if they are not able to perform. Students are required to bring a hat and water bottle to class.

Technology – Industrial Design and Technology

YEAR 7

Course Description:

In Year 7 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Unit Name	Electronics (Skill Tester)	Design Solutions (Protect it)
Assessment	Project Working drawing comprehension Reflection Practical & Written 5 Weeks – Research & Manufacture	Design Folio Working drawing comprehension. Reflect Practical & Written 5 Weeks – Research & Manufacture

YEAR 8

Course Description:

In Industrial Technology & Design, students create designed solutions for each of the prescribed technologies contexts. Throughout their semester unit, students will learn workshop health & safety, progress through an introductory electronics course, learn 2D and 3D views, orthographic projections, and also experiment with force and motion. Students experience all these concepts while creating projects that utilise traditional workshop skills and processes.

Unit Name	Electronics (Key Torch)	Personalised Product (3D Printed Product)	Force and Motion (Automata)
Assessment	Project Working drawing comprehension. Reflection Practical & Written 5 Weeks – Research & Manufacture	Design Folio Working drawing comprehension. Reflection Practical & Written 5 Weeks – Research & Manufacture	Design Folio Working drawing comprehension Reflection Practical & Written 10 Weeks – Research & Manufacture

YEAR 9 - ITD

Course Description:

In Industrial Technology & Design, students learn to transfer theoretical knowledge to practical activities across a range of projects. Over the year, students will learn workshop, tool and machinery safety. They design and construct projects for specific clients using a range of building and assembly techniques. They explore different technologies relating to aeronautics and electronics. Students will also learn mechanics and engineering processes as they create projects with moving parts, gears and levers.

Unit Name	Force and Motion (Toddler Toy)	Electronics (Backlight Project)	Aeronautics (Flight Project)	Mechanical Engineering (CO2 Dragster)
Assessment	Folio Working drawing comprehension. Reflection Practical & Written 10 Weeks – Research & Manufacture	Project Working drawing comprehension. Reflection Practical & Written 10 Weeks – Research & Manufacture	Folio Working drawing comprehension. Reflection Practical & Written 10 Weeks – Research & Manufacture	Folio Working drawing comprehension. Reflection Practical & Written 10 Weeks – Research & Manufacture

YEAR 9 - Design

Course Description:

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Unit Name	Introduction to 3D Modelling (Transposing 2D to 3D)	Industrial Design (Vehicle Design)	Product Design (Toy Design)	Architectural Design (House and Land)
Assessment	Design Folio Computer modelling. Working drawings. Reflection. 10 Week Folio	Design Folio Computer modelling. Working drawings. Reflection. 10 Week Folio	Design Folio Computer modelling. Working drawings. Reflection. 10 Week Folio	Design Folio Computer modelling. Working drawings. Reflection. 10 Week Folio

Technology – Information and Communication Technology

YEAR 7

Course Description:

In Year 7 students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems.

Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints

Unit Name	Data Transmission (Network Investigation)	Introduction to Programming (Python Programming)
Assessment	Presentation Folio 10 weeks Research and development	Digital Folio Written 10 weeks Research and development

YEAR 8

Course Description:

In Information and Communication Technologies, students plan and manage digital projects to create interactive information. Students design user experiences and test, modify and implement digital solutions on different programs and games. Throughout their semester unit, students will analyse different types of data and represent it in different graphical formats. Students will expand on basic programming skills to create an interactive game. The assessment for ICT is task and project oriented. You will be developing projects, creating portfolios of work, creating presentations and exploring case studies.

Unit Name	Production Skills (Visualising Data)	Programming Essentials (Text Based Adventure)
Assessment	Collaborative Project Report Written 10 weeks Research and development	Collaborative Project Report Written 10 weeks Research and development

YEAR 9

Course Description:

In Information and Communication Technologies, students plan and manage digital projects using an iterative approach. Throughout Year 9, students learn image properties and manipulation skills, working with Photoshop. They design an entire website, starting with coding, working all the way up to final design, details and graphics options. In the gaming unit, students design and develop a personalised game and it's all of its features. Students will also get an opportunity to perform data analysis, which involves the use of essential 21st century skills using administrative software products.

Unit Name	Production Skills (Image Manipulation)	Web Based Applications (Web Site Construction)	Software Development (Game Design & Development)	Data Analysis (Excel & Access Skill Development)
Assessment	Digital Folio 10 weeks Research and development	Individual Project 10 Weeks Research and Development	Individual Project 10 Weeks Research and Development	Individual Project 10 Weeks Research and Development

Technology - Food Studies

YEAR 7

Course Description:

In Year 7 students investigate and select from a range of technologies – materials, systems, components, tools and equipment in a kitchen setting. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Unit Name	Into the kitchen	Food and Nutrition
Assessment	Practical Cooking	Practical Cooking
	Written Evaluations	Written Evaluations
	Theory and Practical Examinations	Theory and Practical Examinations

YEAR 8

Course Description:

In Food Studies, students will examine how the properties of food determine preparation techniques and presentation skills. During their semester unit, students will learn the basic hygiene and safety practices in the kitchen whilst learning basic methods of cookery processes, procedures and skills. Students will build on these skills and learn how to make appropriate modifications and changes to a recipe to promote multicultural aspects and cultural fusion.

Unit Name	Practical Cookery (Healthy Meal Design)	Practical Cookery (Fusion Foods)
Assessment	Practical Cooking	Practical Cooking
	Written Evaluations	Written Evaluations
	Theory and Practical Examinations	Theory and Practical Examinations

YEAR 9

Course Description:

In Food Studies, students investigate how the principles of food safety, preservation, preparation and presentation influence the creation of food solutions in industry. Throughout Year 9, students explore a unit on café related foods. They investigate and create different styles of both savoury and sweet café food. Students will also expand on basic cookery skills as well as using industry standard café equipment. Students then explore food and nutrition and the science behind healthy and unhealthy eating. Student discover the Australian guide to healthy eating model, then create and modify exciting recipes to suit different groups in society.

Unit Name	Practical Cookery (Café Creations)	Practical Cookery (Savoury Sensations)	Practical Cookery (Food & Nutrition)	Practical Cookery (Planning Special Occasions)
Assessment	Practical Cooking	Practical Cooking	Practical Cooking	Practical Cooking
	Written Evaluations	Written Evaluations	Written Evaluations	Written Evaluations
	Theory and Practical Examinations	Theory and Practical Examinations	Theory and Practical Examinations	Theory and Practical Examination

Creative Industries - Dance

YEAR 7

Course Description:

Students will make and respond to dance independently and with their classmates, teachers and communities. They will explore dance as an art form through choreography, performance and appreciation. Students will build on their awareness of the body through body part articulation and extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention. Students will combinations of fundamental movement skills to explore dance styles.

Unit Name	The Functions of Dance
Assessment	Performance Performance – choreography Responding

YEAR 8

Course Description:

Students will continue to make and respond to dance independently and with their classmates, teachers and communities. They will explore dance as an art form through choreography, performance and appreciation. Students will extend their knowledge of technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection. Students will draw on dances from a range of cultures, times and locations as they experience dance and explore the dance and influences of a range of cultures. Students will learn about sustainability through the arts and sustainability of practices in the arts and explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance by evaluating choreographers’ intentions and expressive skills in dances they view and perform

Unit Name	From the Street to the Studio
Assessment	Performance Performance – choreography Responding

YEAR 9

Course Description:

Students will build on their awareness of the body and how it is used in particular dance styles and extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. Students will extend their knowledge of the combinations of fundamental movement skills to include dance style-specific movement skills and extend technical skills from the previous band, increasing their confidence, accuracy, clarity of movement and projection. Students will draw on dances from a range of cultures, times and locations as they experience dance.

	SEMESTER ONE	SEMESTER TWO
Unit Name	Blood Memories	Sharing Stories
Assessment	Performance Performance - making Responding	Performance Performance - making Responding

Creative Industries – Drama

YEAR 7

Course Description:

Students will develop an understanding of the Elements of Drama through improvisation and Theatre Sports. Students will develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions. By the end of the unit students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

Unit Name	Improvisation	Clowning Around
Assessment	Performance Task Journal entries	Performance Task Journal entries

YEAR 8

Course Description:

Students will re-visit the Elements of Drama. They will explore blocking and staging techniques, characterisation and performance skills. Students will explore the basics of the theatre convention of Realism, and the differences between this and stepping out of the character to address the audience. Students develop and sustain different roles and characters for given circumstances and intentions. They perform, devise scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Unit Name	Traditional Stories	Two Weeks with the Queen
Assessment	Performance Responding	Performance - making Responding Task

YEAR 9

Course Description:

In this unit, students will explore the text of Dags by Deborah Oswald to define its relevance to youth audiences today. Through this exploration they will create scripted drama as well as devised drama. Students develop and sustain different roles and character for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Unit Name	Teen Issues	A Hunger for Design: <i>The Hunger Games</i>
Assessment	Performance Performance - making Responding	Performance Performance - making Responding

Creative Industries – Music

YEAR 7

Course Description:

The study of Music encourages the development of the whole musician through a well-trained mind, ear, heart and hand. This is a world music unit focusing on indigenous music of cultures from around the world. Music will be explored from a wide variety of contexts, genres and styles, learning through the development of creativity, cooperation, problem-solving and self-reflection. The course follows an aural based sequential program that has been tailored to the needs and context of the Shailer Park community and the school, taking into consideration the varied experience and abilities the students bring from our feeder schools. Students will focus on recognition of sounds, notation, and styles and will learn the correct music terminology required.

Unit Name	Around the World in 60 Days!
Assessment	Performance Composing Responding

YEAR 8

Course Description:

The study of Music encourages the development of the whole musician through a well-trained mind, ear, heart and hand. Year 8 classroom music will develop active music listening experiences in every lesson, focusing specifically on the exploration of the pop music genre. This unit focuses on learning through the development of creativity, cooperation, problem-solving and self-reflection. Performance skills are sequentially developed and applied through a number of musical mediums, including reading, writing, analysing, composing and improvising.

Unit Name	So you Wanna be a Rock Star?
Assessment	Performance Composing Responding

YEAR 9

Course Description:

In semester one students will focus on Animation Fixation is a film music unit, focussing specifically on the great animated films of Walt Disney and Dreamworks. The study of Music encourages the development of the whole musician through a well-trained mind, ear, heart and hand. Performance skills are sequentially developed and applied through a number of musical mediums, including reading, writing, analysing, composing and improvising. This course focuses on learning through the development of creativity, cooperation, problem-solving and self-reflection. From these experiences, Year 9 students gain a deep understanding of animated film music.

In semester two students will work on Ornamenting the Symmetry which focuses on music developed during the baroque and classical music periods. Performance skills are sequentially developed and applied through a number of musical mediums, including reading, writing, analysing, composing and improvising. Instruments studied include voice, piano, percussion, ukulele, guitar and bass guitar. This course focuses on learning through the development of creativity, cooperation, problem-solving and self-reflection. From these experiences, Year 9 students will develop an understanding of the compositional and performance techniques developed in each time period, showing their deep understanding of these styles by emulating their own music within one of the studied styles.

Unit Name	SEMESTER ONE Music in Animated Movies	SEMESTER TWO Ornamenting the Symmetry
Assessment	Performance Composing Responding	Performance Composing Responding

Creative Industries – Visual Art

YEAR 7

Course Description:

Students will build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They will extend their thinking, understanding and use of perceptual and conceptual skills and continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students will consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks and consider society and ethics, and economic, environmental and social factors. Students will exhibit their artworks individually or collaboratively, basing the selection on a concept or theme. Students will reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks.

Unit Name	Twisted Dwellings- ceramics	Twisted Dwellings- Drawing and Print making
Assessment	Making Responding	Making Responding

YEAR 8

Course Description:

Students will continue to reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks and draw on artworks from a range of cultures, times and locations as they experience visual arts. Students will explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region and learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. Students will further development of techniques used in traditional and contemporary styles as they explore different forms in visual arts. Students will design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks and develop an informed opinion about artworks based on their research of current and past artists. Students will examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues and acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies. Students will extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies and build on their experience from the previous band to develop their understanding of the roles of artists and audiences.

Unit Name	Don't Hate the Selfie - Ceramics & Painting	The Personality-Drawing
Assessment	Making Responding	Making Responding

YEAR 9

Course Description:

Students will build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints and refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience. Students will identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints and research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students will adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form and draw on artworks from a range of cultures, times and locations as they experience visual arts. Students will reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks as they explore different forms in visual arts.

Unit Name	SEMESTER ONE Traditional to contemporary ceramics Surrealism – drawing	SEMESTER TWO The world around us- printmaking/sculpture
Assessment	Making Responding	Making Responding