William Ross State High School

Success Through Commitment

JUNIOR SECONDARY CURRICULUM HANDBOOK

YEARS 7, 8 and 9

Dear Parent and Student,

As Deputy Principal of Junior Secondary I'd like to welcome you back to our school if you are a returning student. If you are a prospective student/parent I'd start by extending you a warm welcome to our great school.
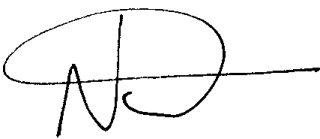
We offer a range of programs including*: Leading Learner, Rhino's Sporting Academy, Instrumental Music, The Arts and STEAM Academy.* As an Internationally Accredited (CIS) school we offer an extensive languages program and celebrate the richness and diversity that hosting students from across the globe in our school community brings.

At William Ross State High School we recognise the need to provide challenging educational offerings that engage young adolescents, while giving them a sense of belonging and support through the changes they face. All young Queenslanders need to develop knowledge, skills and capabilities to enjoy life and to contribute to society. Schooling supports students to attain high standards of disciplinary knowledge and to develop a range of capabilities to act in the world.

William Ross State High School operates under the implementation of a national framework for schooling aligning with the aim of raising education standards and achieving nationally consistent curriculum, assessment and reporting.

I trust you find the information in our Junior Secondary Handbook useful and allow your child sufficient information to make decisions, particularly around elective subjects.

Kind Regards,

Mr Nathan Hustler

Deputy Principal Junior Secondary

THE AUSTRALIAN CURRICULUM - information for students and parents

The development of the **Australian Curriculum** is guided by the Melbourne Declaration on Educational Goals for Young Australians, adopted by the council of state and territory education ministers in December 2008. The Melbourne Declaration emphasises the importance of knowledge, understanding and skills of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

The **Australian Curriculum** describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

The **Australian Curriculum** will eventually be developed for all learning areas and subjects set out in the Melbourne Declaration: initially for English, Mathematics, Science and Humanities; followed by the Languages, The Arts, Health and Physical Education, Technology and Practical Technology.

The **Australian Curriculum** sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of achievement standards.

Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of skills, behaviours and dispositions, or general capabilities that apply across discipline content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

The **Australian Curriculum** includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability). Continua of learning have been developed for each, to describe the relevant knowledge, understanding and skills at particular points of schooling. These have been embedded where relevant and appropriate in each learning area and can be viewed explicitly in the curriculum online.

The **Australian Curriculum** is published online. This provides maximum flexibility in how the curriculum can be accessed and organised. For example, the curriculum may be viewed by learning area, by multiple year levels, or by year level across learning areas, and may be downloaded and printed in those views.

Year 7, 8 and 9 students will continue to study the **AUSTRALIAN CURRICULUM** in the Key Learning Areas of ENGLISH, MATHEMATICS, SCIENCE and HUMANITIES.

In all other Key Learning Areas, Education Queensland will continue to use ESSENTIAL LEARNINGS in Years 7, 8 and 9.

Essential Learnings describe the key concepts, facts, procedures and ways of working that students need:
- for ongoing learning;
- for social and personal competence; and
- to meet complex, real-life challenges.

The Essential Learnings support the development of:
- deep understandings of key disciplinary concepts, facts and procedures;
- the processes students use to develop and demonstrate their understandings; and
- the capabilities students need to work with knowledge, grow and manage themselves, and become active participants in local and global contexts.

Year 10 marks the beginning of the Senior Phase of Learning.

PROGRAMS

Leading Learner Program
The Leading Learner Program is designed to target very high academic achievers and to develop their higher order thinking, lateral thinking, problem solving, independent learning and decision making skills and processes. Identification is through NAPLAN results, school reports and a Placement Test held in October. Leading Learner classes are offered in the areas of English, Humanities, Mathematics and Science. For further information please contact the relevant Head of Department.

Rhinos Sporting Academy
Students must trial and then be selected to be a member of the RHINOS Sporting Academy. Students successful in receiving invitation into the Rhinos Sporting Academy are involved in developing their fitness levels, techniques and game play. For further information contact the Head of Department: Health & Physical Education and Sport, Mr Adam Kehl (akehl3@eq.edu.au).

Instrumental Music
The Instrumental Music Program is designed to provide students with opportunities to develop their instrumental and performance skills. Areas include woodwind, percussion, brass, strings and guitar. Students interested in studying an instrument, may enroll in the Instrumental Music program which runs in addition to the subjects already studied. Students who have a passion for music have many authentic avenues to follow such as joining our award winning Marching Band, brilliant Concert Band, talented String ensemble, delightful Vocal Group and/or incredible Guitar ensemble. For further information contact the Head of Department: The Arts & Languages, Ms Rose Rush (rrush6@eq.edu.au).

Arts Academy
The Arts Academy provides a specialised approach for those students who have demonstrated a strong interest and ability in Art, Drama, Dance and Music. This innovative program presents opportunities for students to further enhance and refine their skills, processes, knowledge and understanding of the arts in an excellence-orientated environment. Students will be introduced to a wide range of traditional and new media, performance skills which will enhance their skills for the twenty first century. The development of deep knowledge and understanding of the Arts, meaningful connections with local artists and engage in industry standard arts practices will also be the cornerstone of this program. To enhance these processes, students will also engage in conversations and participate in cutting edge workshops with prominent local artists, performers and musicians. For further information contact the Head of Department: The Arts & Languages, Ms Rose Rush (rrush6@eq.edu.au). Entry to this subject is via an application process

Young Indigenous Printmaking Program
Students who identify as Aboriginal and/or Torres Strait Islander are invited to participate in a Printmaking Program that positively promote respectful Cultural perspectives for all ages. Students participate in a one-day intensive printmaking workshop at Umbrella Studio with artists Jo Lankester and a local Indigenous artist. Prior to this workshop, the Indigenous artist visits our school to introduce printmaking and explore Indigenous culture with the students. Students will explore lino printing, carving and editioning before producing a print at Umbrella Studio, which explores their identity and culture. The prints are subsequently exhibited at either Perc Tucker Regional Gallery, Umbrella Studio or The Galleria, Riverway Arts Centre. For further information contact the Head of Department: The Arts & Languages, Ms Rose Rush (rrush6@eq.edu.au).

STEM Academy
STEM is an approach that incorporates the teaching of a variety of disciplines within its umbrella – Science, Technology, Engineering and Mathematics. The cross disciplinary approach to teaching aims to improve students' problem solving and critical analysis skills. Encouraging students to study STEM subjects and showing them some of the great careers built on science, engineering, mathematics and technology also aims to increase the uptake of these subjects in senior and in future career paths. Available in Year 9 only.

Entry to this subject is via an application process

ACHIEVING YOUR JCE (JUNIOR SECONDARY CERTIFICATE) AT WILLIAM ROSS STATE HIGH SCHOOL:

The Junior Secondary phase of learning is a preparation pathway to senior schooling. It is important for you to make the best use of your time over the next phase. To do this, you must have a number of clear and realistic personal goals that you plan to achieve by certain stages during your junior schooling. Your plan will help you set clear and realistic individual goals and targets by providing a focus for discussion with other students, your parents and with teachers on many aspects of the Junior School. If you are clear on your targets and strategies to achieve those targets, and you are prepared to work to achieve them, you are well prepared to achieve success.

Year 7 provides the platform for building your knowledge, skills, experience and understanding of the junior secondary phase of learning. It is during this phase the foundations are laid to prepare you for tracking your academic achievements throughout Year 8 and 9. Moving towards that will assist you in achieving the Junior Secondary Certificate.

At the completion of Year 9, successful students will be awarded the JCE (Junior Certificate of Education). This is a school-based certificate that recognises the completion of the student's junior phase of learning. To be awarded a JCE, students will need to achieve a significant amount of learning, at a set standard that includes achieving a 'C' standard or above in the core/mandated subjects including English, Mathematics, Science, Humanities or Health and Physical Education and one Elective subject

As part of the Academic Review process each student will be monitored by Administration on their commitment to their junior studies. Interviews will be held with students and parents/carers when academic progress and success is not being achieved.

Mutual respect, demonstrated by common courtesy and co-operation, is the basis for a good working relationship between teachers and students. A junior secondary student at William Ross has many opportunities to exercise courtesy and co-operation and build up a good relationship with teachers and fellow students.

If you, as a junior student, make the right decisions, your time at school will be, like that of many students before you, a valuable and rewarding experience which will prepare you for your senior phase of learning and your career pathways.

WILLIAM ROSS STATE HIGH SCHOOL

JUNIOR SECONDARY CURRICULUM OVERVIEW 2019

YEAR 7	YEAR 8	YEAR 9
ENGLISH 350M/WEEK (5 lessons) Leading Learners	**ENGLISH** 210M/WEEK (3 lessons) Leading Learners	**ENGLISH** 210M/WEEK (3 lessons) Leading Learners
MATHEMATICS 350M/WEEK (5 lessons) Leading Learners	**MATHEMATICS** 210M/WEEK (3 lessons) Leading Learners	**MATHEMATICS** 210M/WEEK (3 lessons) Leading Learners
SCIENCE 140M/WEEK (2 lessons) Leading Learners	**SCIENCE** 210M/WEEK (3 lessons) Leading Learners	**SCIENCE** 210M/WEEK (3 lessons) Leading Learners
HUMANITIES 140M/WEEK (2 lessons) Leading Learners	**HUMANITIES** 210M/WEEK (3 lessons) Leading Learners	**HUMANITIES** 210M/WEEK (3 lessons) Leading Learners
HEALTH AND PHYSICAL EDUCATION **Health and Physical Education Excellence (Rhino's)** 140M/WEEK (2 lessons)	**HEALTH AND PHYSICAL EDUCATION** **Health and Physical Education Excellence (Rhino's)** 210M/WEEK (3 lessons)	**HEALTH AND PHYSICAL EDUCATION** **Health and Physical Education Excellence (Rhino's)** 140M/WEEK (2 lessons)
CHINESE/JAPANESE 140M/WEEK (2 lessons) **LITERACY/NUMERACY (applicable students only)** 140M/WEEK (2 lessons) Students who are below the National Minimum Standard based on NAPLAN may be exempt from LOTE and offered a place in a Literacy/Numeracy class. LNC replaces Chinese/Japanese for 140 M/WEEK (2 lessons).	**CHINESE/JAPANESE** 140M/WEEK (2 lessons) **LITERACY/NUMERACY (applicable students only)** 140M/WEEK (2 lessons) Students who are below the National Minimum Standard based on NAPLAN + PAT R and PAT M may be exempt from LOTE and offered a place in a Literacy/Numeracy class. LNC replaces Chinese/Japanese for 140 M/WEEK (2 lessons).	
Four (4) further subjects will be studied – each for one (1) term. One studied per term. **THE ARTS** • Art and Creative Digital Media • Performing Arts (Drama, Dance and Music) **TECHNOLOGY** • Business, Economics, Civics & Citizenship • Digital Technologies • Food and Textile Technology • Industrial Technology & Design	**Two (2) further subjects will be studied – each for one (1) semester. One subject per semester.** **THE ARTS** • Art • Music • Drama • Creative Digital Media **TECHNOLOGY** • Business, Economics, Civics & Citizenship • Digital Technologies • Food Technology & Design • Industrial Technology & Design • Textile Technology & Design	**Two (2) further subjects will be studied – each for one (1) Year. Two subject each studied for (1) year.** **THE ARTS** • Chinese • Japanese • Art • Music • Drama • Creative Digital Media **TECHNOLOGY** • Business, Economics, Civics & Citizenship • Digital Technologies • **Engineering Stem** • Graphics • Food Technology & Design • Industrial Technology & Design • Textile Technology & Design **LITERACY/NUMERACY** • Focus Literacy • Focus Numeracy
140M/WEEK (1 subject x 2 lessons per week) *Elective offerings may change due to staffing availability*	210M/WEEK (1 subject x 3 lessons) *Elective offerings may change due to staffing availability*	210M/WEEK (2 subject x 3 lessons per week) *Elective offerings may change due to staffing availability*

Student Well-Being Program: **The Learning Curve** implemented across all year levels.

KEY LEARNING AREA – ENGLISH

SUBJECT	ENGLISH
Description	• The study of English helps create confident communicators, imaginative thinkers and informed citizens. • It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. • The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace • English also helps students to engage imaginatively and critically with literature to expand the scope of their experience

Topics of Study	**YEAR 7** Unit 1: Myths and Legends Unit 2: The Power of the Pen Unit 3: Ned Kelly Unit 4: Poetry	**YEAR 8** Unit 1: Music Videos Unit 2: Percy Jackson Unit 3: Disney & Gender Unit 4: Monologues	**YEAR 9** Unit 1: The Craft of Writing Unit 2: Novel Study Unit 3: Representations Unit 4: The Media

Learning Experiences	Students : • Demonstrate and analyse the relationship between audience, subject matter, purpose and text type • Identify main ideas and the sequence of events, make inferences and draw conclusions based on their understanding of the reliability of ideas and information across texts • Recognise and select vocabulary and interpret and apply literal and figurative language • Interpret and analyse how language elements and other aspects of texts position readers/ viewers/listeners • Construct literary and non-literary texts by planning and developing subject matter, and manipulating language elements to present particular points of view • Make judgments and justify opinions about how the qualities of texts contribute to enjoyment and appreciation • Reflect on and analyse how language choices position readers/viewers/listeners in particular ways for different purposes and can exclude information
Assessment	English uses a range of assessment conditions, techniques and products. Written, spoken, and multimodal assessments are completed both in-class and under supervised conditions. Assessment tasks include creative, persuasive and analytical products.
Pathway to Senior Subjects	English (General): Pre-requisite 'B' in Year 10 English Essential English (Applied): No pre-requisites
Career Pathways	General English is a pre-requisite for most university courses. Either General English or Essential English is required for most TAFE Diploma and Associate Diploma Courses and for many Traineeships and Apprenticeships.

For further information contact the Head of Department: English, Ms Anna D'Ilario adila1@eq.edu.au

KEY LEARNING AREA – MATHEMATICS

SUBJECT	MATHEMATICS
Description	Studying Mathematics provides students with the skills to be confident and creative in their use of mathematical procedures to solve everyday problems. They will be able to investigate, interpret and represent situations both at school and in their everyday lives. The curriculum focuses on developing increasingly sophisticated mathematical understanding, fluency, problem-solving and reasoning as they move through the junior secondary program.

Topics of Study	**YEAR 7 Units include**	**YEAR 8 Units include**	**YEAR 9 Units include**
	- Number and Place Value - Data Representation - Numbers and Chance - Measurement and Geometry - Patters and Algebra - Geometric Reasoning - Money and Real Numbers	- Number & Algebra - Statistics - Linear and Non-Linear Relationships - Volume, Capacity and Time - Geometric Reasoning - Measurement: perimeter & area - Data Representation	- Real Numbers - Units of Measurement - Geometric reasoning - Pythagoras & Trigonometry - Patterns and Algebra - Statistics and Probability - Number and Algebra - Linear and Non-Linear Relationships - Surface Area and Volume

Learning Experiences	Students will apply processes to: • Analyse situations to identify the key mathematical information. • Learn strategies and procedures to solve a variety of mathematical situations. • Develop hypotheses and make predictions. • Plan and conduct experiments and investigations to collect primary data and measurements. • Select and use mental and written calculations. • Make estimations. • Use technology to generate solutions and check the reasonableness of solutions. • Evaluate their own thinking and reasoning. • Communicate their thinking using every day and mathematical language. • Reflect on the contribution of Mathematics to solve problems in their everyday lives. • Reflect on new learning and apply this to unfamiliar situations.
Assessment	**A range of assessment techniques will be used in the course including:** Problem Solving and Modelling Tasks (assignments). Mathematical Investigations and Research Tasks that may be completed in-class time. Supervised Written Tests Internal Assessments
Pathway to Senior Subjects	**SENIOR SUBJECTS AND PREREQUISITES:** **Mathematical Methods** (General) — A or B Achievement in Year 10 Mathematics Extension. **General Mathematics** (General) — C Achievement in Year 10 Mathematics Extension <u>OR</u> A or B Achievement in Year 10 Mathematics Core for one Semester. **Essential Mathematics** (Applied) — Studied Mathematics in year 10
Career Pathways	Mathematics is a prerequisite subject for most TAFE and University courses. It is also required for many Traineeships and Apprenticeships.

For further information contact the Head of Department: Mathematics, Mr Aaron Parrish (aparr56@eq.edu.au)

KEY LEARNING AREA – SCIENCE

SUBJECT	SCIENCE
Description	The Science program is designed to develop students' interest in science and an appreciation of how science provides a means of exploring and understanding the changing world in which they live. Through the use of a 'hands-on' learning approach, students are engaged in a range of contemporary activities that build their skills in creative problem solving, scientific inquiry methods, critical data analysis and scientific literacy. It provides a foundation of knowledge across the disciplines of science; and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions.

Topics of Study	YEAR 7	YEAR 8	YEAR 9
	Organisms and Classification Food Chains and Food Webs Separation Techniques Water Heavenly Bodies Seasons Force and Motion	States of Matter Elements, Compounds, Mixtures Chemical Change Rocks & Minerals Energy forms Sustainability Cells Reproduction	Body Systems Ecosystems Plate Tectonics Energy Transfer Electricity, Sound, Light Atoms Chemical Reactions

Learning Experiences	Students will: • Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge. • Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed. • In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task. • Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate. • Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions. • Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method. • Use scientific knowledge and findings from investigations to evaluate claims. • Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate.

Assessment	A range of assessment techniques will be utilized throughout the course including; Written tests, Practical Reports and Extended Response Tasks.

Pathway to Senior Subjects	A study of science in years 7, 8 and 9 can lead to one or more of the following senior subjects: Physics, Chemistry, Biology, Aquatic Practices, Science in Practice

Career Pathways	Examples of areas where the study of science can lead you include: health, pharmaceutical, aviation, engineering, environmental management, food processing, communication, agriculture, sports science

For further information contact the Head of Department: Science, Ms Shelley DeRuyter (sderu3@eq.edu.au)

KEY LEARNING AREA – HUMANITIES

SUBJECT	GEOGRAPHY
Description	Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years. Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Topics of Study	YEAR 7	YEAR 8	YEAR 9
	Unit 1: Water in the World: focuses on renewable environmental resources (water), human processes and the management of those resources. The unit examines the many uses of water, how it is perceived and valued, the ways it connects places as it moves through the environment and its varying availability across space and time. **Unit 2: Place and Liveability** The unit focus is the concept of place through an investigation of liveability, how people are connected to, and impact on local places and environments. Students investigate liveability using studies drawn from Australia and Europe.	**Unit 1: Landforms & Landscapes:** focuses on geomorphology through a study of landscapes and their landforms. This unit examines the processes used, values of and meanings placed on landforms and landscapes. **Unit 2: Changing the Nation:** focuses on the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the causes and consequences of urbanisation and examines the reasons for and effects of internal migration through case studies.	**Unit 1: Food Security** focuses on investigating food production and food security by using studies drawn from Australia and across the world. **Unit 2: Geographies of Interconnections:** explores the patterns of people's connections to the rest of the world. The distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Learning Experiences	Students apply processes to: • develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world • enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining • enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places • develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information on (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways • build the confident and creative use of geographical skills, and to enable students to use skills to extend their knowledge; make sense of new situations, and to solve these problems • select and use a range of communication forms - oral, graphic, written and digital technologies.
Assessment	Short-response tests, stimulus-response examinations, reports, practical exercises, seminars/multi-modal presentations, creative responses (e.g.: pamphlets and posters).
Pathway to Senior Subjects	Geography, Modern History, Sciences. Pre-requisite of 'B' in Junior.
Career Pathways	Geography is a useful subject for students who wish to undertake tertiary studies or pursue employment in a range of careers including Wildlife Management, Mining, Tourism, Environmental Planning, Urban Planning, Agricultural Scientist, Environmental Conservation.

For further information contact the Head of Department: Humanities, Mrs Jessica Clarke (jthom781@eq.edu.au)

KEY LEARNING AREA – HUMANITIES

SUBJECT	HISTORY
Description	History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). The curriculum in Year 8 provides a study of history from the end of the ancient period to the beginning of the modern period (c.650CE-c1750). Finally in Year 9, the curriculum provides a study of the making of the modern world from 1750 to 1918.

Topics of Study

YEAR 7	YEAR 8	YEAR 9
Unit 1: Investigating the ancient past & The Mediterranean World: 60 000 BC (BCE) – c. 650 AD (CE). Students utilise a range of sources (archaeological & written) to consolidate understanding of how historians & archaeologists investigate history, including excavation and archival research. Investigation of ancient Rome's physical features, roles of key groups, significant beliefs, conflicts, and the role of a significant individuals and groups in Ancient Rome. **Unit 2: The Asian World:** 60 000 BC (BCE) – c. 650 AD (CE). Investigation of China's physical features and how they influenced Chinese civilisation, the significant beliefs, values and practices of Chinese society; and the role of a significant individual – Qin Shi Huang first emperor of China & his army of Terracotta Warriors).	**Unit 1: Medieval Europe** (c.590 – c.1500). Students investigate the social cultural, economic and political features of Medieval Europe, with particular focus on the dominance of the Catholic church and the relationship between Islam and the West through the Crusades. **Unit 2: Spanish Conquest of the Americas** (c. 1492 - c. 1572) consider the way of life for people in the Americas before Columbus' arrival, the nature of the interaction between these people and the Spanish, and the impacts of the Spanish conquest both in the Americas and in Europe	**Unit 1: The Industrial Revolution** (1750 – 1914). Students investigate how life changed in the period from 1750 to 1914 through the study of the Industrial Revolution, including its causes and effects, and the Australian experience. **Unit 2: WWI** (1914 - 1918) Students investigate the significance of this conflict on the formation of Australia's national identity. They will study the causes of the Great War as well as the ANZAC legend and battle of Gallipoli. Students will engage with evidence, notably primary sources and their contestability.

Learning Experiences	Students apply processes to: • Sequence events to demonstrate relationship between periods and places • Use historical terms and concepts • Identify and select different types of questions to inform historical inquiry • Evaluate and enhance questions • Identify and locate relevant sources ICT and other methods • Identify origin purpose and context of primary and secondary sources • Process and synthesise information • Evaluate reliability and usefulness of sources • Identify and evaluate the values and motives of people from the past • Identify and analyse different historical interpretations • Develop historical texts, explanations and arguments • Select and use a range of communication forms - oral, graphic, written and digital
Assessment	Techniques include: written research assignments, in class exams (short & extended written response).
Pathway to Senior Subjects	Ancient and Modern History, Legal Studies, Geography. Pre-requisite of 'B' in Junior.
Career Pathways	History is a useful subject for students who wish to undertake Tertiary studies. Possible careers include Foreign Affairs, Librarian, Teacher, Tourism, Media, Law, Trade and any jobs that are linked to the global community.

For further information contact the Head of Department: Humanities, Mrs Jessica Clarke (jthom781@eq.edu.au)

KEY LEARNING AREA – HEALTH AND PHYSICAL EDUCATION

SUBJECT	HEALTH & PHYSICAL EDUCATION		
Description	Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life. Individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.		
Topics of Study	**YEAR 7** Adolescence Making good decisions Super Snacks Generations **Physical Activities** Newcomb ball, Athletics, Soccer, Basketball, Netball, Dance, Skipping (JRFH)	**YEAR 8** Relationships Personal Development Fitness I Healthy Choices **Physical activities:** Softball, Athletics, Soccer, Touch, Basketball and Netball.	**YEAR 9** Drugs and Dilemmas Fitness II Eating for Performance Mental Health **Physical activities:** Badminton, Athletics, Sof-crosse, Ultimate Frisbee and European Handball.
Learning Experiences	Students will: • Identify issues and inequities and plan investigations and activities. • Research, analyse and evaluate data, information and evidence to make decisions. • Propose, justify, implement and monitor plans or actions to achieve goals. • Refine movement skills and apply movement concepts, and the principles of training. • Create and perform movement sequences by combining movement skills and concepts. • Identify risks and devise and apply safe practices. • Select and apply positive, respectful and inclusive personal development skills and strategies. • Reflect on learning, apply new understandings and justify future applications.		
Assessment	Assessment includes both written tasks and non-written tasks to assess these criteria. Students should expect at least two assessment tasks per term. These tasks may include **written tasks** (eg. exams, research reports, journals, multi-modal presentations) and **physical tasks** (eg. speed and accuracy of responses, performance of offensive and defensive strategies in simple and complex environments).		
Pathway to Senior Subjects	Physical Education, Health, Sport and Recreation, Certificate III Fitness.		
Career Pathways	Teacher, Physiotherapist, Occupational Therapist, Nursing, Sports person, Fitness Instructor, Personal Trainer and work with in the Recreation, Hospitality or Tourism industries.		
For further information contact the Head of Department: HPE and Sport, Mr Adam Kehl (akehl3@eq.edu.au).			

KEY LEARNING AREA – LANGUAGES

SUBJECT	MANDARIN CHINESE
Description	The Junior Chinese course uses QSA Essential/earnings and the online LOTE learning program- New Land, New Language. Students work through modules to explore the language and cultural practices used for: • greetings; • introducing and providing information an self; • inquiring about others; • identifying and describing in simple ways the target country and some major features, attractions and experiences of its capitol city. Students experiment with foundational language learning strategies, including: • deducing meaning using prior knowledge, contextual information and visual cues, such as images; • using and adapting simple formulas and patterns to make personal meaning; • noticing, reflecting on and comparing aspects of their own language(s) and culture(s) and the target language and culture. Module materials are designed to create the experience of travelling to and arriving in the target city and target country. Students interpret and participate in a number of simulated authentic situations.

Topics of Study	**YEAR 7** **Units:** • Hello • Where to go, what to do	**YEAR 8** **Units:** • Time, daily routine and school life • Weather	**YEAR 9** **Units:** • Travel and Transport • Sports and Leisure • Chinese medicine and health • A taste of China

Learning Experiences	The student: • uses pictures and other contextualised visual clues to help comprehend or guess the meaning of o word or phrase, in simple spoken or written texts • relates new information to what they already know in English or other languages • recognises, uses and personalises formulas in simple ways • repeats and imitates sounds and structures • plans and rehearses for tasks • monitors awn processes and progress, identifying improvements to be made • reflects on what has been learned • uses ICTs to produce scaffolded presentations and to record and reflect on their own learning

Assessment	Students will be assessed an 5 assessable elements: 1. Knowledge and understanding 2. Comprehending texts 3. Composing texts 4. Intercultural Competence 5. Reflecting Across the four Macro Skills of Languages: Reading, Writing, Listening and Speaking

Pathway to Senior Subjects	Pre-requisites required: *'C'* in Junior Chinese.

Career Pathways	Interpreter, Translator, Sub-titler, Teacher, Foreign affairs and trade officer, Defence Force- intelligence officer, Customs officer, Federal Police officer, Australian Security intelligence Organisation (ASIO), Diplomat, Tourist guide, Immigration officer, Linguist, Exporter/importer, Historian, Solicitor, Public relations officer, Lawyer, Barrister, University lecture/liaison officer, Hotel/motel manager, Travel consultant, Journalist, Archaeologist, Anthropologist, Flight attendant.

For further information contact the Head of Department: Art & Languages, Ms Rose Rush (rrush6@eq.edu.au)

KEY LEARNING AREA – LANGUAGES

SUBJECT	JAPANESE
Description	The Junior Japanese course is based on using the online LOTE learning program- New Land, New Language. Students work through online modules to explore the language and cultural practices used for : • greetings; • introducing and providing information on self; • inquiring about others; • identifying and describing in simple ways the target country and some major features, attractions and experiences of its capital city. Students experiment with foundational language learning strategies, including: • deducing meaning using prior knowledge, contextual information and visual cues, such as images; • using and adapting simple formulas and patterns to make personal meaning; • noticing, reflecting on and comparing aspects of their own language(s) and culture(s) and the target language and culture. Module materials are designed to create the experience of travelling to and arriving in the target city and target country. Students interpret and participate in a number of simulated authentic situations.

Topics of Study

YEAR 7	YEAR 8	YEAR 9
Units: Socialising and taking action Obtaining and Using information Moving between / translating Role of Language and culture	Units: All about Me All about my family & Friends All about Japanese food All about animals	Units: School life and daily routines Leisure activities and pen pals Anime and Manga Festivals and Celebrations

Learning Experiences	The student: • uses pictures and other contextualised visual clues to help comprehend or guess the meaning of a word or phrase, in simple spoken or written texts • relates new information to what they already know in English or other languages • recognises, uses and personalises formulas in simple ways • repeats and imitates sounds and structures • plans and rehearses for tasks • monitors own processes and progress, identifying improvements to be made • reflects on what has been learned • uses ICTs to produce scaffolded presentations and to record and reflect on their own learning.
Assessment	Students will be assessed an 5 assessable elements: 1. Knowledge and understanding 2. Comprehending texts 3. Composing texts 4. Intercultural Competence 5. Reflecting Across the four Macro Skills of Languages: Reading, Writing, Listening and Speaking
Pathway to Senior Subjects	Pre-requisites required: *'C'* in Junior Japanese.
Career Pathways	Interpreter, Translator, Sub-titler, Teacher, Foreign affairs and trade officer, Defence Force- intelligence officer, Customs officer, Federal Police officer, Australian Security intelligence Organisation (ASIO), Diplomat, Tourist guide, Immigration officer, Linguist, Exporter/importer, Historian, Solicitor, Public relations officer, Lawyer, Barrister, University lecture/liaison officer, Hotel/motel manager, Travel consultant, Journalist, Archaeologist, Anthropologist, Flight attendant.

For further information contact the Head of Department: Art & Languages, Ms Rose Rush (rrush6@eq.edu.au)

KEY LEARNING AREA – TECHNOLOGY

SUBJECT	BUSINESS, ECONOMICS, CIVICS and CITIZENSHIP

Description	**Business and Economics** empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems. **Civics and Citizenship:** A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. The study of the Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

Topics of Study	**YEAR 7** • My Money Talks	**YEAR 8** • My Social Business • Teen Entrepreneurs • My World Rules (Civics)	**YEAR 9** • Money Matters • 21st Century Work life • It's a Crime (Civics)

Learning Experiences	Students will be able to: • develop enterprising behaviours & capabilities that are transferable into life & business opportunities • understand how limited resources can be allocated to satisfy needs and wants • understand how they participate in the economy as consumers, workers and producers • apply reasoning and interpretation skills to business scenarios and make informed decisions • participate actively & ethically in the local, national, regional and global economy as economically, financially and business-literate citizens • reflect on learning, apply new understandings and justify future applications.

Assessment	Students will be assessed using a variety of techniques including: • short response exams (written) • portfolios or projects • reports • research assignments

Pathway to Senior Subjects	Year 10 Business Studies	Years 11 and 12 Accounting Business Management Economics Legal Studies Certificate II in Business

Career Pathways	Potential careers include: Administrator, Accountant, Defence (Officers), Economist, Events Management, Financial Advisor, International Business, Journalist, Lawyer, Mining, People (HR) Management, Politician, Public Relations, Real Estate, Social Media Marketing, Sports Management, Travel Agent etc

For further information contact the Head of Department: Business and Digital Technologies, Ms Roz Norgaard (rnorg4@eq.edu.au)

KEY LEARNING AREA – TECHNOLOGY

SUBJECT	DIGITAL TECHNOLOGIES

Description	In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society. **Digital Technologies** provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems. Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

	YEAR 7	YEAR 8	YEAR 9
Topics of Study	• Scratching in CODE	• Computer Talk – binary • Computer Anatomy • www – Websites in HTML	• Game On – Python • Robot rumble • APPs for me

Learning Experiences	Students will be able to: • be creative, innovative & enterprising users of technology (traditional, contemporary & emerging) • investigate, design, manage, create and evaluate Digital solutions • engage confidently with and responsibly select and manipulate appropriate technologies – when designing and creating solutions • make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future • evaluate the suitability of products and processes against criteria and recommend improvements • reflect on & analyse the impacts of products & processes on people, their communities & environments

Assessment	Students will be assessed using a variety of techniques including: • short response exams (written) • portfolios or practical projects • technical reports

Pathway to Senior Subjects	Year 10 Digital Technologies	**Years 11 and 12** Digital Solutions Information, Communications and Technology Certificate II in Information & Digital Media Technology

Career Pathways	Information and Digital Technologies careers include: animation / graphic designer, APP developer, computer programmer, game designer, graphic and multimedia design, , IT consultancy / project management, IT technical support, robotics / artificial intelligence, social media content creator, website / multimedia design etc

For further information contact the Head of Department: Business and Digital Technologies, Ms Roz Norgaard (rnorg4@eq.edu.au)

KEY LEARNING AREA – PRACTICAL TECHNOLOGY

SUBJECT	FOOD TECHNOLOGY AND DESIGN		
Description	Food Technology and Design is designed to provide students with: • Practical Technology skills: to work through the design process using a variety of tools and equipment in the provision of nutritious food. • Lifestyle skills: in the efficient and economic management of family resources to meet the individual nutritional needs of all family members in a variety of circumstances		
Topics of Study	**YEAR 7** • Super Skills	**YEAR 8** • Get set go! • Fresh Choices • Practical cookery skills	**YEAR 9** • Cultural Foods • Multicultural arts • Festive foods
Learning Experiences	Design Process, Practical performance and process journals, problem solving, observations/demonstrations, instructional DVD's, note taking/worksheet , field trips/ site visits, guest speakers, multimodal presentations, research tasks Students will be required to provide their own ingredients for their practical cooking lessons.		
Assessment	Performance over week to week practical sessions, practical tests, process journal, multimodal presentations, research tasks, report writing, short response tests, extended response tests		
Pathway to Senior Subjects	Food and Nutrition, Health Education, Certificate II in Hospitality, Certificate III in Early Childhood Education and Care		
Career Pathways	Technology Food Studies contributes to a wide variety of career paths – eg. Hospitality and tourism, Nutrition and Dietetics, Child Care, Food Sales and Technology and on a broad basis to any career where nutrition, healthy diet, interpersonal skills and communication are important.		

For further information contact the Head of Department: Practical Technology, Mrs Veronica Farina (vfari1@eq.edu.au)

KEY LEARNING AREA – PRACTICAL TECHNOLOGY

SUBJECT	TEXTILES TECHNOLOGY AND DESIGN
Description	Textiles and Design is designed to provide students with: • Technology skills: to work through the design process using a variety of tools and equipment in the provision of textiles. • Lifestyle skills: in the efficient and economic management of family resources to meet the individual needs of all family members as consumers of textiles.

Topics of Study	YEAR 7	YEAR 8	YEAR 9
	• Not currently offered	• Practical skills working with fabrics • Upcycle • Embellishing techniques	• Back to Basics • Culture and Textiles • Waste to Wear

Learning Experiences	Design Process, Practical performance and process journals, problem solving, observations/demonstrations, instructional DVD's, note taking/worksheet , field trips/ site visits, guest speakers, multimodal presentations, research tasks Students will be required to provide some fabric for their practical sewing task
Assessment	Performance over week to week practical sessions, practical tests, process journal, multimodal presentations, research tasks, report writing, short response tests, extended response tests
Pathway to Senior Subjects	Design, Visual Art, Certificate II in Visual Art
Career Pathways	Fashion and Textile Design Industry/Retail, Craft industry, Clothing manufacture, design and maintenance, fabric art and embellishment, accessories design and production.

For further information contact the Head of Department: Practical Technology, Mrs Veronica Farina (vfari1@eq.edu.au)

KEY LEARNING AREA – PRACTICAL TECHNOLOGY

SUBJECT	INDUSTRIAL TECHNOLOGY AND DESIGN
Description	Industrial Technology and Design is designed to provide students with: • Skills in the following areas: wood and metal technology including design and drawing interpretations; • *Skills in using a variety of electric power tools as well as hand tools*

Topics of Study	YEAR 7	YEAR 8	YEAR 9
	• Industry and the Design Process • Safety in the workshop • Design Folio – Little Black Box	• Industry and the Design Process • Safety in the workshop • Planning and designing projects • Practical project – Rail of Joints • Design Folio – Book ends • Design Folio –	• Safety in the Workshop – Safety Induction • Practical task – Rail of Joints • Design Folio – Trivets • Design Folio – Money Box • Design Folio – Games Galore • Design Folio – Moving Toys

Learning Experiences	Design process, practical projects, problem solving, observations/demonstrations, instructional DVD's, note taking/worksheet manuals, field trips/ site visits, guest speakers
Assessment	Assessment will be based on an A to E standard. Students will be tested in a variety of was both practically and theoretical. Assessment techniques include: Continuous assessment practical projects, practical tests, interpreting plans, report writing, written tests, observations, oral tests.
Pathway to Senior Subjects	Certificate I in Construction, Furnishing Skills, Certificate II in Engineering Pathways and Design
Career Pathways	This course may lead to many positions in the Building Industry, Metal Manufacturing and Mechanics Industry and the Furnishing industry including apprenticeships, traineeships, skilled workers etc.

For further information contact the Head of Department: Practical Technology, Mrs Veronica Farina (vfari1@eq.edu.au)

KEY LEARNING AREA – PRACTICAL TECHNOLOGY

SUBJECT	STEM ACADEMY *(Year 9 only)*
Description	Stem Academy (Year 9 only) is designed to provide students with: • Extension from their core studies of Science, Technology, Engineering and Mathematics through the use of Technology and Engineering. • Design Brief activities that require them to apply problem solving and Higher Order Thinking in order to resolve given situations. • Increased relevance of class activities to life and industry • Ability to see mathematics and science in context Prerequisites: Students must complete an Expression of Interest to apply for this subject. Students may have to undertake the HAST (Higher Ability Selection Test) exam.
Topics of Study	Throughout the year students will engage in different units depending on the availability of resources. These units may include; • Automata and Mechanical Toys – exploring the variety of mechanisms and movements that can be applied to moving toys • Print It - exploring the possible applications of 3D printing and laser printing and developing a product that utilises this technology. • Robotics – exploring the coding requirements for the Lego Mindstorm robots and developing their own circuit boards to perform simple tasks • LED Lights – using the laser printer and basic electronics to produce an illuminated lamp • Formula 1 cars in school – Students design and build their own CO_2 cars with the goal of competing at the national championships
Learning Experiences	• Investigating and analyzing specifications, standards and constraints in the development of design ideas. • Generating and evaluating design ideas. • Communicating research and design options in design proposals. • Selecting and manipulating resources, techniques and tools to make products that meet detailed specifications. • Evaluate the suitability of products and processes against criteria and recommend improvements.
Assessment	Design folio work, practical tests, assignments, extended responses, multi modal presentations, homework, field studies.
Pathway to Senior Subjects	*This subject develops skills within students that can be applied to all senior subjects, developing technical skills for Certificate I in Engineering, Certificate I in Construction, Furnishing and Certificate II in Visual Art.*
Career Pathways	STEM Academy would be very useful in the following major fields: Building Trades, Architectural, Engineering, Surveying and Graphic Design, Mathematical fields, Scientific fields.

For further information contact the Head of Department: Practical Technology, Mrs Veronica Farina (vfari1@eq.edu.au)

KEY LEARNING AREA – PRACTICAL TECHNOLOGY

SUBJECT	GRAPHICS *(Year 9 only)*
Description	Graphics (Year 9 only) is designed to provide students with: • Skills in writing, describing, delineating and the diagrammatic or picturesque representation of information: this will be realised on both manual drawing equipment and CAD systems. • Design skills: the emphasis in student assignment work is on the practical application of these skills.
Topics of Study	• Practical graphics • Use of graphics equipment and freehand sketching • Introduction cad – computer assisted drawing • Design concepts of practical graphics • Design of technical drawing • Construction from "working" drawings • Presentation of design folio • Basic AutoCAD
Learning Experiences	• Hypothesising graphical solutions for solving graphical problems • Formal drafting of solutions to graphical problems • Analyzing and interpreting graphical presentations and related written data • Selecting appropriate methods of graphical presentation for particular purposes • Translating descriptive data into graphical form, and from one graphical form to another • Organizing written texts and assignments • Preparing presentational drawings • Freehand sketching, shading and rendering • Communicating solutions to others using graphical techniques • Auto cad
Assessment	Continuous assessment folio work, practical tests, assignments, extended responses supervised conditions, homework, field studies.
Pathway to Senior Subjects	Design, Furnishing Skills, Visual Art, Certificate II in Visual Art
Career Pathways	Graphical Skills would be very useful in the following major fields: Building Trades, Architectural, Engineering, Surveying and Graphic Design.

For further information contact the Head of Department: Practical Technology, Mrs Veronica Farina (vfari1@eq.edu.au)

KEY LEARNING AREA – THE ARTS

SUBJECT	DRAMA

Description	Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events.

Topics of Study	YEAR 7 ARP	YEAR 8	YEAR 9
	• Rhythms *Composing* • Improvisation Drama *Composing*	• "It's Elementary" *elements of drama* • "Send in the Clowns" *performing in character*	• "World drama" • "Stick to the Script" • "The Show Must Go On" • "Spontaneous Combustion"

Learning Experiences	• Make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works • Create and shape arts works by manipulating arts elements to express meaning in different contexts • Modify and refine genre-specific arts works, using interpretive and technical skills • Present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols • Identify risks and devise and apply safe practices • Respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages • Reflect on learning, apply new understandings and justify future applications.

Assessment	Performance Forming Tasks Written Response Test

Pathway to Senior Subjects	• General – Drama. Pre-requisites required: 'C' in Junior Arts subject or audition and 'C' in English.

Career Pathways	Actor, Artistic director, Arts administrator, Drama teacher, Early childhood teacher, English teacher, Entertainer, Film, Television, Stage producer/ Director, Script writer, Set/Stage designer, Sound/Lighting technician, Wardrobe coordinator, Public relations officer, Script writer, Journalist, Announcer.

For further information contact the Head of Department: The Arts & Languages, Ms Rose Rush (rrush6@eq.edu.au).

KEY LEARNING AREA – THE ARTS

SUBJECT	CREATIVE DIGITAL MEDIA

Description

Media involves constructing meaning, considering specific audiences and specific purposes, by manipulating media languages and technologies to shape representations.

Topics of Study

YEAR 8	YEAR 9
• ."Is that really you?" • ."Mad Men Advertising"	• "A Picture Speaks a Thousand Words." • "Got it Covered". • "Radio Ga Ga". • ."Animation Fixation"

Learning Experiences

- Make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works
- Create and shape arts works by manipulating arts elements to express meaning in different contexts
- Modify and refine genre-specific arts works, using interpretive and technical skills
- Present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols
- Identify risks and devise and apply safe practices
- Respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages
- Reflect on learning, apply new understandings and justify future applications.

Assessment

Computer-generated presentations
Design briefs and plans
Individual and group practical activities involving development and application of skills or processes
Journals
oral, written and visual evaluations of own and others' learning
research projects
reviews
short and extended written responses
storyboards
video production
whole and small group discussion

Pathway to Senior Subjects

- General – Film, Television and New Media

Career Pathways

Film & TV Production, Video Production, Digital Video, DVD Authoring, Screen Studies, Screen Arts, Documentary Production, Cinematography, Camera Assistant, Production Design, Directing, Producing

For further information contact the Head of Department: The Arts & Languages, Ms Rose Rush (rrush6@eq.edu.au).

KEY LEARNING AREA – THE ARTS

SUBJECT	MUSIC

Description	Music involves singing, playing instruments, listening, moving, improvising and composing by manipulating music elements to express ideas, considering specific audiences and specific purposes, through sound.

Topics of Study	**YEAR 7 ARP**
	
	• Rhythms
	  Composing
	• Improvisation Drama
	  Composing
		YEAR 8 ARP
		
		• "Rock Music"
		  Creating
		
		• "Music from the Stage"
		  Performing	

Learning Experiences	• Make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works • Create and shape arts works by manipulating arts elements to express meaning in different contexts • Modify and refine genre-specific arts works, using interpretive and technical skills • Present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols • Identify risks and devise and apply safe practices • Respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages • Reflect on learning, apply new understandings and justify future applications.

Assessment	Performance Composition Test

Pathway to Senior Subjects	• Pre-requisites required: 'C' in Junior ARP

Career Pathways	Musician, Musician librarian, Music critic, Music teacher, Music therapist, Music director, Music copyist, Music instrument maker, Piano tuner, Sound technician, Sound mixer, Choir director, Composer

For further information contact the Head of Department: The Arts & Languages, Ms Rose Rush (rrush6@eq.edu.au).

KEY LEARNING AREA – THE ARTS	

SUBJECT	**VISUAL ART**
Description	Visual Art involves manipulating visual arts elements, concepts processes and forms (both 2D and 3D) to express ideas, considering specific audiences and specific purposes, through images and objects. Students also analyse artworks in writing to describe compositional features and artist intent.

Topics of Study	**YEAR 7**	**YEAR 8**	**YEAR 9**
	• "Being an Art Detective"	• "The Principle of the Thing" • "Putting it Together"	• "Ideas and Beliefs" - Identity • "Ideas and Information" - Landscape • "Ideas and Influences" - Sculpture • "Ideas and Impressions" - Printmaking

Learning Experiences	• Make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works • Create and shape arts works by manipulating arts elements to express meaning in different contexts • Modify and refine genre-specific arts works, using interpretive and technical skills • Present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols • Identify risks and devise and apply safe practices • Respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages • Reflect on learning, apply new understandings and justify future applications.

Assessment	Practical Folio Written Response Test

Pathway to Senior Subjects	• General – Visual Art Pre-requisites required: 'C' in Junior Arts subject or audition and 'C' in English. • Certificate II in Visual Arts. Pre-requisite required Nil

Career Pathways	Architecture, Engineering, Town planning, Advertising, Film and Television, Teaching, Curating, Marketing, Fashion design, Industrial design, Digital imaging, Practicing artist, Retail display, Illustrating, Arts administration, Interior design.

For further information contact the Head of Department: The Arts & Languages, Ms Rose Rush (rrush6@eq.edu.au).

SUBJECT	INSTRUMENTAL MUSIC

Description	Instrumental Music is designed to provide students with instruction on a group basis. Students learn orchestral or band instruments. Students have two contact periods per week, one in an instrumental lesson and one in an ensemble rehearsal. This subject is offered in addition to the other Arts subjects. The Instrumental Music Program is designed for musically talented students & students continuing from a primary school instrumental program. The program involves lessons in school time but also requires students to commit time to practice sessions, after school and at home, on a regular basis.

Topics of Study	**YEAR 7** Tuition is available in: • Brass • Percussion • Strings • Woodwind • Guitar* *Payment required	**YEAR 8** Tuition is available in: • Brass • Percussion • Strings • Woodwind • Guitar*	**YEAR 9** Tuition is available in: • Brass • Percussion • Strings • Woodwind • Guitar*

Learning Experiences	Lessons are taught by instrumental teachers whose itinerary is scheduled at the beginning of each school year. Lessons are on a weekly basis with ensemble rehearsals being held during lunch breaks and/or after school. Depending on numbers enrolled, instruments are available for students, although students who have been involved in the program for some time are expected to purchase their own instrument. As students master basic skills, they will join various school ensembles and/or the school's Concert Band. Such students are given regular opportunities throughout the year to participate in play outs, concerts and competitions. For these, they are required to purchase the performance uniform and black shoes. Students' progress is individually assessed each semester and reports are included with the usual semester report.

Assessment	Practice Technique Performance

Pathway to Senior Subjects	A potential to achieve 4 QCE points for studying Instrumental Music

Career Pathways	Musician, Musician librarian, Music critic, Music teacher, Music therapist, Music director, Music copyist, Music instrument maker, Piano tuner, Sound technician, Sound mixer, Choir director, Composer

For further information contact the Head of Department: The Arts & Languages, Ms Rose Rush (rrush6@eq.edu.au).

SUBJECT	LITERACY
Description	Literacy is an essential skill for students to become competent learners. It provides the foundations for successful learning in all other subject areas. William Ross State High School recognises the importance of critical foundation literacy skills and strives to identify students struggling with literacy development. The Foundation Literacy subject is committed to improving the literacy skills of students who need extra support in the classroom. Students requiring additional literacy assistance are identified through an early screening process which assesses a range of literacy indicators including NAPLAN, academic outcomes and the PAT-R Reading test. Once identified, permission is sought from the parent or caregiver for participation in the program as the student is withdrawn twice a week from a LOTE (languages) subject to participate in the program.
Aims	The Foundation Literacy Program aims to ensure that students: • are focused on improvement • develop and improve their writing competency through focused writing exercises and activities • develop and improve their reading comprehension through participation in the *Lexia Reading Program* and additional focused activities • develop and improve their reading fluency • develop and improve their acquisition and use of academic vocabulary
Learning Experiences	**WRITING** Students • construct brief and extended literary and non-literary texts by planning and developing subject matter. • read a range of written texts and identify critical language features. • participate in targeted activities focused on writing improvement including sentence structure, paragraphing and vocabulary development. • review own writing and develop *Process Writing Approach* strategies for improvement. **READING** Students • participate in the *Lexia Reading Program* and complete activities and micro-lessons focused on reading comprehension, fluency and vocabulary development. • participate in *Tactical Reading* exercises targeting comprehension of specific text types.
Assessment	The Foundation Literacy Program uses a range of assessment instruments including standardised testing such as PAT-R, Lexia Core 5 and in-class examinations and assignments.
Pathway to Senior Subjects	Not applicable
Career Pathways	This subject assists students to improve their reading and comprehension skills in order to achieve success across all KLA's.

For further information contact the Support Teacher – Literacy and Numeracy, Mrs Katie Johns (ksmit576@eq.edu.au).

SUBJECT	NUMERACY
Description	Numeracy is an essential skill for students to participate competently in the wider world. William Ross State High School recognises the importance of critical foundation numeracy skills and strives to identify students struggling with numeracy development. The Foundation Numeracy subject is committed to improving the numeracy skills of students who need extra support in the classroom. Students requiring additional numeracy assistance are identified through an early screening process which assesses a range of numeracy indicators including NAPLAN, academic outcomes and the PAT-M Mathematics test. Once identified, permission is sought from the parent or caregiver for participation in the program as the student is withdrawn twice a week from a LOTE (languages) subject to participate in the program.
Aims	The Foundation Numeracy Program aims to ensure that students: • are focused on improvement • develop and improve their numeracy competency through focused numeracy exercises and activities • develop their 'mathematical know how'- knowing or learning concepts, procedures and skills which comprise the content of school mathematics • develop their 'strategic know how'- having a set of strategies for routine and non-routine tasks • develop their 'contextual know how'- making sense of terms and processes
Learning Experiences	Students • develop strategies for addition and subtraction • develop strategies for multiplication and division • develop strategies for multi-step problems • develop strategies for spatial reasoning • develop strategies for interpreting graphics • develop strategies for finding patterns • develop strategies for estimating and comparing
Assessment	The Foundation Numeracy Program uses a range of assessment instruments including standardised testing such as PAT-M and in-class examinations and assignments.
Pathway to Senior Subjects	Not applicable
Career Pathways	This subject assists students to improve numeracy skills in order to achieve success across all KLA's.
For further information contact the Support Teacher – Literacy and Numeracy, Mrs Katie Johns (ksmit576@eq.edu.au).	