Merrimac
State High School
Gold Coast, Australia

Pride in Excellence

JUNIOR SECONDARY CURRICULUM BOOKLET

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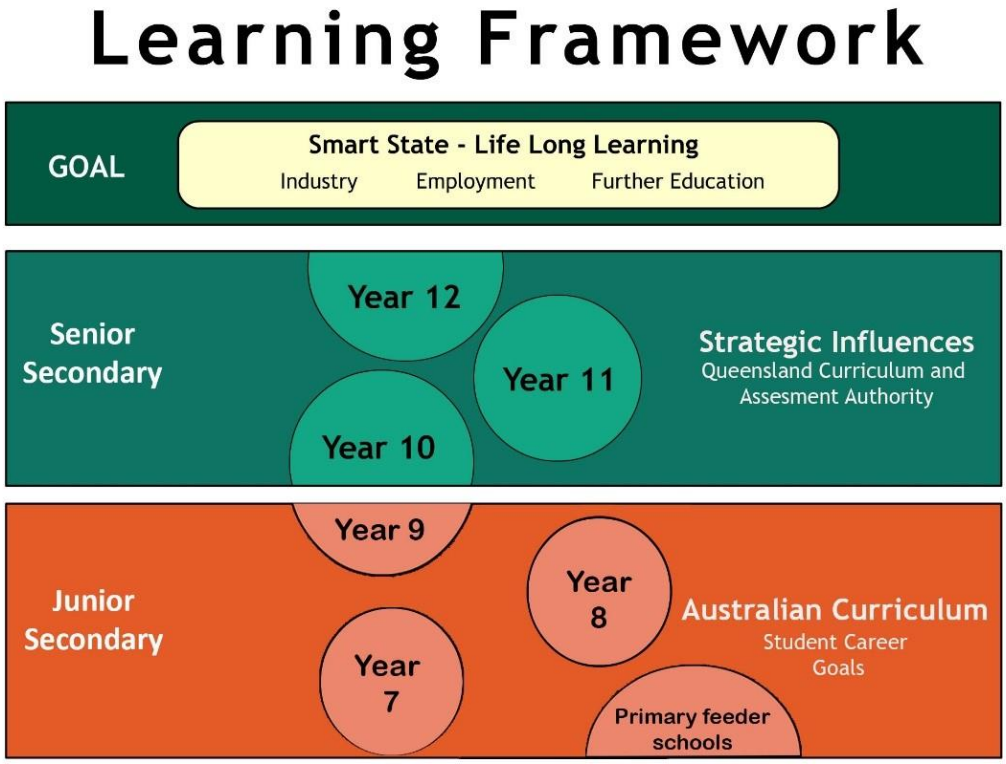
COMMITMENT TO QUALITY

Merrimac State High School has a proud tradition of developing fine young Australians who contribute significantly to the local and global communities in which we live. Our school has a commitment to quality curriculum and quality teaching and learning.



Our learning framework reflects our commitment to quality curriculum design through a seamless responsiveness to the needs of our students, community, industry and government.

At Merrimac State High School, we actively work to prepare students for their future through focussing on skills for successful participation in the 21st Century.

AUSTRALIAN CURRICULUM

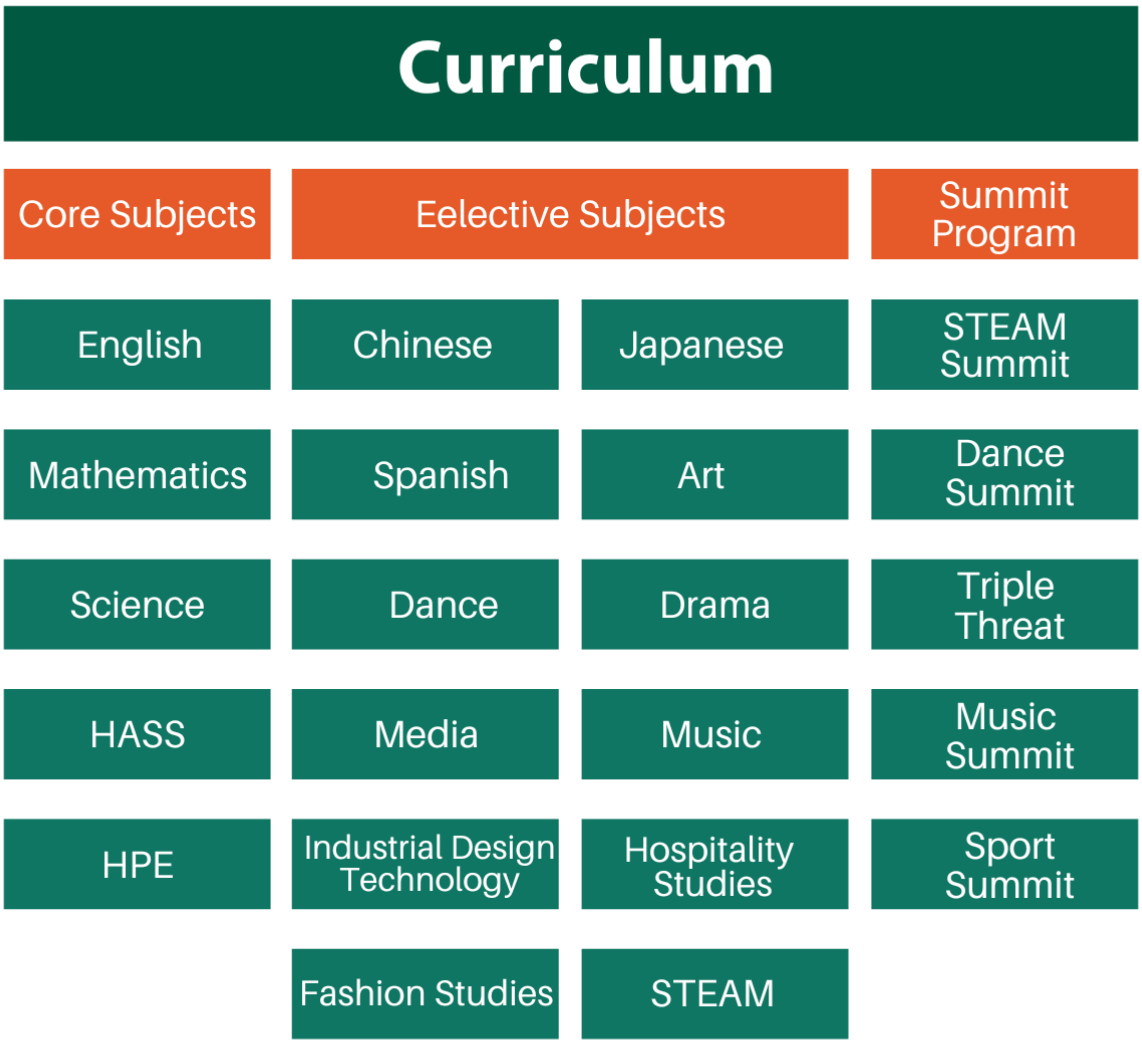
The Year 7, 8 and 9 curriculum is delivered through 8 Key Learning Areas (KLAs) to ensure students receive a challenging, engaging and comprehensive education. The Australian Curriculum describes what young Australians should learn as they progress through schooling. It is the foundation for their future learning, growth and active participation in the Australian community. It sets out essential knowledge, understanding, skills and capabilities and provides a national standard for student achievement in core learning areas.

To this end, students have the opportunity to study a wide range of subjects and this experience will assist them to choose subjects wisely now and in the future.

The website www.merrimacshs.eq.edu.au and school publications contain extensive information and contact details to assist both your student and you. It is here that you will learn more about the Uniform, Enrolment Management Plan detailing the residential zone for attending Merrimac High, Scholarships, Selective Entry Summit Programs for Excellence, Special Education Services, Instrumental Music and school sport.

CURRICULUM STRUCTURE

Our curriculum is structured to provide a seamless learning experience from Year 7 to 9.



2024 STUDENT RESOURCE SCHEME

Whilst the cost of providing instruction, administration and facilities for the education of a student at a state school is met by the State, **a parent is directly responsible for providing the student with textbooks and other resources for a student's use while attending school.**

As a service to assist parents with the cost of these educational resources, Merrimac State High School has chosen to operate a Student Resource Scheme (the Scheme). The purpose of the Scheme is to provide parents with a cost-effective alternative to purchasing textbooks, resources, consumables and/or materials from elsewhere, through reduced prices gained from the school's bulk purchasing processes.

The Student Resource Scheme enables a parent to enter into written agreement with the School that, in return for payment of a specified annual participation fee, provides for the participating student's temporary use of prescribed textbooks and other resources and/or for the purchase by the parent of consumables and materials for the student's use. Participation in the Scheme is **voluntary**, and no obligation is placed on a parent to participate. A parent's decision to participate is based on consideration of the value afforded by the Scheme. The Merrimac State High School Resource Scheme provides excellent value for money. A parent who does not wish to join the Scheme is responsible for providing the student with the items that would otherwise have been provided to the student by the Scheme to enable the student to engage with the curriculum.

STUDENT RESOURCE SCHEME FEE 2024						
	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Student Resource Scheme – Payment per student	$320	$320	$320	$320	$400	$400

*Student Resource Scheme Fees may change from year to year. Families will be invoiced their student's annual fee which will identify the appropriate amount for the relevant year and year level.

SELECTIVE ENTRY SUMMIT PROGRAM

STEAM ACADEMY

FACULTY	STEAM
YEAR LEVEL	Year 7, 8 and 9
DURATION	Three Years (if commencing in Year 7)
WHY STUDY	STEAM Academy students study Critical Thinking, Engineering, Design and Digital Technologies concepts which are embedded in their curriculum.

UNIT OVERVIEW Year 7 - 9	**LEARNING EXPERIENCES**
STEAM (Science, Technology, Enterprise, the Arts and Mathematics) education and skills development play an important role in our educational vision for the future. Fostering education in these areas ensures that today's students can generate and test new ideas and contribute to the scientific developments and innovations of tomorrow. Increasing society's capacity in this area will also contribute to job creation and provide solutions to social concerns such as medical, environmental and engineering breakthroughs. Authentic learning is an important foundation of the STEAM Academy and is enhanced by links with industry and tertiary partners; these real-life contexts will assist students with career choices.	In this program, students will participate in learning experiences designed to: • Develop critical thinking, inquiry and Problem-solving skills • Enhance their ability to work at both the abstract and creative levels • Promote team work and communication skills. The shift to, and emphasis on collaborative learning and creativity will best prepare these students for success in the 21st century. Experiences include enrichment days, competitions and guest speakers.
Year 7 **Unit 1 Programming Introduction** Students will be introduced to the foundations of programming and algorithm designs. Covering the 3 fundamental control structures: Sequence, Selection, and Iteration as well as the role and use of variables.	Students will complete a range of activities and challenges that will test their knowledge and understanding of concepts covered in unit.
Unit 2 Social and Ethical: How is technology changing us? Students will investigate how technology is reshaping the world in which we live. They will explore the role and effects existing and emerging technologies are having on our daily lives.	Students will complete a research essay examining the role of a technology and its effects on social change.
Unit 3 Introduction to Engineering and LEGO Robotics	Students will build and program a LEGO base

Students will be introduced to basic engineering and designing principles as well as extend on their programming skills to program LEGO Robots.	robot to complete a folio of challenges
Unit 4 FIRST LEGO League - Build, Design, Test and Share Students will be presented with a challenge set internationally by FIRST Robotics. They will have to research, design, develop, test, and document their robot solution following the engineering design process. In addition to this student will be required to develop a research innovation project to share focused on the theme of the selected year. This semester long unit provides students time to iterate, test and improving on their designs.	Students working in small groups will design, build, test and compete in the FIRST LEGO League challenge. Students will also prepare a presentation for their innovation project to share.
Year 8 **Unit 1 Programming Intermediate** Building on from concepts covered in year 7 this unit focuses on algorithms designed for control systems programming of virtual robots. Concepts include managing and filtering sensor data, efficiency in algorithms and control structures, etc	Students will complete a series of programming challenges involving virtual robots which will test their knowledge and understanding of concepts covered within the unit.
Unit 2 Engineering Principles Intermediate Students will explore intermediate engineering principles including Drive Trains, Gearing Ratios, principles of Speed and Torque, Lifting, Pushing and Pulling	Students will build and test a series of simple machines to test their knowledge and understanding of concepts covered.
Unit 3 VEX IQ Robotics Challenge Students will be presented with a challenge set internationally by VEX robotics. They will have to research, design, develop, test and document their solution following the engineering design process. This semester long unit provides students time to iterate, test and improving on their designs.	Students working in small groups will design, build, test and document a solution to compete in the VEX IQ Challenge.
Year 9 **Unit 1 Advanced Algorithm Design** Students will explore more advanced algorithms and programming structures with a focus on optimization while increasing in complexity	Students will complete a range of activities and challenges that will test their knowledge and understanding of concepts covered in unit.

Unit 2 Structured Query Language (SQL) Students will be introduced to SQL and database design learning the role of Relational Information Systems within our society	Students will complete a range of activities and challenges that will test their knowledge and understanding of concepts covered in unit.
Unit 3 Python Programming Students will be introduced to Python Programming and the role of Object Orientated Programming	Students will complete a range of activities and challenges that will test their knowledge and understanding of concepts covered in unit.
Unit 4 Laser Cut Homes Students explore building and housing designs. Learn how to use drawing tools and operating a laser cutter.	Students will build, design and present a laser cut residential house.

FUTURE PATHWAYS	Students must achieve at a high level in STEAM		
CONSIDERATIONS	STEAM Academy students will continue into Academic based subjects in Year 10 and to an ATAR in Years 11 and 12		
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ACADEMIC SUMMIT

YEAR LEVEL Year 7, 8 and 9

DURATION Three Years (if commencing in Year 7)

WHY STUDY? Academic Summit students study an extension English, Math, Science and HASS curriculum and Philosophy and Reason.

UNIT OVERVIEW **Year 7 - 9**	**LEARNING EXPERIENCES**
The Academic Summit Program is specialised for students who have been recognised as high achievers. The program focuses on learning needs of gifted and highly competent students who are capable of working at a significantly faster pace and in greater depth than their age peers. Students will be supported and encouraged to participate in a variety of extracurricular challenges in areas such as Critical Thinking and Enterprise to test their skills against their peers and gain experience in applying their knowledge and skills in new and different settings. Learning experiences will continually promote leadership, self-confidence and problem solving. The use of laptop computers will enable the learning for Academic Summit students to be more individualised and also provide access to teachers and resources outside of normal school hours. Engagement in online learning will be an integral part of this academic program.	In this program, students will participate in learning experiences designed to: - • develop thinking, enquiry and problem-solving skills • enhance their ability to work at both the abstract and creative levels • promote team work and communication skills • The shift to, and emphasis on collaborative learning and creativity will best prepare these students for success in the 21st century Experiences include enrichment days, guest speakers and competitions e.g. Enterprise Challenge, cardboard challenge, Young Change Agents and the Buy Smart Competition.

FUTURE PATHWAYS Students must achieve at a high level in all subjects

CONSIDERATIONS Academic Summit students will continue into ATAR in Years 11 and 12

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SPORT SUMMIT

FACULTY HPE

YEAR LEVEL Year 7, 8 and 9

DURATION Three Years (if commencing in Year 7)

WHY STUDY? Students selected for Sport Summit are given the opportunity to further their passion of sport and fitness within their curriculum studies. Additional physical performance opportunities are provided to students to deepen their understanding and challenge students in the local community.

UNIT OVERVIEW Year 7	**LEARNING EXPERIENCES**
Unit 1 - Jump in and Get Active and Swim for Fitness In this unit students will evaluate the benefits of regular physical activity. They will analyse the varying determinants on physical activity participation and examine sedentary behaviours and their impact on health and wellbeing, to recommend strategies for increasing physical activity in daily routines.	Students engage in a variety of learning experiences that explore the social, emotional and cognitive health benefits associated with being physically active (including the impact on health-related and skill-related components of fitness). In addition, students will participate in a range of fitness tests to evaluate their personal physical fitness, as well as developing their swimming technique and fitness.
Unit 2 – My Body My Mind and Can't Touch This In this unit students will examine the process of puberty and how the body changes over time, and identify strategies to managing the physical, social and emotional changes that occur during puberty. They explore identity, including how personal identity changes during adolescence, while celebrating and respecting difference and diversity in individuals and communities.	Students engage in a variety of learning experiences to practise and apply strategies to seek help for themselves or others as they manage the transition into adolescence. Students will engage in individual and small group activities to discuss concepts and reflect on differences between individuals. In addition, students will participate in a range of field invasion games (Oz-tag & AFL) to refine and transfer movement skills in a variety of movement situations, and evaluate movement strategies in different movement situations.
Unit 3 - Eat for Life and Hoops! In this unit students investigate the Australian Guide to Healthy Eating to examine food groups and recommendations for healthy eating. Students examine food labels and nutritional	Students engage in a variety of learning experiences about interpreting nutritional health information, including food preparation and presentation techniques, and how food

information on packaging and develop strategies for planning and maintaining a healthy, balanced and sustainable diet.	production can become more sustainable. In addition, students will participate in court sports (basketball and netball) to refine and transfer movement skills in a variety of movement situations, and evaluate movement strategies in different movement situations.
Unit 4 – It's ok to Say, Struck Out & Swim Be in It In this unit students explore mental wellness, the impact of the dimensions of health on wellbeing and how to de-stigmatise mental health in society. They recognise and comprehend the concepts of mental health and wellbeing, and mental health promotion, and examine ways of destigmatising mental illness in the community. Students analyse the impact of physical, social, spiritual and emotional health on wellbeing, and investigate networks of support for promoting mental health and wellbeing in the local Gold Coast community.	Students engage in group discussion and role play to practice empathy in response to provided scenarios. Students plan, design and create a mental health promotion tool and evaluate how their tool helps improve young people's mental health and wellbeing. In addition, students will participate in striking and fielding games (T-ball, softball, and Sofcrosse), and will learn and apply a range of swimming and survival skills in the school pool.
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCES**
Unit 1 - Safety: It's everyone's business, Net, Set, Go & Aquatic Skills In this unit students will explore safety and relationships. They examine people who are important to them, and investigate strategies for relating to and interacting with others including assertive behaviour and standing up for themselves. Students practice strategies for dealing with unsafe or uncomfortable situations including bullying, harassment, discrimination and violence, and safe practices when using information and communication technologies (ICT) and online services, including dealing with cyberbullying	Students engage in a variety of learning experiences that explore safety and relationships. Students will engage with leading health advice from reputable sources including Beyond Blue to deepen understanding on concepts relating to self, and participate in class group discussions on harassment, cyber bullying, and how to keep themselves safe in the online world. In addition, students will participate in net and court sports (Tennis, table tennis, badminton) and individual lifelong physical activity (swimming), to refine and transfer movement skills in a variety of movement situations.

Unit 2 – Play to Your Strengths and So You Think You Can Coach? In this unit, students examine their character strengths through the 'Play to your strengths program'. They celebrate differences and help students overcome problems by improving their relationships and creating a greater sense of wellbeing	Students work with the Gold Coast Suns 'Play to your strengths' program to complete activities in their student guidebook, focussing on character strengths and how to incorporate these in to their daily lives for improved health and sporting outcomes. In addition, students will participate in non-traditional games, challenge and adventure activities to develop their leadership, collaboration and group decision-making processes when participating in a range of physical activities
Unit 3 - Be Resourceful with Resilience and Can You Dig It? In this unit students explore the concept of resilience and the benefit to health and wellbeing. They examine the concept of resilience and skills that support resilient behaviour. Students evaluate a range of coping skills, help-seeking strategies and community support resources, and investigate networks of support for promoting mental health and wellbeing.	Students engage in a variety of learning experiences that explore resilience. They will research concepts relating to resilience and anxiety, investigate provided scenarios and devise strategies to best achieve positive outcomes. Students will draw upon prior knowledge on the benefits of physical activity as a protective factor towards resilience. In addition, students will participate in net & court sports (volleyball), to refine and transfer movement skills in a variety of movement situations, and evaluate movement strategies in different movement situations.
Unit 4 - Respectful Relationships, Cultural Games and Water Safety. In this unit students explore and develop a common understanding of the concepts of gender, relationships and respect. They will examine the implications of gendered assumptions around masculinities, femininities and sexualities for themselves, others and in intimate relationships. Students will begin to develop skills in communication, negotiation, deconstruction, reconstruction, reflection and media literacy.	Students will mostly engage in small and whole class group discussions and activities to explore age-appropriate concepts relating to respectful relationships. The use of fictitious scenarios, case studies and role plays are used to explore these concepts, and to practice strategies to enhance health, safety, relationships and wellbeing. In addition, students will participate in culturally significant games to refine and transfer movement skills in a variety of movement situations, and evaluate movement strategies in different movement situations. They will also revise and further develop safety and survival skills in aquatic environments.

UNIT OVERVIEW Year 9	LEARNING EXPERIENCES
Unit 1 - AOD: The choices we make, Spike It! and Water Sports In this unit students explore alcohol and other drugs. They examine the effects of drugs on the body, analyse factors that influence the use of different types of drugs, and the impact of drug use on individuals and communities. They evaluate safe and unsafe situations at home, school and parties and in the community, and propose and practice strategies for dealing with unsafe or uncomfortable situations.	Students engage in a variety of learning experiences that explore alcohol and other drugs, using the School Health and Alcohol Harm Reduction Project resource. Students are actively involved in hands-on learning experiences including role play, simulated pouring experiences and case-study analysis to deepen their comprehension of AOD concepts in the 'real' world. In addition, students will participate in net and court sports (volleyball) and individual lifelong physical activity (swimming), demonstrating specialise movement skills in a variety of situations, and explore a range of strategies to solve movement challenges.
Unit 2 - Move it or lose it and The World Game In this unit students explore the health benefits of physical activity. They analyse social, emotional and cognitive benefits of regular physical activity based on intensity, nature and frequency. Students critically analyse social, cultural and environmental influences on physical activity participation, investigate sedentary behaviours and their impact on health and wellbeing, and plan and critique strategies for minimising sedentary behaviour and including physical activity in daily routines	Students engage in a variety of learning experiences that explore the health benefits of physical activity. They will investigate through group work determinants on activity behaviour, and examine and re-design their personal weekend timetable to minimise sedentary behaviour, and to increase physical activity in their daily routine. In addition, students will participate in individual lifelong physical activity (resistance training), Invasion games (soccer & futsal), demonstrating specialise movement skills in a variety of situations, and explore a range of strategies to solve movement challenges.
Unit 3 - The world we live is the food we eat and Invasion Games In this unit students explore food and nutrition within our community. They critically analyse determinants on food choices and eating habits, including the impact of food advertising, and evaluate sustainable food choices in a global context. Students plan and critique healthy options for snacks, meals and drinks, and celebrate and respect difference and diversity in individuals and communities regarding food behaviour.	Students engage in a variety of learning experiences through investigation and research on nutrition concepts. They will engage with audio-visual stimulus to analyse determinants on food choices and work in small groups to synthesise information and propose sustainable and healthy food options. In addition, students will participate in athletics events and invasion games (floor hockey and ultimate disc), demonstrating specialise movement skills in a variety of situations, and

	explore a range of strategies to solve movement challenges.
Unit 4 - Sport Education Program (SEPEP) In this unit students engage in a Sport Education Program to broaden their understanding and awareness of the different employment possibilities in the sport sector. This unit challenges student's collaboration and leadership skills as a culminating unit of work in junior HPE.	Students will participate in a SEPEP program developing comprehension and skills within a variety of roles within the sport industry, while developing their leadership and collaboration skills. Students demonstrate movement skills in a variety of situations, depending on the SEPEP program chosen by their class

FUTURE PATHWAYS	Senior Physical Education and Health courses, university studies in Exercise Science, Physiotherapy, Dietetics, Sports Management, Sports Psychology, PE Teaching, Fitness Instructor		
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DANCE SUMMIT

FACULTY Arts

YEAR LEVEL Year 7, 8 and 9

DURATION Three Years (if commencing in Year 7)

WHY STUDY? Students selected for the Dance Excellence Summit will be given the opportunity to excel in the performance and curriculum study of dance. In addition to our students' curriculum studies, Merrimac Dance Excellence students will also study The Australasian Dance Association (ADA) syllabus. Merrimac SHS is proud to be the only High School in Australia to offer this program to their dance students. This professional link is separate to the curriculum and provides the students with a recognised award for their dance skills. As Dance Summit is a skills-based pursuit, it is recommended they study it for the full year

UNIT OVERVIEW **Year 7**	**LEARNING EXPERIENCES**
Unit 1 **Functions of Dance** Dance is the art form in which human movement becomes the medium for sensing, understanding, and communicating ideas, feelings, and experiences. Dance has its own content, vocabulary, skills, and techniques, which must be understood and applied to be proficient in the art. Dance is a tool for creativity for young people and exploring the Functions is a great starting point!	Students will perform a teacher taught Artistic/Jazz routine for presentation at dance competitions AND Students will pull apart the Functions of Dance and be able to analyse its fundamentals.
Dance is filled with aesthetic values that expounds on the cultural heritage of a community. Students will continue to hone their skills using the Ritual function of dance by understanding Multi Cultural Dance.	Students will perform a teacher taught Cultural or Musical Theatre routine for presentation at dance competitions.
Unit 2 **Just Dance** Students will learn to choreograph dances for all to enjoy. This becomes ever-increasing opportunity is made possible with modern technology. By understanding the dance video game 'Just' Dance' students can see how they too can make dance for everyone.	Students create their own Just Dance routine.
Unit 3 **ADA or POPULAR DANCE PROMOTION** ADA Australasian Dance Association – For all that's best in Theatrical Dance. Attention to	Students will perform their ADA Jazz syllabus for

detail and the regular updating of syllabus requirements ADA has a long history of recognised high standards in syllabus technical work and quality rated qualifications of which so many are justifiably proud. Merrimac SHS becomes the only high school to study this worldwide syllabus. Students will create Merrimac versions of the current dance making platform to market Merrimac to Primary schools.	a certified, external examiner. Students will create short, Popular Dance routines to be edited as ads to promote Merrimac SHS to Primary schools.
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCES**
Unit 1 **Site Specific** Site-specific dance performance rose out of the dance experiments of postmodern choreographers of the 1960s and 70s. It is defined as a performance that has been designed to exist in a certain place outside of the theatrical stage. It pushes boundaries and challenges set perceptions of Dance. **Unit 2** **Musical Theatre** In the best musical plays of the Broadway tradition, dances are more than simple decorations or diversions. Rather, they establish character, further plot development, and intensify dramatic conflicts. It tells a story through singing, dancing and acting. **Unit 3** **Digital dance** Music Video Clips are modern variations of musicals from yesteryear. Students will be involved in a focused study of dance video clips, learning how to make video representations of OUR LIVES and the popular culture in which we live. **Unit 4** **ADA** Australasian Dance Association – For all that's best in Theatrical Dance. Attention to detail and the regular updating of syllabus requirements ADA has a long history of recognised high standards in syllabus technical work and quality rated qualifications of which so many are justifiably proud. Students also analyse Dance to interpret	Students will create a Contemporary dance duo specifically choregraphed for an unorthodox space. AND Students will perform an Artist in Residence taught Contemporary routine for presentation at dance competitions. Students will perform a teacher taught Musical Theatre routine for presentation at dance competitions. Students will create, film and edit their own versions of modern-day film clips. Students will perform their next ADA Jazz syllabus for a certified, external examiner. AND Students will analyse Contemporary Dance

meaning.	
UNIT OVERVIEW Year 9	**LEARNING EXPERIENCES**
Unit 1 **Multicultural** Hip hop dance culture began during the late 1960's and early 1970's, originally inspired by the movements of African dancing, Hip-hop incorporates aspects of dance while integrating music and complex movements to form artistry. Students also examine the history of a selection of world dance styles. They will focus on a fusion of styles and create a routine for an opportunity to perform at competitions.	Students will perform a teacher taught Hip Hop dance routine for presentation at dance competitions. AND Students will create a Multicultural Fusion dance.
Unit 2 **Fosse** Bob Fosse was a dancer and choreographer who, with his distinct style, reshaped the aesthetics of modern musical theatre. When you see a Fosse dance move, you know it's a Fosse move. Think curved shoulders, turned-in knees, bowler hats, punctuated hand movements, finger snaps, sideways shuffling and, yes, jazz hands.	Students will perform a teacher taught Jazz routine for presentation at dance competitions.
Unit 3 **Dance for Film** Through creation, this unit will focus on how dance is used in the medium of film and on screen. They will explore the technical development of dance films and understand the many elements to create the end product.	Students will create, film and edit their dance film.
Unit 4 **Bangarra** As a final link in dance from Junior to Senior, students look at Bangarra – a dance theatre group that is used in General Dance external exams, that is used as a mirror to society and has been presented on the world stage. Their work is an exploration of political and social comment made through dance.	Students will use movement to create and communicate a message that makes a political/social comment. AND Students will analyse a dance piece by Bangarra

FUTURE PATHWAYS Dance is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions. The demand for creativity in employees is rising in a world of rapid technological change. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

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MUSIC SUMMIT

FACULTY	Arts
YEAR LEVEL	Year 7, 8 and 9
DURATION	Three Years (if commencing in Year 7)
WHY STUDY?	It is well documented through neuroimaging that the study of music improves cognitive development and is one of the few activities that stimulates both sides of the brain. Students selected for the Music Excellence Summit will be given the opportunity to excel in music performance, composition and musicology. In addition to these traditional approaches, students will also gain an insight into audio production techniques both in a studio a live setting. Music is a language that communicates meaning across a variety of forums including; movies, cartoons, advertising, video games to name a few. The music excellence program allows students to be creative, innovative and work as part of a team; these core skills are highly valued across a huge number of applications.

UNIT OVERVIEW **Year 7**	**LEARNING EXPERIENCES**
Let's play - The focus of this learning experience is to teach students how to apply instrumental and rehearsal techniques on their chosen instrument. They will explore a variety of genres to open doors that align with what is pleasing to the ear.	Students will have the opportunity to explore their own interests by selecting an instrument (including voice) and a song to work toward their goals and perform part of a song. They may perform solo or part of a group.
Music genres - This unit allows students to gain an understanding in a variety of music genres through composing using computer software. With the recent improvements in technology everyone can learn how to make music.	Students will compose music to fit a genre of their choosing. They will learn to apply harmony, melody, structure and rhythm to create a modern song in line with their interests. A solid grounding in the use of loops, MIDI and audio recording will be gained through making music.
UNIT OVERVIEW **Year 8**	**LEARNING EXPERIENCES**
Feel the Rhythm - In this unit students will understand and apply elements of percussion. It includes the study of tribal rhythms including our own first nations people. They will learn to manipulate tempo, rhythm, syncopation and working as part of a team through playing and composing.	Students will learn to play percussion instruments and read traditional and contemporary notation. They will perform a variety of rhythms styles as part of a group and program beats using composing MIDI software.
20th Century Music -This unit is designed to give students a deep understanding of how music has evolved through the 1900's. With the invention of electricity and computers, music changed significantly. Through	Students will perform music that represents a style from the 1900's either solo or part of an ensemble. This gives students great choice due to the variety of genre's that evolved throughout the century. The evolution of Jazz, Rock'n'Roll, Electronica, Disco, Pop, Metal and

understanding and learning this great evolution we can better understand the possibilities and further innovate through our own practice.	hip-hop allow students to explore their performance capabilities.
UNIT OVERVIEW Year 9	**LEARNING EXPERIENCES**
Music production & sound design - Music production is a skill that is versatile across many applications. If you hear music live, on TV, in a movie or in a video game a sound engineer is needed to sculpt the sound. This unit is designed to give students an understanding of modern music and sound production. **Multi-media music** - This unit focuses on creating music for a specific purpose; to reinforce a moving image. In today's world, music is used to convey meaning across a variety of forums including; movies, cartoons, advertising and video games.	Students will use apply sound engineering skills in a variety of settings including studio and a live setting. They will have access to famous bands raw recordings and have an opportunity to re-mix and master them. Students will assume the role of both performer and sound engineer. Students will learn to create music to suit a chosen moving image such as a film clip or video game. They will engage with a variety of composition techniques such as; pitch intervals, chordal tone, tempo, structure and timbre to convey the emotion of the chosen moving image to strengthen its effect on the audience.

FUTURE PATHWAYS Music Excellence is a subject suited to students who love music and are interested in developing skills to help them achieve happiness and success in their lives. This program is designed to cater for the diverse applications required of musicians in a modern world as well as give a strong grounding if students choose to go to tertiary studies either as a performer, composer/song write, educator, engineer, journalism just to name a few. Summit student are equipped with skills that enable them to apply for music for the vast applications of music in today's world

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TRIPLE THREAT SUMMIT

FACULTY The Arts

YEAR LEVEL Year 7 Year course. Year 8 and 9 will be Semester electives.

DURATION 3 years (if commencing in Year 7)

WHY STUDY? The Selective Entry Triple Threat Summit Program is a dynamic course that focuses on practical activities relating to the musical theatre industry, consequently allowing students to develop a strong technical foundation across a broad spectrum of performance genres and styles. Students will be challenged and motivated to extend their skills in these three performance areas and learn to work as an ensemble, creating and directing various musical theatre performances throughout the course. They will learn the technical craft of backstage and production skills as well as develop their industry awareness and professionalism.

UNIT OVERVIEW **Year 7**	**LEARNING EXPERIENCES**
Students in Triple Threat will have a showcase at the end of each semester with each year level performing their polished piece to a live audience.	
Unit 1 **Fundamental fusion** Students will learn the fundamentals of drama, dance and song through practical workshops that unpack each performance style. Students will work in groups and individually to demonstrate their understanding of each style. They will act out a script, perform a teacher taught routine and in groups learn a song.	Students are challenged and motivated to extend their skills in three performance areas as they learn to work in groups creating and directing various pieces of performance.
Unit 2 **Props, production and plays** In this unit, students will be directed in a play that fuses all three areas of performance together. They will bring the script to life using music, movement and costumes to communicate a message.	Students will be directed in a play that uses music, dance and song to also interweave the theme throughout. They will take on certain roles throughout the process, directing or choreographing moments individually or in groups.
Unit 3 **Musical Madness** In this semester unit, students will be directed in a musical theatre production. They will learn about the audition process as they rehearse and audition for a role in the class musical. They will learn how to bring the show together by also taking on a production role such as design, stage management, promotions, costume, lighting and sound and theatrics.	They will learn the technical craft of backstage and production skills also with an emphasis on developing their industry awareness and professionalism.

FUTURE PATHWAYS: This production course prepares students for industry opportunities as they are trained in the three discipline areas of dance, drama and singing. A course of study in Triple Threat can establish a basis for further education and employment in the field of teaching, performance and to broader areas in creative industries and cultural institutions. Diverse pathways may include fields such as event management, stage management, sound and lighting design, web/app design, journalism and human relations.

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KEY LEARNING AREAS (KLA):
THE ARTS - DRAMA

FACULTY The Arts

YEAR LEVEL Year 7, 8 and 9

DURATION Each elective is a 6 month course

WHY STUDY? Studying The Arts allows a student to express himself/herself creatively through a variety of medium and technology. Students develop skills in creative thinking, problem solving, teamwork, informed perception and appreciating different cultures. It develops fine motor skills and higher order thinking. It also prepares the student to handle a challenging world and nourishes creativity. The Arts comprises of five Arts subjects – Dance, Drama, Media, Music and Visual Arts. Students will be able to elect an Arts subject of their choice each semester in Year 7, 8 and 9.

UNIT OVERVIEW YEAR 7	**LEARNING EXPERIENCES**
Unit 1 **Scripted Text** As a class, students will explore a scripted text, creating and developing characters and together stage a polished performance. Costumes, staging, props, lighting and sound, action!	Students will work cohesively using production elements and team work to block and stage a scripted text.
Unit 2 **Image Theatre** This unit allows students to learn about the elements of drama and how to use language and movement to communicate a message. They will focus on storytelling and how to transform stimulus into performance by using images from picture books as a basis to devise their own performance.	Students will work in groups to devise a piece of drama that connects to a theme from a picture book. They will use the elements of drama such as movement, language and tension and demonstrate respectful practices when performing.
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCES**
UNIT 1 **Collage Drama** Students will use theatre conventions of collage drama such as multimedia, narration and freeze frames and work in groups to devise a performance that aims to educate an audience about an important social issue.	Continuing to extend on roles and relationships students will develop their acting skills, confidence and teamwork with their peers as they create and perform a script educating a youth audience.
UNIT 2 **Scripted text** Beginning with process drama students will devise or be directed in a class scripted text	Working cohesively students will engage in all aspects of developing, creating, writing,

which will be rehearsed and performed on stage. All scripting, staging, costuming and props will be student devised and directed.	performing and directing a scripted text.
UNIT OVERVIEW Year 9	**LEARNING EXPERIENCES**
Unit 1 **Physical Theatre** This unit provides students with the opportunities to explore physical theatre and how the body can communicate a story. They will use conventions of physical theatre and bring a scripted text to life, using contemporary theatre staging, props, music and language to engage an audience. **Unit 2** **Verbatim** Learn how words and people's real stories can be transposed to the stage. Students will learn how lived experiences can create powerful dynamics as they use interviews and transcripts to create and devise a performance.	Students will learn the art of physical theatre. Using their acquired knowledge and skills they will perform a scene from a published text for an audience. Students will devise a concept for a script that uses a verbatim transcript as stimulus. They will then work in groups to devise a piece of verbatim text or perform a scripted piece that will communicate and educate a social message.

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THE ARTS - DANCE

FACULTY The Arts

YEAR LEVEL Year 7, 8 and 9

DURATION Each elective is a 6 month course

WHY STUDY? Studying The Arts allows a student to express himself/herself creatively through a variety of medium and technology. Students develop skills in creative thinking, problem solving, teamwork, informed perception and appreciating different cultures. It develops fine motor skills and higher order thinking. It also prepares the student to handle a challenging world and nourishes creativity. The Arts comprises of five Arts subjects – Dance, Drama, Media, Music and Visual Arts. Students will be able to elect an Arts subject of their choice each semester in Year 7, 8 and 9.

UNIT OVERVIEW YEAR 7	**LEARNING EXPERIENCES**
Unit 1 **Functions of Dance** Dance is a tool for creativity for young people and exploring the functions is a great starting point. They will participate in basic popular dance technique classes to develop and realise technical and stylistic skills and experiment with choreographic devices.	Students will perform a teacher taught routine for presentation at dance competitions/events in the school community.
Unit 2 **Just Dance** Students will create a Just Dance routine for a target group that incorporates choreographic devices and the elements of dance	Students will choreograph a section of a routine in the style of a Just Dance. They will perform this and create the video for promotional purposes.
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCES**
UNIT 1 **Contemporary** This unit will introduce students to the foundations of contemporary dance. Students will experiment with movement and learn to create their own original choreography. Students will refine their skills in learning a contemporary performance routine.	Students will develop the skills to choreograph a duo contemporary piece and will learn a teacher devised contemporary dance.
UNIT 2 **Musical Theatre** The triple threat. A performer needs to be rounded. Singing Dancing and Acting. Musical	Students will learn a musical theatre style

Theatre enables the performer to tell a story. Students will understand how to fuse together the dance elements with acting and singing to perform a musical theatre style routine.	routine to perform.
UNIT OVERVIEW Year 9	**LEARNING EXPERIENCES**
Unit 1 **Dance for Film** Video didn't kill the radio star, it paved the way to move music onto our TV screens. Students will be involved in a focused study of dance video clips, learning how to make video representations of our lives and the popular culture in which we live. **Unit 2** **Bangarra** Finally, dance becomes an exploration of political and social comment. As a final link in dance from Junior to Senior, students look at Bangarra – a dance theatre group that is used in General Dance external exams, that is used as a mirror to society and has been presented on the world stage. Their work is an exploration of political and social comment made through dance.	Students will create, film and edit their dance film. Through the manipulation of the elements of dance and own choreographic style, students will use movement to communicate a message that makes a political/social comment. Students will analyse a dance piece by Bangarra.

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THE ARTS - MUSIC

FACULTY The Arts

YEAR LEVEL Year 7, 8 and 9

DURATION Each elective is a 6 month course

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UNIT OVERVIEW YEAR 7	**LEARNING EXPERIENCES**
Unit 1 **Feel the Rhythm** In this unit students will understand and apply elements of rhythm. They will learn to manipulate tempo, rhythm, syncopation and working as part of a team through rehearsals and creating rhythm.	Students will learn to play percussion instruments and read traditional and contemporary notation. They will perform a variety of rhythms as part of a group and program beats and rhythms using composing software.
Unit 2 **Let's make some magic** The aim of this unit is to provide students a grounding in pitch intervals, texture, melody, timbre, harmony and structure. This is an introduction to music composition using computer technologies. Through music composition students learn how to be creative and innovative with music and a deep insight into how music is made is gained.	Students will learn how to compose music aligned with the genre or genres they are interested in. Students will have the opportunity to listen to a variety of music and gain an understanding of how it is made to help inform their own creative choices.
UNIT OVERVIEW YEAR 8	**LEARNING EXPERIENCES**
Unit 1 **Let's play** The focus of this learning experience is to teach students how to apply instrumental and rehearsal techniques on their chosen instrument. They will explore a variety of genres to open doors that align with what is pleasing to the ear.	Students will have the opportunity to explore their own interests by selecting an instrument (including voice) and a song to perform. They may perform solo or part of a group.

Unit 2 **Re-mix a lot** This unit allows students to gain an understanding in a variety of music genres through composing using computer software. With the recent improvements in technology everyone can learn how to make music and re-mix existing popular compositions.	Students will learn how to create re-mixes of popular songs to suit a genre of their choosing. They will learn to apply harmony, melody, structure and rhythm to create a modern song in line with their interests.
UNIT OVERVIEW YEAR 9	**LEARNING EXPERIENCES**
Unit 1 **Multi-media music** This unit focuses on creating music for a specific purpose; to reinforce a moving image. In today's world, music is used to convey meaning across a variety of forums including; movies, cartoons, advertising and video games. **Unit 2** **Be a Star** This unit is designed to allow students listen to music they like and develop skills that allow them to perform a version of their favourite song. An understanding of how various artists convey meaning in music is fundamental to any good performance. A deep insight performance and instrument technique will be gained.	Students will learn to create music to suit a chosen moving image such as a film clip or video game. They will engage with a variety of composition techniques to convey the emotion of the chosen moving image. Students will select an instrument (including voice) and songs of their choosing to study. They may perform solo, part of a group to build their ability no matter the level of skill.

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THE ARTS - MEDIA

FACULTY The Arts

YEAR LEVEL Year 7, 8 and 9

DURATION Each elective is a 6 month course

WHY STUDY? Studying The Arts allows a student to express himself/herself creatively through a variety of medium and technology. Students develop skills in creative thinking, problem solving, teamwork, informed perception and appreciating different cultures. It develops fine motor skills and higher order thinking. It also prepares the student to handle a challenging world and nourishes creativity. The Arts comprises of five Arts subjects – Dance, Drama, Media, Music and Visual Arts. Students will be able to elect an Arts subject of their choice each semester in Year 7, 8 and 9.

UNIT OVERVIEW YEAR 7	**LEARNING EXPERIENCES**
Unit 1 **Snap** Students will learn to and understand the functions of sound – score, ambience and special effects. Students are given pictures/ descriptors and they recreate sounds and music/themes using creative foley recordings.	Students create edited sound recordings in small teams.
Unit 2 **Cut and Shoot** Students understand News and Media bias and how to portray news stories and podcasts to reflect our local community and the stories they are interested in.	Students create representations of the world and make and interpret stories about people using film and technology software.
UNIT OVERVIEW YEAR 8	**LEARNING EXPERIENCES**
Unit 1 **Lights Up** Students are introduced to Lighting – stage and screen. This is a hands-on, interactive and collaborative group writing a short script and creating a storyboard and designing lighting templates. They learn story structure, and film making terms. **Unit 2** **Tell** Working in groups students learn to collaborate, script, plan, storyboard, produce, shoot and edit a documentary film – “Self Portrait”.	Students create representations of the world and explore, make and interpret stories about people, ideas and the world around them using communications technologies.

UNIT OVERVIEW YEAR 9	LEARNING EXPERIENCES
Unit 1 **Exploring Photography through Digital Portraits** Students will develop the knowledge and skills required to identify shot types and develop preparation routines used in capturing appropriate images to create Digital Portraits. **Unit 2** **Film Making using Photoshop & Premiere Pro.** Students will learn how to use Photoshop to create DVD covers and explore digital art from an Indigenous perspective as well as create a short film.	Students will manipulate and create images through the employment of the tools of Adobe Photoshop. Students will develop the knowledge and skills required to create a design using Adobe Photoshop & Premiere Pro. Students will use images and learning how to edit using Adobe Photoshop through fun and engaging lessons.

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THE ARTS – VISUAL ART

FACULTY The Arts

YEAR LEVEL Year 7, 8 and 9

DURATION Each elective is a 6 month course

WHY STUDY? Studying The Arts allows a student to express himself/herself creatively through a variety of medium and technology. Students develop skills in creative thinking, problem solving, teamwork, informed perception and appreciating different cultures. It develops fine motor skills and higher order thinking. It also prepares the student to handle a challenging world and nourishes creativity. The Arts comprises of five Arts subjects – Dance, Drama, Media, Music and Visual Arts. Students will be able to elect an Arts subject of their choice each semester in Year 7, 8 and 9.

UNIT OVERVIEW YEAR 7	**LEARNING EXPERIENCES**
Unit 1 **Our County- Now and Then** This unit provides students with the opportunity to discover and create works by exploring Australian art. Students will learn how to communicate as artists using the elements of art.	Students will learn about the Elements of Art to design and make Contemporary and Traditional Australian inspired drawings and prints.
Unit 2 **Whamm!** This unit will introduce students to the principles of art. The inspiration for this unit comes from the Pop Art movement. Students will develop their understanding of popular culture and how this is used in artmaking.	Students create a series of bright, bold mixed media art works. Developing their understanding of the elements and principles of art and how they work in conjunction with one another.
UNIT OVERVIEW YEAR 8	**LEARNING EXPERIENCES**
Unit 1 **A Parallel Universe** Students explore the Contemporary artworks of Giger. By developing an understanding of his works students will then create their own imaginative artworks inspired by his process.	Students learn how to use and manipulate dry media to create a 2D tonal artwork. Think supernatural, biomechanical, out of this world imagery.
Unit 2 **Behind the Mask** Students will investigate the concept of Symbolism and how this is used to express	Students learn the foundations of 3D artmaking through the medium of clay. Students will create

ideas in art. Students will explore the idea of identity gaining further understanding of self and others	a ceramic 'Mask' that showcases symbolism related to one's self.
UNIT OVERVIEW YEAR 9	**LEARNING EXPERIENCES**
Unit 1 **Waterworld** This unit explores our natural environment above and below the sea. Students will investigate the diverse and interesting ecosystems of the ocean and its surroundings to inspire a collection of multiple works.	Students will focus on natural, organic shapes and forms to create and make a folio of works that include: Digital Photography, drawing, printmaking, and painting.
Unit 2 **Snack Attack** This unit explores the works of Pop artist Claes Oldenburg and his famous oversized sculptures of popular everyday items. Students will learn and create in a bright and interesting manner	Students will create large oversized 3D artworks based on popular food. Students will use recycled materials and employ multiple techniques and skills in their creations.

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THE ARTS – TRIPLE THREAT

FACULTY The Arts

YEAR LEVEL Year 8 and 9

DURATION Each elective is a 6 month course

WHY STUDY? Studying The Arts allows a student to express himself/herself creatively through a variety of medium and technology. Students develop skills in creative thinking, problem solving, teamwork, informed perception and appreciating different cultures. It develops fine motor skills and higher order thinking. It also prepares the student to handle a challenging world and nourishes creativity. The Arts comprises of five Arts subjects – Dance, Drama, Media, Music and Visual Arts. Students will be able to elect an Arts subject of their choice each semester in Year 7, 8 and 9.

UNIT OVERVIEW YEAR 8	**LEARNING EXPERIENCES**
Unit 1 **Props, production and plays** In this unit, students will be directed in a play that fuses all three areas of performance together. They will bring the script to life using music, movement and costumes to communicate a message.	Students will be directed in a play that uses music, dance and song to also interweave the theme throughout. They will take on certain roles throughout the process, directing or choreographing moments individually or in groups.
Unit 2 **Musical Madness** In this unit, students will be directed in a musical theatre production. They will learn about the audition process as they rehearse and audition for a role in the class musical. They will learn how to bring the show together by also taking on a production role such as design, stage management, promotions, costume, lighting and sound and theatrics.	Students will learn the technical craft of backstage and production skills also with an emphasis on developing their industry awareness and professionalism.
UNIT OVERVIEW YEAR 9	**LEARNING EXPERIENCES**
Unit 1 **Props, production and plays** In this unit, students will be directed in a play that fuses all three areas of performance together. They will bring the script to life using music, movement and costumes to communicate a message.	Students will be directed in a play that uses music, dance and song to also interweave the theme throughout. They will take on certain roles throughout the process, directing or choreographing moments individually or in groups.
Unit 2	

Musical Madness In this unit, students will be directed in a musical theatre production. They will learn about the audition process as they rehearse and audition for a role in the class musical. They will learn how to bring the show together by also taking on a production role such as design, stage management, promotions, costume, lighting and sound and theatrics	Students will learn the technical craft of backstage and production skills also with an emphasis on developing their industry awareness and professionalism.

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FASHION STUDIES

FACULTY Arts

YEAR LEVEL Year 7,8,9

DURATION 6 Months

WHY STUDY? Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

UNIT OVERVIEW YEAR 7	**LEARNING EXPERIENCES**
Unit 1 **Topic Name: Fuzzy Felties** Unit Description: In this unit, students will focus on the material felt and how this ancient material is still in use today. They will produce a soft felt, hand stitched toy, communicating design ideas and justifying the final choice. Students will evaluate the success of their design ideas and product of a hand stitched felt toy using a developed criterion.	• Fabric construction • Hand sewing techniques • Design Process • Use of appropriate materials and equipment
Unit 2 **Topic name: Pyjama Shorts** Unit Description: In this unit, students safely develop their technical skills on a sewing machine and they will learn basic construction techniques. Students will investigate fabric construction and characteristics and will design, produce and evaluate pyjama shorts using a commercial sewing pattern.	• Sewing machine use • Garment construction • Construction Techniques • Commercial Patterns • Fabric construction • Characteristics of Fabrics • Knits vs wovens
UNIT OVERVIEW YEAR 8	**LEARNING EXPERIENCES**
Unit 1 **Topic Name: Decorating Textiles** Unit description: In this unit, students investigate various decorative techniques that are used on textiles to improve their appearance. Students will create a visual folio which includes samples of decorative techniques. They will also create patchwork panels using decorative techniques.	• Using of appropriate materials and equipment • Visual folio • Dyes • Hand sewing • Fabric painting

Unit 2 **Topic Name: Bag it!** Unit Description: In this unit, students safely develop their technical skills on a sewing machine and they will learn basic construction techniques. They will design, produce and evaluate a tote bag using a commercial sewing pattern and will also apply their patchwork panels from term 1.	• Beads, buttons, sequins • Applique • Manipulating textiles e.g. pleating, fraying • Sewing machine use • Garment construction • Construction techniques • Commercial patterns • Fabric construction • Characteristics of fabrics • Knits vs woven
UNIT OVERVIEW YEAR 9	**LEARNING EXPERIENCES**
Unit 1 **Topic Name: Fashion Illustration – Designing for the Stars** Unit description: In the role of a fashion illustrator, design and complete a visual diary for a collection of 5 fashion outfits that would meet a current, on-trend collection for a chosen celebrity or music artist; include an explanation of the design process. **Unit 2** **Topic Name: Wearable Art Headpiece** Unit Description: The theme and materials used are limited only by your imagination and availability but be the feature for the Mother's Day luncheon. You will learn basic makeup techniques and use cameras and lighting techniques to photograph your headpiece on a live model. The makeup and lighting should enhance your headpiece.	• Fashion illustration • Elements and principals of design • Using of appropriate materials and equipment • Visual folio • Dyes • Hand sewing • Wearable art construction techniques • Sustainable and ethical fashion • Production meeting with media for fashion shoots • Jewellery design and making • Logo's and marketing for markets

ASSESSMENT Year 7,8 Project **-** Design Folios
Product **-** Garment Construction

ASSESSMENT Year 9 Project – Design Illustration Folios
Product - Wearable Art Headpiece
Product - Jewellery Set

FUTURE PATHWAYS Year 10–12 Fashion Studies

Certificate courses in Fashion or Related job

Fashion pathways such as dressmaker, pattern maker, wardrobe supervisor, stylist, footwear designer, fashion journalist, jewellery and accessory design, movie/theater costume design, visual merchandising, fashion illustrator etc.

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ENGLISH

FACULTY	English
YEAR LEVEL	Year 7, 8 and 9
DURATION	Three Years (if commencing in Year 7)
WHY STUDY?	English is a compulsory course for all students.

UNIT OVERVIEW **Year 7**	**LEARNING EXPERIENCES**
Unit 1 – Writers Club Students will listen to, read and view short stories. They analyse the text structure and language devices used in short stories to create particular effects and meaning. Students examine the ways language is used by the author to create characters. They create an imaginative short story, adapting stylistic features such as plot structure, descriptive and figurative language. **Unit 2 – Wonder** **Novel study – Wonder** Students will listen to and read the novel – Wonder by R.J. Palacio. They will analyse the theme of belonging, events and characters within the text. Students will explore the importance of belonging for young people and how this is revealed in the text. They create a persuasive essay, employing a range of devices to influence their audience. **Unit 3 – The Power of Inspiration** Students will examine a variety of persuasive speeches on social issues, analysing how language features influence an audience. They will need to consider varied perspectives and interpretations of texts, engaging in critical analysis. Students will write and present their own persuasive speech on a social issue in order to motivate change. **Unit 4 – Songs of Social Comment** Students will analyse songs on a variety of social issues, specifically examining how social messages are communicated. They will engage in a detailed analysis of the poetic devices and audience positioning, examining	By the end of Year 7, students interact with others, and listen to and create spoken and/or multi-modal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multi-modal features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning. They create written and/or multi-modal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multi-modal features.

the invited reading. For their assessment, students will select one song to analyse, exploring the message, use of poetic devices and effectiveness as a song of social comment.	
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCES**
Unit 1 – Gender Stereotypes **Film study – Selection of Disney films** Students watch a variety of classic Disney movies to understand, analyse, and evaluate the author's representations of gender and how this positions audiences. They will understand the skill of persuasion, including evaluative language, and how their choices in text structure and genre can position their readers to take up an opinion. **Unit 2 – Storytellers** Students will listen to, read and view short stories. They will analyse the text structure and language devices used in short stories to create particular effects and meaning. They examine the ways language is used by the author to create characters and settings. Students create an imaginative short story, adapting stylistic features such as plot structure, suspense and descriptive and figurative language. **Unit 3 – Myths & Legends** **Novel study – Percy Jackson and the Lightning Thief** Students will listen to and read Percy Jackson and the Lightning Thief by Rick Riordan. They will analyse the characters in the text, specifically representations of villains and heroes. Students will create an analytical essay, employing text structure and language to present their analysis. **Unit 4 - Are you 'Ready for This?'** Students examine a television drama series 'Ready for This', exploring First Nations Peoples perspective. They investigate the implied meanings of episodes, evaluating the aesthetic features. They identify, analyse and explain text structures, language and visual features that convey particular perspectives and representations.	By the end of Year 8, students interact with others, and listen to and create spoken and/or multi-modal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multi-modal features and features of voice. They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features. They create written and/or multi-modal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multi-modal features.

UNIT OVERVIEW Year 9	LEARNING EXPERIENCES
Unit 1 – Australian Experiences Students view and read a variety of texts that create explore representations or people, places and histories. They will analyse and evaluate the text structures and language features that create these representations and how they position audiences. The unit focuses on a close examination of the way Australian peoples, cultures and histories are represented to convey ideas and values surrounding the Australian identity. **Unit 2 – Introducing Shakespeare** Students will study a variety of Shakespeare's literary classics. They will analyse the central themes explored and consider which text is more effective in delivering a message. **Unit 3 – Dystopian World** **Novel study – *The Giver*** Students read Lois Lowry's novel – *The Giver* which explores a dystopian world. Students will engage in an in-depth study of the novel and listen to, read and view additional literary texts to examine how authors present different perspectives on issues. They will examine stylistic devices and aesthetic features which influence an audience. **Unit 4 – Navigating Celebrity** Students will study a variety of texts with a focus on feature writing in print, broadcast and electronic media. They will understand and analyse the concept of 'celebrity' and the use of social media in modern society	By the end of Year 9, students interact with others, and listen to and create spoken and multi-modal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multi-modal features and features of voice. They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multi-modal features. They create written and multi-modal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multi-modal features.

ASSESSMENT Students will complete written and spoken assessment items and literacy tests

FUTURE PATHWAYS Year 10 level in English and

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HEALTH & PHYSICAL EDUCATION

FACULTY HPE

YEAR LEVEL Year 7, 8 and 9

DURATION One Semester in each of year

WHY STUDY? To maintain health and well-being it is important for students to gain a good understanding of physical fitness, nutrition, healthy lifestyle and promoting respectful relationships with others. HPE provides opportunities for students to explore a wide range of topics within these contexts.

UNIT OVERVIEW Year 7	**LEARNING EXPERIENCES**
Unit 1 - Jump in and Get Active, Struck Out, and Swim for Fitness In this unit students will evaluate the benefits of regular physical activity. They will analyse the varying determinants on physical activity participation and examine sedentary behaviours and their impact on health and wellbeing, to recommend strategies for increasing physical activity in daily routines.	Students engage in a variety of learning experiences that explore the social, emotional and cognitive health benefits associated with being physically active (including the impact on health-related and skill-related components of fitness), as well as participate in a range of fitness tests to evaluate their personal physical fitness In addition, students will participate in striking and fielding games (T-ball, softball, and Sofcrosse), and will learn and apply a range of swimming and survival skills in the school pool.
Unit 2 – Eat for Life, Hoops! And Grassy Games In this unit students investigate the Australian Guide to Healthy Eating to examine food groups and recommendations for healthy eating. Students examine food labels and nutritional information on packaging and develop strategies for planning and maintaining a healthy, balanced and sustainable diet.	Students engage in a variety of learning experiences about interpreting nutritional health information, including food preparation and presentation techniques, and how food production can become more sustainable. In addition, students will participate in court sports (basketball and netball) and field invasion games (touch and soccer) to refine and transfer movement skills in a variety of movement situations, and evaluate movement strategies in different movement situations.
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCES**
Unit 1 – Minimise Harm Maximise Health, Aquathon and Invasion Games In this unit students examine the effects of alcohol and other drugs on the body, analyse factors that influence the use of different types of drugs, and the impact of drug use on individuals and communities. They evaluate safe and unsafe situations at home, school and parties and in the	Students engage in individual, small and whole class group activities to investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, and wellbeing around alcohol and other drugs. In addition, students will participate in aquathon

community, and propose and practice strategies for dealing with unsafe or uncomfortable situations.	(run & swim) and invasion games (floor hockey, ultimate frisbee and culturally significant games), to refine and transfer movement skills in a variety of movement situations, and evaluate movement strategies in different movement situations.
Unit 2 – Respectful Relationships and Take it to the Court. In this unit students explore and develop a common understanding of the concepts of gender, relationships and respect. They will examine the implications of gendered assumptions around masculinities, femininities and sexualities for themselves, others and in intimate relationships. Students will begin to develop skills in communication, negotiation, deconstruction, reconstruction, reflection and media literacy.	Students will mostly engage in small and whole class group discussions and activities to explore age-appropriate concepts relating to respectful relationships. The use of fictitious scenarios, case studies and role plays are used to explore these concepts, and to practice strategies to enhance health, safety, relationships and wellbeing. In addition, students will participate in court sports (volleyball and badminton), to refine and transfer movement skills in a variety of movement situations, and evaluate movement strategies in different movement situations.
UNIT OVERVIEWS Year 9	**LEARNING EXPERIENCES**
Unit 1 - Water Safety and Resuscitation In this unit students engage in a variety of learning experiences to strengthen and maintain water safety in the local community. They examine CPR and first aid practices within and outside of aquatic environments, and plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk.	Students engage in a variety of learning experiences that explore water safety. They examine and apply CPR and first aid practices within and outside of aquatic environments, including performing shallow and deep-water rescues of a variety of casualties, and includes the use of an Automated External Defibrillators to maximise chance of survival. Within this, students demonstrate movement skills in a variety of aquatic situations.
Unit 2 – Respectful Relationships and Sport Education Program (SEPEP) In this unit students explore the nature of gender-based violence and the implications for respectful practice. It explores domestic violence and sexual assault in the context of power, social and institutional structures, and young people's lives. It takes a broad view of violence, covering the physical aspects as well as looking at the emotional, social and economic implications of gender-based violence, including homophobia. This unit also helps students to understand the nature of consent and respect, and develop skills to take individual and collective action and responsibility for self and others.	Students engage in a variety of learning experiences that help them to understand the nature of consent and respect, and develop skills to take individual and collective action and responsibility for self and others. Students will participate in a SEPEP program developing comprehension and skills within a variety of roles within the sport industry, while developing their leadership and collaboration skills. Students demonstrate movement skills in a variety of situations, depending on the SEPEP program chosen by their class.

ASSESSMENT	Project Folios Investigation Practical and performance		
FUTURE PATHWAYS	Health or Sport related careers	**EMAIL:**	ceise6@eq.edu.au

HUMANITIES AND SOCIAL SCIENCE

HASS

FACULTY Humanities and Social Science

YEAR LEVEL Year 7, 8 and 9

DURATION Three Years (if commencing in Year 7)

WHY STUDY? This compulsory Social Science course will be delivered according to the Version 9 Australia National Curriculum with the aim of preparing students for their Senior studies.

Students will be involved in a process of inquiry in History, Geography, Civics/Citizenship & Economic/Business units which will require them to gather, interpret, analyse and develop questions from a variety of sources in order to make informed decisions. Students will develop skills in interpretation, decision making, research and communication as well as practice all the skills that make up the Cognitive Elements that are tested in the ATAR in Years 11 and 12. Students will make better decisions, both in the present and future, as members of our society as they learn to extend both their written and oral communication skills.

UNIT OVERVIEW **Year 7**	**LEARNING EXPERIENCES**
UNIT 1 **History** The Year 7 History unit provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. The study of the ancient world includes the and the mysteries about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China	Students will develop a broad understanding of the context and chronology of the period, including the archaeological and historical terms used to describe different periods of time, and the ways different cultures, including First Nations Australians, identify and represent time.
UNIT 2 **Geography** The Year 7 Geography unit involves the study of 2 sub-strands. **Water in the world** – this unit focuses on the many uses of water, the ways it is perceived and valued. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human–environment relationships.	Geography is a structured way of exploring, analysing and explaining the characteristics of the places that make up our world, through perspectives based on the concepts of place, space and environment. A study of geography develops students' curiosity and wonder about the diversity of the world's places and their peoples, cultures and environments.

Place and liveability – focus on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students consider the ways that the liveability of a place is enhanced and how sustainability is managed. **UNIT 3** **Civics and Citizenship** In this unit students study the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion. **UNIT 4** **Economic and Business** The focus of learning in in this unit is the unit "individuals, businesses and entrepreneurs" within a personal, community and national context. In Year 7, students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken.	Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They will analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. Students use civics and citizenship concepts, terms and sources to create descriptions, explanations, explanations and arguments Students develop questions to investigate an economic and business issue. They locate, select and organise data and information from sources. They interpret information and data to identify economic and business issues, trends or effects. They develop a response and identify potential costs and benefits. Students use economic and business knowledge, concepts, terms and sources to create descriptions and explanations
UNIT OVRVIEW Year 8	**LEARNING EXPERIENCES**
UNIT 1 **History** The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650 BCE – 1750 CE). This was when major societies around the world came into contact with each other. It was the period when the modern world began to take shape. This subject includes being introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam	Students will gain an understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between different cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period

UNIT 2 **Geography** The Year 8 Geography unit involves the study of 2 sub-strands. Landforms and landscapes – focus on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. The sustainability of significant landscapes and the impacts of hazards are managed. Changing nations – focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed.	Geography emphasises the role of the environment in supporting human life, the important inter-relationships between people and environments, and the different understandings of these relationships. Gathering evidence from a range of sources such as art, architecture, archaeological digs, artefacts, fiction, non-fiction, poetry, music, drama, movies, television, coins, stamps, posters, media, and computers
UNIT 3 **Civics and Citizenship** In this unit students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes.	Students consider how laws are made and the types of laws used in Australia. Students will also examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship.
UNIT 4 **Economics and Business** The focus of learning in Year 8 is the unit "Australian markets" within a national context. Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work.	Students will examine the influences on decision-making within consumer and financial contexts through a focus on the role of Australia's system of taxation, particularly in relation to spending by individuals and businesses, support for the common good, and the importance of goal setting, budgeting and planning.
UNIT OVERVIEW Year 9	**LEARNING EXPERIENCES**

UNIT 1 **History** The Year 9 unit provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in the First World War (1914–1918), known as the "war to end all wars". An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period. This includes being introduced to the significant economic, social and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.	Students will develop and modify questions about the past to inform historical inquiry and explain the origin, content, context and purpose of primary and secondary sources. Students compare sources to determine the accuracy, usefulness and reliability of sources as evidence. They will explain causes and effects, and patterns of continuity and change connected to a period and compare perspectives of significant events and developments. They also analyse different and contested historical interpretations using historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources.
UNIT 2 **Geography** In year 9, Geography involves the study of 2 sub-strands. Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future. Geographies of interconnections – focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.	Students will develop a range of questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. Students use geographical knowledge, concepts and terms to develop descriptions, explanations and responses that acknowledge research findings.
UNIT 3 **Civics and Citizenship**	Students develop a range of questions and locate, select and compare information from

In this unit students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.	sources to investigate political and legal systems, and contemporary civic issues. They will analyse information to explain perspectives and challenges related to political, legal or civic issues. Students will use their civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments.
UNIT 4 **Economics and Business** The focus of this this is "international trade and interdependence" within a global context, including trade with the countries of Asia. Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. Students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices	Students will investigate an economic and business issue. They will interpret and analyse information and data about the issue to explain economic trends and cause-and-effect relationships, and identify consumer and financial impacts. They will evaluate a response using criteria and make decisions about how it is to be implemented. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.

ASSESSMENT

Students will be given numerous opportunities to demonstrate learning outcomes throughout the duration of the course using the following assessment techniques:

- PROJECTS - Creation of a biome / debates
- INVESTIGATIONS - Research Tasks
- **EXAMS** Objective/Short Answer Response ,Response to Stimulus

FUTURE PATHWAYS

Senior Subject include Legal studies, Economics, Modern History, Tourisim, Social and Community Studies and Philopsphy.

Future pathways include study and employment in Art, Architecture, Archaeology, Law, Politics, Government, Education, Travel and Hospitality, Media Studies, Social Sciences, Foreign Affairs, Defence, Teaching, Journalism, Environmental Studies, Engineering

FURTHER ADVICE Kay Simpson **EMAIL** ksimp112@eq.edu.au

LANGUAGES

CHINESE

FACULTY	Languages
YEAR LEVEL	Year 7, 8 and 9
INCOMPATIBLE SUBJECTS	Spanish and Japanese
DURATION	Compulsory language lesson once a week for 35 minutes in Year 7 only. If chosen as Elective in Years 7-9 duration is 6 Months.
WHY STUDY?	Learning another language enables you to develop mental flexibility and problem solving strategies. China has been identified as the source of our next wave of tourists. Thus Chinese speakers will be much sought after for jobs on the Gold Coast in the near future. An ability to speak Chinese will enhance your career opportunities for a variety of pathways.

UNIT OVERVIEW **Year 7**	**LEARNING EXPERIENCE**
Compulsory (35 min per week) **Unit 1** Topic name: Hello Chinese! Unit Description: This unit of learning contains greetings, self-introduction, numbers, telling age and school grade, and talking about nationalities in Chinese language.	• Vocabulary building • Role playing • Song studies • Cultural reading • Excursion & Incursion
Unit 2 Topic name: It is All About Me. Unit Description: This unit of learning builds on Unit 1 with further information about self-introduction, containing birthdays, families and pets, leisure activities in Chinese language.	
Elective **Unit 1** Topic name: Tasty Salad please! Unit Description: This unit focuses on developing student's listening and reading comprehension and speaking skills in Chinese language through familiar Disney stories – Olaf's nose and Kung Fu Panda.	• Vocabulary building • Story asking and comprehending • Movie/picture talks • Song studies • Cultural reading • Story book creating • Chinese characters writing • Excursion & Incursion

Unit 2 Topic name: I don't drink Coffee. Unit Description: This unit focuses on developing student's listening and reading comprehension skills through telling their own experiences with different types of food and drink. Students are to create a story of their own in relation to food and drink preference.	
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCE**
Elective **Unit 1** Topic name: My boyfriend makes vegetable steamed buns. Unit Description: This unit focuses on developing student's listening and reading comprehension skills through a series of people going to different places for different food items. Students are to exchange information and make decisions in Chinese language.	• Vocabulary building • Story asking and comprehending • Movie/picture talks • Song studies • Cultural reading • Story book creating • Chinese characters writing • Excursion & Incursion
Unit 2 Topic name: Weekend movie or basketball? Unit Description: This unit focuses on developing student's listening and reading comprehension skills through studying a diary entry and a celebrity profile. Students are to create a diary entry of their own commenting on the weekend activities.	
UNIT OVERVIEW Year 9	**LEARNING EXPERIENCE**
Unit 1 Topic name: Let's celebrate! Unit Description: This unit introduces students into nine Chinese traditional festivals including lunar calendar dates, special decorations, food and drink etc. Students are to select one of the festivals to further investigate and produce an oral presentation to promote this festival to the class.	• Vocabulary building • Listening comprehension • Role- play • Oral presentation • Cultural reading • Chinese characters writing • Excursion & Incursion

Unit 2 Topic name: Hanging out with friends Unit Description: This unit introduces and compares the leisure activities enjoyed by young people from Australia and China. Students are to perform a role play discussing and organising a leisure activity after school.	

ASSESSMENT	Extended responses and examinations in the areas of reading, writing, speaking and listening.
FUTURE PATHWAYS	Business, Law, Finance, Tourism, Education
CONSIDERATIONS	Many universities give an advantage to students who have studied a foreign language. Many employers also give preferance to students who have studied a foreign language.
FURTHER ADVICE	Lori Hayes **EMAIL** lhaye60@eq.edu.au

SPANISH

FACULTY Languages

YEAR LEVEL Year 7, 8 and 9

DURATION Compulsory language lesson once a week for 35 minutes in Year 7 only.
If chosen as Elective duration is 6 Monthsin Year 8-9.

WHY STUDY? Learning another language enables you to develop mental flexibility and problem solving strategies. The ability to speak Spanish will enhance your career opportunities for a variety of pathways.

<table>
<tr><th>UNIT OVERVIEW Year 7</th><th>LEARNING EXPERIENCE</th></tr>
<tr><td>Compulsory (35min per week)

Unit 1

Topic name: ¿Puedo ir al baño?

Unit Description: In this unit, students explore a story through song with focused language structures: Questions and replies.</td><td rowspan="4">All units are stories from the Senor Wooly TPRS language platform. It is estimated to cover one story per term; however, more advanced stories are available for background speakers.

Features:

Core language structures with limited contained vocabulary

High repetition or familiar language

Interactive online tasks that allow for personal extension

Full exposure to Listening, Reading and Writing experiences. Speaking is left for the full elective experience where pronunciation and tonality is focussed.</td></tr>
<tr><td>Unit 2

Topic name: ¡Es una ganga!

Unit Description: In this unit, students explore a story through song with focused language structures: Statements and comparisons.</td></tr>
<tr><td>Unit 3

Topic name: “Me duele”

Unit Description: In this unit, students explore a story through song with focused language structures: Emotions and adjectives.</td></tr>
<tr><td>Unit 4

Topic name: ¡Pan!

Unit Description: In this unit, students explore a story through song with focused language structures: Expressing desires and needs.</td></tr>
<tr><td>Elective

Unit 1

Topic name: 1-7 Units Basic Structures</td><td>• listen and respond to short simple sentences.
• write sentences without translation directly from ideas, concepts and vocabulary lists.</td></tr>
</table>

Unit Description: In this unit, students focus on sun units - Number, Colour, Greetings, Enquiry, verb-adjective, gender structure etc. **Unit 2** Topic name: 8-16 Sentence and Conversation Structures. Unit Description: In this unit, students use basic structures to construct statements, questions and responses. They also use basic language structures with verb conjugations, number and tense exploration.	• basic vocabulary of 300 core words and the ability to deconstruct another 1000 familiar or type words using context, root syllable, similarity to English, sonic familiarity etc without using a translator app. • Explore a range of cultural texts, stories, songs, movie clips and novels.
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCE**
Elective **Unit 1** Topic name:1-7 Units Story readings with Cultural contexts Unit Description: In this unit, students build language structures with verb conjugations, number, tense and sense developing. Establishing rules of grammar. **Unit 2** Topic name: 8-16 Cultural practices and events Unit Description: In this unit, students expand on grammar structures and progress to cultural activity involving food and cooking.	• conduct basic conversations communicating wants, desires, opinions and preferences. • Research, adapt and present a presentation of their experience of cooking traditional Latin-American or Spanish food. • Explore a range of cultural texts, stories, songs, movie clips and novels.
UNIT OVERVIEW Year 9	**LEARNING EXPERIENCE**
Elective **Unit 1** Topic name: 1-7 Units Cultural Contexts from diverse countries. Unit Description: In this unit, students explore: Sport, Politics and Social Movements, treatment of the vulnerable. They also use expressions of social movements through art and music as a key part of Latino culture. **Unit 2** Topic name: 8-16 Cultural practices and events	• Speak passages of written text with clarity and clear pronunciation while following grammatical rules. • translate, from memory, with dictionaries or online services to write clear and concise presentations • Explore a range of cultural texts, stories, songs, movie clips and novels.

Unit Description: In this unit, students expand on grammar structures looking at particular cultural events and the changing nature of exclusive traditions.	

ASSESSMENT Extended responses and examinations in the areas of reading, writing, speaking and listening

FUTURE PATHWAYS Business, Law, Finance, Tourism, Education

CONSIDERATIONS Many universities give an advantage to students who have studied a foreign language. Many employers also give preferance to students who have studied a foreign language.

FURTHER ADVICE Lori Hayes **EMAIL** lhaye60@eq.edu.au

JAPANESE

FACULTY Languages

YEAR LEVEL Year 7 and 8

INCOMPATIBLE SUBJECTS Chinese and Spanish

DURATION Compulsory language lesson for 35 minutes once a week in Year 7 only.

If chosen as Elective duration is 6 Months in Years 7 & 8

WHY STUDY? Learning another language enables you to develop mental flexibility and problem solving strategies. The ability to speak Japanese will enhance your career opportunities for a variety of pathways. Japan remains one of Australia's major economic partners and therefore learning Japanese gives you a greater advantage in various employment sectors in the furture. Japan is a popular tourist destination for families, especially the ski resorts in winter.

UNIT OVERVIEW Year 7	**LEARNING EXPERIENCE**
Compulsory (35 min per week) **Unit 1 & 2** **Topic name:** はじめまして! Nice to Meet you! **Unit Description:** In this unit, students will explore meeting and greeting people from Japan and learn how to greet new friends. They will be able to introduce themselves, discuss their likes and dislikes, talk about family and hobbies.	• Vocabulary building • Hiragana and Katakana • Role playing • Incursion
Unit 3 & 4 **Topic name:** Life in Japan! **Unit Description:** In this unit, students will explore how daily life is different in Japan compared to Australia. They investigate school life, holidays and celebrations in Japan and how different ages are celebrated and recognised in Japanese culture. Students will be able to discuss their daily routine, school timetable and gain an understanding of Japanese youth culture.	• Japanese Culture study • Song studies • Study school life in Japan • Understand Japanese youth culture
Elective **Unit 1** **Topic name:** Fame **Unit Description:** In this unit, students deepen their understanding of Japanese speaking, listening and reading skills through studying a	• Vocabulary building • Hiragana/Katakana and Kanji • Role playing • Study Japanese pop culture/sport culture

famous Japanese celebrity and creating a poster about their personality.	
Unit 2 **Topic name:** What's on the menu? **Unit Description:** In this unit, students learn about Japanese cuisine and understand how our language and behaviour changes to reflect culturally appropriate practices when eating out at restaurants.	• Japanese cuisine study • Japanese culture immersion • Extension of listening skills • How to order food
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCE**
<u>Elective</u> **Unit 1** **Topic name:** My trip to Japan **Unit Description:** In this unit, students will compare and contrast travel in Australia and Japan. They will plan an itinerary, and explore travel options in Japan, using Japanese language. Students develop an itinerary for an aspirational Japanese holiday in a chosen city and will be able to talk about countries, ask for directions, tell time and ask for help when travelling.	• Reading, listening and speaking skills • Hiragana/Katakana and Kanji • Study travel in Japan • Tell the time • Ask for help when travelling
Unit 2 **Topic name:** Getting to know you **Unit Description:** In this unit, student will further develop their personal introduction. They will create a multimodal personal profile detailing their name, age, family, likes, dislikes, hobbies and be able to answer questions about themselves in an interview.	• Reading, listening and speaking skills • Hiragana/Katakana and Kanji

ASSESSMENT	Extended responses & examinations int the areas of reading, writing, speaking and listening.
FUTURE PATHWAYS	Business, Law, Finance, Tourism, Education
CONSIDERATIONS	Many universities give an advantage to students who have studied a foreign language. Many employers also give preferance to students who have studied a foreign language.
FURTHER ADVICE	Lori Hayes **EMAIL** laye60@eq.edu.au

MATHEMATICS

FACULTY Mathematics

YEAR LEVEL Year 7, 8 and 9

DURATION Three Years (if commencing in Year 7)

WHY STUDY? Mathematical ideas have evolved across cultures over thousands of years and are continually developing. The modern world is influenced by ever expanding computational power, digital systems, automation, artificial intelligence, economics and a data driven society. This leads to the need for a capable Science, Technology, Engineering and Mathematics (STEM) workforce. Mathematics is integral to quantifying, thinking critically and making sense of the world. It is central to building students' pattern recognition, visualisation, spatial reasoning and logical thinking. Interdisciplinary STEM learning can enhance students' scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing these competencies supports students in pursuing a variety of careers and occupations within STEM and other fields.

UNIT OVERVIEW YEAR 7	**LEARNING EXPERIENCES**
Unit 1 – Whole numbers, number properties and integers.	Arithmetic skills, including order of operations, estimation, technology, and symbolic expressions, are essential tools for problem-solving and building a strong foundation for advanced mathematical concepts. Basic rules govern number manipulation, including associative, commutative, and distributive laws, which support accurate mathematical problem-solving. Mastery of the concepts of factors, multiples, and prime factorisation enables determination of the highest common factor and least common multiple of numbers. Utilising these concepts is crucial when solving problems that involve shared properties and relationships between numbers. The number line serves as a model to relate integers to statements of order in real-world contexts.
Unit 2 – Fractions, decimals, percentages and ratios	Fractions are essential for developing proportional thinking and reasoning. Decimals represent quantities that are a combination of whole numbers and fractional parts. They provide a way to represent and manipulate numbers between whole numbers, offering a more precise and flexible system for dealing with real-world quantities, measurements, and calculations. Percent's, like fractions and decimals, are a way of expressing a part of a whole or set. They provide a flexible system for dealing with real-world quantities, measurements, and calculations.

	The concept of ratios and their applications allows for effective analysis and comparison of relationships between quantities, helping to solve real-world problems and making informed decisions.
Unit 3 – Algebra, equations, the number line, angles, lines, shapes, length and area.	Algebraic expressions serve as the fundamental units of algebra, enabling the representation and analysis of real-world scenarios. Developing a strong foundation in equations and their various representations provides skills towards being able to model and analyse relationships between variables, paving the way for effective problem-solving and a deeper understanding of real-world situations. The coordinate plane provides a visual representation of the relationship between two quantities by plotting them as ordered pairs on a set of perpendicular axes. Geometry uses standard vocabulary and symbols to communicate facts and relationships about geometric figures. The formula for the area of a triangle is derived from the area of a rectangle, then applied to find the area of composite shapes and surface area.
Unit 4 – Solids and volume, transformations, probability and statistics.	Solids can be visualised in a number of ways for different purposes, nets allow for the surface of the solid to be explored and isometric and perspective views provide the viewer with detail about the image. The volume of a three-dimensional object is the amount of space that it occupies, measured in cubic units. Rigid transformations involve translating (sliding), rotating (turning), or reflecting (flipping) an object, that can be combined in a sequence without changing the object's shape or size. Line symmetry and rotational symmetry are important concepts in geometry that help us identify properties of shapes and develop spatial reasoning and critical thinking skills. The probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Different representations of data highlight different characteristics of the data.
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCES**
Unit 1 – Real numbers, percentages, finance, rates and ratio	Students will: use the 4 operations with integers and with rational numbers, choosing and using efficient strategies and digital tools where appropriate; use mathematical modelling to solve

	practical problems involving rational numbers and percentages, including financial contexts; formulate problems, choosing efficient calculation strategies and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, reviewing the appropriateness of the model; recognise irrational numbers in applied contexts, including square roots and π; recognise terminating and recurring decimals, using digital tools as appropriate; establish and apply the exponent laws with positive integer exponents and the zero-exponent, using exponent notation with numbers; use mathematical modelling to solve practical problems involving rational numbers and percentages, including financial contexts; formulate problems, choosing efficient calculation strategies and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, reviewing the appropriateness of the model; use mathematical modelling to solve practical problems involving ratios and rates, including financial contexts; formulate problems; interpret and communicate solutions in terms of the situation, reviewing the appropriateness of the model.
Unit 2 – Time, algebra, linear relationships, equations and inequalities.	Students will: solve problems involving duration, including using 12- and 24-hour time across multiple time zones; create, expand, factorise, rearrange and simplify linear expressions, applying the associative, commutative, identity, distributive and inverse properties; graph linear relations on the Cartesian plane using digital tools where appropriate; solve linear equations and one-variable inequalities using graphical and algebraic techniques; verify solutions by substitution; graph linear relations on the Cartesian plane using digital tools where appropriate; solve linear equations and one-variable inequalities using graphical and algebraic techniques; verify solutions by substitution; use mathematical modelling to solve applied problems involving linear relations , including financial contexts; formulate problems with linear functions, choosing a representation; interpret and communicate solutions in terms of the situation, reviewing the appropriateness of the model; experiment with linear functions and relations using digital tools, making and testing conjectures

	and generalising emerging patterns
Unit 3 – Geometry, Pythagoras' theorem, perimeter and area	Students will: identify the conditions for congruence and similarity of triangles and explain the conditions for other sets of common shapes to be congruent or similar, including those formed by transformations; design, create and test algorithms involving a sequence of steps and decisions that identify congruency or similarity of shapes, and describe how the algorithm works; establish properties of quadrilaterals using congruent triangles and angle properties, and solve related problems explaining reasoning; recognise irrational numbers in applied contexts, including square roots and π, use Pythagoras' theorem to solve problems involving the side lengths of right-angled triangles; solve problems involving the circumference and area of a circle using formulas and appropriate units.
Unit 4 – Volume, probability ad statistics	Students will: solve problems involving the volume and capacity of right prisms using appropriate units; recognise and use rates to solve problems involving the comparison of 2 related quantities of different units of measure; determine all possible combinations for 2 events, using two-way tables, tree diagrams and Venn diagrams, and use these to determine probabilities of specific outcomes in practical situations; investigate techniques for data collection including census, sampling, experiment and observation, and explain the practicalities and implications of obtaining data through these techniques; analyse and report on the distribution of data from primary and secondary sources using random and non-random sampling techniques to select and study samples; compare variations in distributions and proportions obtained from random samples of the same size drawn from a population and recognise the effect of sample size on this variation.
UNIT OVERVIEW Year 9	**LEARNING EXPERIENCES**
Unit 1 – The real numbers, algebra, scale and similarity	Students will: recognise that the real number system includes the rational numbers and the irrational numbers, and solve problems involving real numbers using digital tools; apply the exponent laws to numerical expressions with integer exponents and extend to variables; solve problems involving very small and very large

	measurements, time scales and intervals expressed in scientific notation. use mathematical modelling to solve applied problems involving change including financial contexts; formulate problems, choosing to use either linear or quadratic functions; interpret solutions in terms of the situation; evaluate the model and report methods and findings; recognise that the real number system includes the rational numbers and the irrational numbers, and solve problems involving real numbers using digital tools
Unit 2 – Linear graphs and quadratics	Students will: solve spatial problems, applying angle properties, scale, similarity, Pythagoras' theorem and trigonometry in right-angled triangles; apply the enlargement transformation to shapes and objects using dynamic geometry software as appropriate; identify and explain aspects that remain the same and those that change; use mathematical modelling to solve practical problems involving direct proportion, rates, ratio and scale, including financial contexts; formulate the problems and interpret solutions in terms of the situation; evaluate the model and report methods and findings; apply the enlargement transformation to shapes and objects using dynamic geometry software as appropriate; identify and explain aspects that remain the same and those that change; identify and graph quadratic functions, solve quadratic equations graphically and numerically, and solve monic quadratic equations with integer roots algebraically, using graphing software and digital tools as appropriate; experiment with the effects of the variation of parameters on graphs of related functions, using digital tools, making connections between graphical and algebraic representations, and generalising emerging patterns.
Unit 3 – Trigonometry, finance and measurement	Students will: solve spatial problems, applying angle properties, scale, similarity, Pythagoras' theorem and trigonometry in right-angled triangles; apply the enlargement transformation to shapes and objects using dynamic geometry software as appropriate; identify and explain aspects that remain the same and those that change; recognise the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles using properties of similarity; use mathematical modelling to solve applied problems involving change including

	financial contexts; formulate problems, choosing to use either linear or quadratic functions; interpret solutions in terms of the situation; evaluate the model and report methods and findings; solve problems involving the volume and surface area of right prisms and cylinders using appropriate units.
Unit 4 – Probability and statistics	Students will: list all outcomes for compound events both with and without replacement, using lists, tree diagrams, tables or arrays; assign probabilities to outcomes; design and conduct repeated chance experiments and simulations, using digital tools to compare probabilities of simple events to related compound events, and describe results; analyse reports of surveys in digital media and elsewhere for information on how data was obtained to estimate population means and medians; choose appropriate forms of display or visualisation for a given type of data; justify selections and interpret displays for a given context; analyse how different sampling methods can affect the results of surveys and how choice of representation can be used to support a particular point of view; represent the distribution of multiple data sets for numerical variables using comparative representations; compare data distributions with consideration of centre, spread and shape, and the effect of outliers on these measures.

ASSESSMENT: 1 examination per term and a problem-solving task, usually in Term 3. Skills report via Mathspace. Class and homework may also be used for assessment purposes

FUTURE PATHWAYS Year 10 Specialist, Methods, General, Essential.

FURTHER ADVICE Paul Gray **EMAIL** pgray14@eq.edu.au

SCIENCE

FACULTY Science

YEAR LEVEL Year 7, 8 and 9

DURATION Three Years (if commencing in Year 7)

WHY STUDY? Science provides opportunities for students to develop an understanding of scientific concepts and processes, the skills used to develop scientific knowledge, and the application of science in our lives. This compulsory Science course will be delivered in accordance with the Australian National Curriculum.

UNIT OVERVIEW Year 7	**LEARNING EXPERIENCES**
Unit 1 **Working Like a Scientist** This unit provides students with the opportunity to gain key investigative skills that they will require to successfully complete their Science course of study	The introductory unit of this course will engage students in practical activities that enhance their ability to plan investigations, safely conduct an experiment, and gather and analyse data.
Water – Waste Not, Want Not Students will learn about the water cycle and how mixtures can be separated using different techniques. They will consider how separation techniques are used in industry and water treatment and recycling.	Students will use these skills to conduct water audits and plan investigations about the solubility of substances in water. They will explore how water is used in their community.
Unit 2 **Exploring the Biosphere** Students will learn how organisms are classified based on their physical characteristics. They will then go on to explore the roles that organisms play in their environments, particularly regarding feeding relationships.	Organism interactions in a variety of environments will be explored, and the impact that human activity on these interrelationships will be discussed.
Unit 3 **Forces** This unit will allow students to explore the effect of forces and energy on objects. They will then apply their understandings during the process of testing projectiles.	Students will then consider how scientific understandings about force and motion have resulted in design of projectile launchers
Unit 4 Heavenly Bodies and Sensational Seasons During this unit students will examine the relationship between the Earth, moon and sun and use their understandings to explain natural phenomena such as eclipses, tides and seasons.	Students will complete this course by gaining a deep understanding about weather and the seasons and will learn how climate and seasons impact plant and animal activity, including human endeavours.
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCES**

Unit 1 **Energy – It's Everywhere!** In this unit students explore and classify different forms of energy. They will investigate different energy transfers and transformations and the efficiency of these processes. Students will then apply these understandings when investigating the transformations and efficiency of machines.	Students will engage in practical activities that enhance their understanding of energy forms. They build and modify a Rube-Goldberg machine in order to observe the practical uses of energy and explore ways to improve the efficiency of simple machines.
Unit 2 Chemistry of Common Substances Students explore matter at a particle level and examine how our current scientific knowledge has evolved as the result of the work of a number of scientists over time. Students will distinguish between chemical and physical changes. They will investigate simple chemical reactions using common substances, and will investigate the use of chemical testing to evaluate the properties of everyday items.	Students will gain an understanding of the nature of particles and how these particles behave during physical and chemical changes. They will apply these understandings when investigating the best material to utilise for a commercial product.
Unit 3 **Building Blocks of Life** During this unit, students identify cells as the basic units of living things, and recognise their specialised structures and functions. Students will learn the structure and function of the circulatory and respiratory systems and will investigate how they work together to ensure organisms survive during periods of physical activity.	The structure of cells will be explored as a basis for understanding how living things carry out key survival processes. The function circulatory and respiratory systems will be investigated in order for students to gain an understanding of how these systems interact to ensure organism survival.
Unit 4 **Rock My World** Students explore different types of rocks and the minerals of which they are composed. They will explore the processes involved in the formation and weathering of rocks. Students will learn how useful rocks and minerals are located, extracted and processed for use. They will use this knowledge to assist them to analyse the impact that mining activities have on the environment.	Students will gain an understanding of the processes involved in the formation and weathering of different types of rock. They will evaluate the environmental impact of human mining activities.
UNIT OVERVIEW Year 9	**LEARNING EXPERIENCES**

Unit 1 **My Life in the Balance** During this unit students will learn how body systems interact in order to maintain internal balance. The cardiovascular and immune systems will be considered in depth to understand how humans respond to disease.	Students will explore how the cardiovascular and immune systems interact to respond to disease. They will evaluate the advantages and disadvantages of modern medical techniques to assist the immune system to prevent and cure disease.
Unit 2 **Making Waves** During this unit students will explore the Electromagnetic Spectrum to gain an understanding of wave models. They will investigate heat transfer and gain an understanding of the properties of waves within the context of light and sound.	Students will engage in a variety of practical activities relating to heat, light, and sound in order to explore the properties of waves. They will apply their understandings whilst investigating how heat is transferred.
Unit 3 **Chemical Patterns** Students will take an in-depth look into the structure of atoms and will gain an understanding that chemical reactions are the result of interactions between atoms. They will investigate exothermic and endothermic reactions, and patterns in the reactions of acids and alkalis.	Acids, alkalis, and exothermic and endothermic reactions will be explored through practical work in order to assist students to gain an understanding about chemical interactions. The knowledge that they gain from their experimental work will enable them to investigate how reactions can be utilised in real-life contexts.
Unit 4 **Ecosystems in Balance** In this unit the key features of ecosystems will be examined. Students will explore the interactions between biotic and abiotic factors within an ecosystem and will consider how pollution due to human activity will impact on these interactions.	Students will learn how to identify the key features of an ecosystem and will explore how living organisms interact with their environment. They will explore how human activity will affect the interactions between biotic and abiotic features of natural habitats.

ASSESSMENT Student Experiments, Examinations, Research investigations, Data Tests

ADDITIONAL COSTS Excursions as required.

FUTURE PATHWAYS This Science course lays the foundation for future study in Senior and Tertiary Science. It will also equip students to understand the Science processes involved in everyday life.

CONSIDERATIONS Sound Acheivement in Year 9 is a pre-requisite for study in all areas of Year 10 Science.

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STEAM

FACULTY STEAM

YEAR LEVEL Year 7, 8 and 9

DURATION Three Years (if commencing in Year 7)

WHY STUDY STEAM Academy students study Critical Thinking, Engineering, Design and Digital Technologies concepts which are embedded in their curriculum.

UNIT OVERVIEW Year 7 - 9	**LEARNING EXPERIENCES**
STEAM (Science, Technology, Enterprise, the Arts and Mathematics) education and skills development plays an important role in our educational vision for the future. Fostering education in these areas ensures that today's students can generate and test new ideas and contribute to the scientific developments and innovations of tomorrow. Increasing society's capacity in this area will also contribute to job creation and provide solutions to social concerns such as medical, environmental and engineering breakthroughs. Authentic learning is an important foundation of the STEAM Academy and is enhanced by links with industry and tertiary partners; these real-life contexts will assist students with career choices. **Year 7** **Unit 1 Introduction to Engineering and LEGO Robotics** Students will be introduced to basic engineering and designing principles as well as extend on their programming skills to program LEGO Robots. **Unit 2 FIRST LEGO League City Shaper- Build, Design, Test and Share** Students will be presented with the City Shaper challenge. They will have to research, design, develop, test, and document their robot solution following the engineering design process. In addition to this student will be required to develop a research innovation project to share focused on the theme of the selected year. This semester long unit provides students time to iterate, test and improving on their designs.	In this program, students will participate in learning experiences designed to: • Develop critical thinking, inquiry and Problem solving skills • Enhance their ability to work at both the abstract and creative levels • Promote team work and communication skills. The shift to, and emphasis on collaborative learning and creativity will best prepare these students for success in the 21st century. Experiences include enrichment days, competitions and guest speakers. Students will build and program a LEGO base robot to complete a folio of challenges. Students working in small groups will design, build, test and complete the FIRST LEGO League challenge. Students will also prepare a presentation for their innovation project to share.

Year 8 and 9 **Unit 1 Programming Fundamentals** Unit 1 Programming Introduction Students will be introduced to the foundations of programming and algorithm designs. Covering the 3 fundamental control structures: Sequence, Selection, and Iteration as well as the role and use of variables.	Students will complete a range of activities and challenges that will test their knowledge and understanding of concepts covered in unit.
Unit 2 VEX VR Robots Building on from concepts covered in year 7 this unit focuses on algorithms designed for control systems programming of virtual robots. Concepts include managing and filtering sensor data, efficiency in algorithms and control structures, etc	Students will complete a series of programming challenges involving virtual robots which will test their knowledge and understanding of concepts covered within the unit.

FUTURE PATHWAYS	Digital Engineering Pathways in Senior, Senior Sciences and Mathematics		
CONSIDERATIONS	STEAM Academy students will continue into Academic based subjects in Year 10 and to an ATAR in Years 11 and 12		
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TECHNOLOGY

INDUSTRIAL DESIGN AND TECHNOLOGY

FACULTY Business and Design Technology

YEAR LEVEL Year 7,8,9

DURATION One Semester

WHY STUDY? As a precursor to studying subjects in Industrial Technology and Design, this course is structured to provide students with a challenging and interest introduction to the manufacture, testing and design features of the subject.

UNIT OVERVIEW Year 7	**LEARNING EXPERIENCES**
Industrial Technology and Design is a multifaceted subject which students enjoy for its practical application. It is designed as an introduction into ITD to provide a range of both practical and theoretical experiences which can built upon as a student progresses through their education.	Industrial Technology and Design is a subject providing a wide range of skills and experiences that encourage our students to foster both creativity and problem solving. In this program, students will participate in learning experiences designed to: • Develop critical thinking, inquiry and Problem solving skills • Enhance their ability to work with a range of construction materials • Promote research, design and development abilities
Unit 1 - Rocket Launch Students research, design and produce a rocket capable of flight. They investigate modern aeronautical technology and design concepts of motion, force, lift, drag, thrust and energy to produce a rocket that will soar into the air using compressed air as an energy source.	Students produce a working rocket which exploring the topic and principles involved
Unit 2 – Concentration Game Students explore simple electronic circuits and energy sources. In this unit they will investigate how motion, force and energy are used to manipulate and control electromechanical systems when designing simple engineered solutions.	Students produce a working. electronic game using conductive and non-conductive materials.
Unit 3 – Material Processing This Unit investigates the need to organise and store a wide variety of household products, so they are	Students manufacture a 'Mobile or Photo Holder' using hand tools and acrylic.

well managed and safe. Students look at a range of materials used in manufacture and how they are produced. They are then taught to read plans and use a range of tools to manufacture an acrylic product.	
UNIT OVERVIEW Year 8	**LEARNING EXPERIENCES**
Unit 1 - LED Light Ornament Students apply a range of cognitive, technical and physical skills to demonstrate skills in 'Industry practices' and 'Production processes'. Students are given specifications (working drawings and technical information) and complete a functional product that meets the specifications. On guard woodwork and plastics safety modules are mandatory for students to complete before entering the workshops.	Students are to design and manufacture a LED light ornament
Unit 2 – Sheet Metal Container with Lid (Protect It) Students learn and apply a range in metal fabrication concepts and skill related to sheet metal manufacturing. They analyse ways to produce designed solutions through selecting. and combining characteristics and properties of materials, systems, components, tools and equipment.	Students construct a metal container with lid using galvanised sheet.
Unit 3 – Passive Speaker Student's will demonstrate their knowledge and skills within a 'woodworking' context. Lessons include a focus on design processes, hand tools, machinery competency and Workplace Health & Safety legislation.	Students will design and manufacture a 'Passive Speaker' for their mobile
UNIT OVERVIEW Year 9	**LEARNING EXPERIENCES**
Unit 1 – Pinball Game Student's will demonstrate their knowledge and skills within a 'woodworking' context. Students apply a range of skills to demonstrate knowledge, understanding and skills in 'Industry practices' and 'Production processes.' Students are given specifications (working drawings and technical information) to complete a functional product that meets the specifications.	Students are to design and manufacture a Pinball Game.

Unit 2 – Sheet Metal Carry All Students learn and apply a range in metal fabrication concepts and skill related to sheet metal manufacturing. They analyse ways to produce designed solutions through selecting. and combining characteristics and properties of materials, systems, components, tools and equipment.	Students manufacture a Carry All which consist of using galvanised sheet metal.
Unit 3 – C02 Dragster Student's will demonstrate their knowledge and skills within a 'woodworking' context. Lessons include a focus on design processes, hand tools, machinery competency and Workplace Health & Safety legislation	Students design and manufacture a CO2 Dragster

ASSESSMENT	Unit theory booklets including feedback self-assessment. Practical projects
FUTURE PATHWAYS	Building and Construction, Senior Industrial Technology Skills Engineering Skills

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FOOD TECHNOLOGY

FACULTY Design Technology

YEAR LEVEL Year 7, 8 and 9

DURATION One Semester

WHY STUDY? Food Technology will see students learn basic food preparation skills. This will help them prepare for everyday life and leisure, while providing them with a strong foundation for students wishing to pursue a career in any aspect of the food industry, from production to teaching or hospitality. Students will receive both theoretical and practical experience in all units of work. They will use a range of technology and processes to investigate, design and produce food and/or menus while evaluating and reflecting on the processes used to produce food in society.

UNIT OVERVIEW Year 7	**LEARNING EXPERIENCES**
Unit 1 – It's a wrap In this unit students will investigate and explain current problems with food and fibre production, design solutions and consider factors that influence the design of products. They will gain knowledge of the five food groups, nutrition for teens, safety and hygiene in the kitchen along with practical cooking and textile skills.	Students are introduced to concepts related to hygiene and safety in the kitchen, technological innovation and sustainability in food and fibre production with practical lessons to consolidate knowledge. They will investigate problems of single use plastic, produce a natural dyed wax wrap and practical cooking that has a focus on Hygiene & Safety, Time Management, Teamwork and Organisation. An exam on hygiene and safety and the Australian Guide to Healthy Eating (AGHE) culminates the unit.
Unit 2 – Designer Lunchbox In this unit students will investigate factors influencing the rise in packaged snack foods and how they meet present and future needs. They will extend knowledge of the five food groups by analysing nutritional data to evaluate health impacts. They will investigate the influence of technology on producing snack foods and the impact on future eating habits.	Students build on knowledge of the AGHE with a focus on Ultra Processed Foods. They will investigate the benefits of whole foods, design a Healthy Lunchbox and produce their designed Sandwich. Practical lessons will build skills to incorporate into final design. They will use digital technology to build a Scratch game relating to the importance of bees in food production. They will learn basic hand stitches to design and make a Cutlery Wrap from felt.
UNIT OVERVIEWS Year 8	**LEARNING EXPERIENCES**

Unit 1 –Best Breakfasts In this unit students will analyse nutritional data and the Australian Guide to Healthy Eating to generate and document in digital form design ideas for a specific audience. They will pply knowledge to evaluate innovation and sustainability considerations, and use these to judge the suitability of their ideas, solutions and processes.	Students are introduced to the 6 Essential Nutrients and the importance of teens to include breakfast into their eating plan, with practical lessons focussing on healthy breakfast options. Students investigate and produce an E-recipe Book identifying importance of teens eating Breakfast.
Unit 2 – The Design Process In this unit students explain how social, ethical, technical and sustainability considerations influence the Design Process. They apply knowledge to develop criteria for success, including innovation and sustainability considerations, and use these to judge the suitability of their ideas, solutions and processes. By the end of this unit students will understand the design process by investigating generating and evaluating a designed solution	Students build on practical skills and develop greater independence with reading a recipe, adjusting quantities, measurements, evaluation and Reflection. Indigenous flavours and ingredients are explored and included in practical lessons. Exposure to the Design Process is incorporated in designing a “Pancake Stack” to meet a specific audience. Students will complete a Production Journal that reflects on skills developed from weekly practical lessons.
UNIT OVERVIEWS Year 9	**LEARNING EXPERIENCES**
Unit 1 – Nutrients In this unit students specifically focus on the study and application of nutrients and cooking methods and processes, A global context is applied to evaluate and compare the social values, economic and environmental factors involved in food choices, access, equity and Future Needs.	Students will build on knowledge and understanding of the 6 Essential Nutrients with a focus on identifying rich sources of nutrients required for teens. A Production Journal will be completed reflecting development of skills in practical lessons. An exam on Nutrients, cooking methods and measurement conversions will culminate the unit.
Unit 2 – Pitch a Food Idea In this unit students will be introduced to sustainable living and investigate social and ethical values in food production. They will evaluate initiatives that are finding solutions for a Preferred Future. They will use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions. Students are encouraged to build on creativity, innovation and enterprise skills.	Students investigate concepts of Sustainable food production with a focus on Food Waste, Food Miles, Indigenous flavours and alternative ingredients. Students will work in a small group to develop a “Food Pitch”. They will use the Design Process to investigate, plan, trial and produce a healthy muffin, create a power point and present their pitch as an oral presentation.

ASSESSMENT	Practical cooking and folios		
FUTURE PATHWAYS	Year 10–12 Hospitality, tourism, commercial kitchen work, catering and events.		
ADDITIONAL	For each year level, there is a levy for One Semester for cooking ingredients TBA		
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