



**2025**

# **Junior Secondary Curriculum Guide**

For 2025 Years 7-9 Subject Offerings

**Wynnum State High School**

**We're Wynnum, We're PROUD**

## Junior Secondary Curriculum

Our vision for our Junior Secondary school is to nurture students who:

- are creative, literate, numerate and connected
- can establish and maintain meaningful relationships within a positive and warm learning environment
- demonstrate mutual respect and personal accountability
- are motivated and high achieving learners who engage actively in a rigorous, relevant curriculum.

## The Australian Curriculum

In 2025, learning in the Junior Secondary school is based on The Australian Curriculum which sets consistently high standards for what all young Australians should learn as they progress through schooling. The Australian Curriculum Version 9 was released in 2023 and Wynnum State High School are gradually implementing the revised curriculum in a staged and strategic way to support the learning progression of all students.



The Australian Curriculum prepares Australia's next generation for the future and lays the building blocks for generations to come. The Australian Curriculum focuses on learning area content and achievement standards that describe what students will learn and teachers will teach. It also gives attention to seven general capabilities that are important for life and work in the twenty-first century as well as three cross-curriculum priorities.

The **seven general capabilities** of the Australian Curriculum are:

- Literacy
- Information and communication technology capability
- Personal and social capability
- Intercultural understanding
- Numeracy
- Critical and creative thinking
- Ethical understanding

The **three cross-curriculum priorities** of the Australian Curriculum are:

- ***Aboriginal and Torres Strait Islander histories and cultures***
- ***Asia and Australia's engagement with Asia***
- ***Sustainability***

## Literacy priorities in the Junior Secondary School

The literacy pedagogy used in Junior Secondary classrooms at Wynnum High is Reading to Learn. Reading to Learn or R2L is a set of strategies that enables teachers to support all students in their classes to read and write at the levels they need to succeed at high school with high school academic texts. A variety of strategies have been developed, addressing the students' needs, their year levels, the subject area they are studying and the kinds of texts they are expected to read and write. The program was developed by Dr David Rose from Sydney University and has been very successful.

## Numeracy priorities in the Junior Secondary School

The signature numeracy pedagogy in the Junior Secondary school is Thinking Classrooms, an evidence-based approach from Peter Liljedhal which promotes engagement and progress through collaborative thinking and supported challenge.

## What subjects will students study in Junior Secondary school?

(Elective subjects are italicized where students are offered a choice)

	Year 7	Year 8	Year 9
<b>English</b>	210 mins per week (3 lessons)	210 mins per week (3 lessons)	210 mins per week (3 lessons)
<b>Mathematics</b>	280 mins per week (4 lessons)	210 mins per week (3 lessons)	210 mins per week (3 lessons)
<b>Science</b>	140 mins per week (2 lessons)	210 mins per week (3 lessons)	210 mins per week (3 lessons)
<b>Humanities</b>	<u>History:</u> 210 mins per week (3 lessons for one semester ) <u>Humanities:</u> 210 mins per week (3 lessons for one semester) <u>Languages</u> (French or Japanese): 210 mins per week (3 lessons for one semester)	<u>History:</u> 210 mins per week (3 lessons for one semester) <u>Humanities:</u> 210 mins per week (3 lessons for one semester) <u>Languages</u> (French or Japanese): 210 mins per week (3 lessons for entire year)	<u>History:</u> 210 mins per week (3 lessons for one semester)  <i>Geography, Business, French and Japanese offered as elective subjects for entire year</i>
<b>Health &amp; Physical Education</b>	210 mins per week (3 lessons for one semester)	210 mins per week (3 lessons for one semester)	210 mins per week (3 lessons for one semester) <i>Recreation and PE offered as elective subjects</i>
<b>The Arts</b>	210 mins per week (3 lessons for one semester) <i>Choice of Dance, Drama, Music and Visual Art</i>	210 mins per week (3 lessons for one semester) <i>Choice of Dance, Drama, Music and Visual Art</i>	<i>Dance, Drama, Music, Media Visual Art offered as elective subjects</i>
<b>Technologies</b>	210 mins per week (3 lessons for one semester) <i>Choice of Digital, Food, Textiles or Materials</i>	210 mins per week (3 lessons for one semester) <i>Choice of Digital, Food, Textiles or Materials</i>	<i>Digital, Food, Textiles or Materials offered as elective subjects</i>
<b>PROUD Pathways</b>	70 mins per week (Designed around the concepts of emotional, physical, academic and social wellbeing)	70 mins per week	70 mins per week
<b>Sport</b>	70 minutes per week	70 mins per week	70 mins per week

### Inclusive Education Statement

The Department of Education commits to continuing its journey towards a more inclusive education system at policy and regional levels, and as part of our everyday practice in schools, educational settings and classrooms. Inclusive Education means that students with disabilities can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices. Wynnum State High School has a culture of high expectations of all students, recognising that, with the right support, all students can succeed.

## How is the school week organised in 2025?

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50am –9:00am	House Group	House Group	House Group	House Assembly	House Group
9:00am-10:10am	Period 1	Period 1	Period 1	Period 1	Period 1
10:10am–11:20am	Period 2	Period 2	Period 2	Period 2	Period 2
11:20am- 12:00pm	First Break				
12:00pm – 1:10pm	Period 3	PROUD Pathways / Year Level or Full School Assembly	Period 3	Period 3	Period 3
1:10pm – 1:40pm	Second Break				
1:40pm – 2:50pm	Period 4	Year 7 & 8 Sport	Period 4	Year 9 Sport & PROUD Support	Period 4



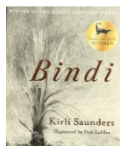


# English Curriculum

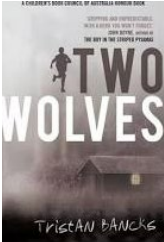
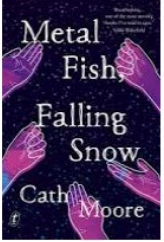
## What will students learn?



In Years 7, 8 and 9 English students will learn to read, write, listen, speak, view and create so that they can become effective and informed citizens of their communities. The Australian Curriculum for English is divided into three strands: *Language*: knowing about the English language; *Literature*: understanding, appreciating, responding to, analysing and creating literature and *Literacy*: expanding the repertoire of English usage.

## What will students do in Junior Secondary English?

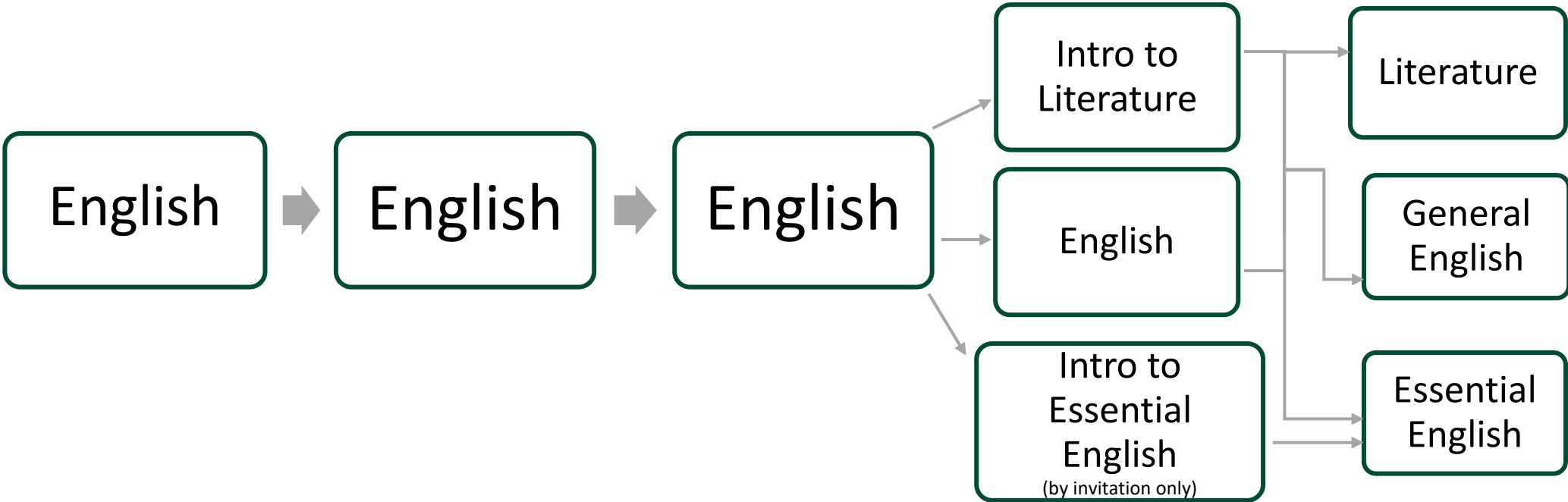
The following topics are covered for each year level:

Year 7			
Semester	Topic	Description	
1	<p>Persuasive: Motivational Speech</p> <p>Imaginative: Short Story</p> <p>Interactive spoken review</p>	<p>Students will create and deliver a motivational speech using a variety of language features and persuasive techniques.</p> <p>Students will study a selection of short stories about growing up and explore theme, plot, setting and narrative voice. They will experiment with these strategies and create a short story.</p> <p>The accompanying novel study will be either <i>Bindi</i> by Kirli Saunders, or <i>Black Cockatoo</i> by Hakea Hustler and Carl Merrison. They will engage in formal discussions about their novel.</p>	 
2	<p>Analytical: Essay</p> <p>Reflective: multimodal</p>	<p>In 'Growing up on the Big Screen', students will undertake a film study of the film: <i>Hunt for the Wilderpeople</i>. They will prepare an analytical essay exploring how characterisation is developed through film techniques.</p> <p>Students will explore a variety of reflective texts to explore perspectives about growing up in Australia. They will create a reflective multimodal piece about their experiences.</p>	
Year 8			
Semester	Topic	Description	
1	<p>Analytical: Essay</p> <p>Persuasive: Exposition</p>	<p>Students will view an animated film and analyse how the director utilised character, themes, visual techniques and language features to create representations of gender.</p> <p>Students will explore how public speakers use language features and text structures to persuade. Their topic will be a contemporary Australian issue.</p>	

2	<p>Imaginative: Narrative intervention</p> <p>Comparative analytical: Essay</p>	 <p>In-depth study of a novel either: <i>Metal Fish</i>, <i>Falling Snow</i> by Cath Moore, or <i>Two Wolves</i> by Tristan Bancks. Students demonstrate understanding of character, setting, language features and narrative voice by writing a short story that fills a gap or silence in the novel.</p>  <p>Students explore a range of songs and poetry by Indigenous artists and poets. In exam conditions, students compare two seen songs to evaluate which is most effective in communicating its message. Students will also engage in class and small group discussions in which they evaluate the effectiveness of the songs.</p>
---	---	--

Year 9		
Semester	Topic	Description
1	<p>Persuasive: Spoken</p> <p>Imaginative: Narrative</p>	<p>Students will explore representations of youth in diverse forms of media in order to see the choices writers make in creating a position and representation. They will present a spoken analysis that analyses the representation of youth in two different media texts.</p> <p>Students will explore short speculative fiction stories in order to understand effective narrative writing techniques. They will create their own speculative fiction narrative.</p>
2	<p>Imaginative: The Novel</p> <p>Opinionative: Feature article</p> <p>Analytical: Spoken analysis</p>	<p>Students write an analytical essay on a contemporary novel such as <i>The Boy in the Striped Pyjamas</i> by John Boyne or <i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon.</p>  <p>Students will choose a novel from their class WARP collection and will create a feature article exploring the relevance of the novel in light of its connection to a contemporary social issue.</p> <p>Students, in the role as one of the jurors from <i>12 Angry Men</i> by Reginald Rose, will present a spoken response justifying their position in relation to the verdict after the trial.</p> 

# English Progression from Junior to Senior Secondary



# Mathematics Curriculum

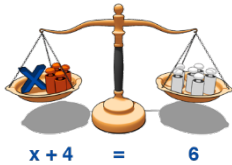
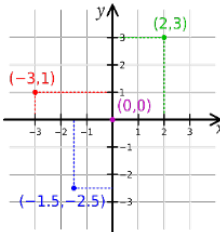
## What will students learn?


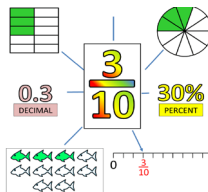
Mathematics creates opportunities for and enriches the lives of all students. *The Australian Curriculum in Mathematics* provides students with essential mathematical skills and knowledge in *Number, Algebra, Measurement, Space, Statistics, and Probability*. It develops the numeracy capabilities that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

## What will students do in Junior Secondary Mathematics?

### Year 7

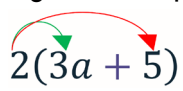
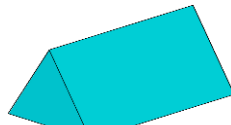
Students study Mathematics for 280 minutes (4 lessons) per week. One of these lessons each week is used for the 'Numeracy Groups' program. This program aims to support and enhance students understanding and skills in the Number strand of the Australian curriculum. At key junctures, all students undertake diagnostic testing to identify areas of need and are grouped according to these needs. They then participate in a range of hands on and engaging activities designed to specifically target student misconceptions and close gaps in their understanding. The topics studied in the other 3 lessons each week are outlined below:

Term	Topic	Description
1	a) Algebraic Expressions  b) Algebraic Equations c) Integers	Students will: <ul style="list-style-type: none"> <li>use algebraic expressions to represent situations and describe the relationship between variables</li> <li>substitute values into formulas to determine unknown values</li> <li>solve linear equations to find the value of unknowns</li> <li>solve problems involving the addition and subtraction of integers</li> </ul>
2	a) Statistics b) Indices c) Linear Relationships d) Transformations 	Students will: <ul style="list-style-type: none"> <li>plan and conduct statistical investigations involving discrete and continuous data</li> <li>create and interpret data displays such as stem and leaf plots</li> <li>analyse data by calculating mean, median, mode and range, and identifying outliers</li> <li>use index notation to represent numbers in expanded form and as products of prime factors</li> <li>solve problems involving squares and square roots</li> <li>create tables of values and linear graphs from algebraic expressions and formulas and describe the relationships shown</li> <li>use coordinates to describe transformations of points in the plane.</li> </ul>


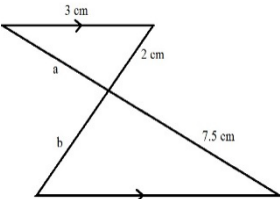
3	<p>a) Geometry</p>  <p>b) Fractions</p> <p>c) Probability</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• create algorithms to classify shapes according to their properties</li> <li>• apply knowledge of angle relationships to solve problems</li> <li>• find equivalent fractions and represent these on a number line</li> <li>• use all four operations in calculations with fractions</li> <li>• list sample space for experiments, assign probabilities, and predict relative frequencies</li> <li>• conduct repeated chance experiments and compare predicted vs observed results</li> </ul>
4	<p>a) Percent &amp; Ratio</p>  <p>b) Decimals</p> <p>c) Measurement</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use mathematical modelling to solve problems involving ratios</li> <li>• use all four operations in calculations involving decimals and percentages</li> <li>• choose between equivalent representations of rational numbers</li> <li>• use rounding and estimation to check reasonableness of solutions</li> <li>• solve problems involving the area of triangles and parallelograms, and the volume of right prisms</li> <li>• describe the relationship between <math>\pi</math> and the features of circles</li> </ul>

### Year 8

Students study Mathematics for 210 minutes (3 lessons) per week. The topics studied are outlined below:

Term	Topic	Description
1	<p>a) Integers</p> <p>b) Indices</p> <p>c) Algebraic Expressions</p>  <p>d) Linear equations and inequalities</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• solve problems involving the 4 operations with integers</li> <li>• apply the exponent laws to calculations with numbers involving positive integer exponents.</li> <li>• apply algebraic properties to rearrange, expand and factorise linear expressions.</li> <li>• solve linear equations with rational solutions and one-variable inequalities algebraically.</li> </ul>
2	<p>a) Statistics</p> <p>b) Decimals</p> <p>c) Measurement</p> 	<p>Students will:</p> <ul style="list-style-type: none"> <li>• conduct statistical investigations and explain the implications of obtaining data through sampling.</li> <li>• analyse and describe the distribution of data.</li> <li>• compare the variation in distribution of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range.</li> </ul>

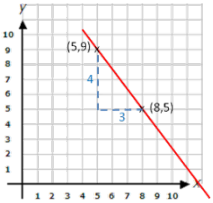
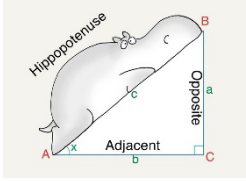
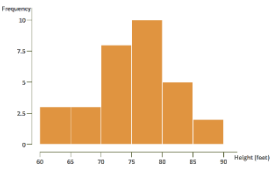
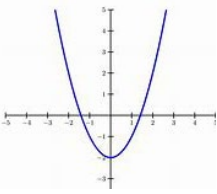
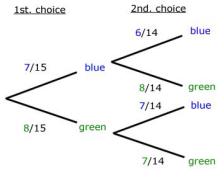


		<ul style="list-style-type: none"> <li>recognise irrational numbers and terminating or recurring decimals.</li> <li>use appropriate metric units when solving measurement problems involving perimeter and area of composite shapes and volume of right-prisms.</li> <li>use formulas to solve problems involving area and circumference of circles</li> <li>use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles.</li> </ul>
3	<p>a) Rates</p> <p>b) Linear relations + inequalities</p> <p>c) Fractions</p> <p>d) Probability</p> 	<p>Students will:</p> <ul style="list-style-type: none"> <li>use mathematical modelling to solve practical problems involving rates in measurement and financial contexts.</li> <li>use mathematical modelling to solve problems involving linear relations, interpreting and reviewing the model in context.</li> <li>graph linear relations and inequalities.</li> <li>make and test conjectures involving linear relations using digital tools.</li> <li>solve problems involving the 4 operations with positive rational numbers</li> <li>represent the possible combinations of 2 events with tables and diagrams and determine related probabilities to solve practical problems.</li> <li>conduct experiments and simulations using digital tools to determine related probabilities of compound events.</li> </ul>
4	<p>a) Ratios</p>  <p>b) Geometry</p> <p>c) Time</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>use mathematical modelling to solve practical problems involving ratios in measurement and financial contexts</li> <li>solve problems of duration in 12- and 24-hour cycles across multiple time zones</li> <li>identify conditions for congruency and similarity in shapes, and create and test algorithms designed to test for congruency and similarity</li> <li>apply the properties of quadrilaterals to solve problems</li> <li>use 3 dimensions to locate and describe position.</li> </ul>

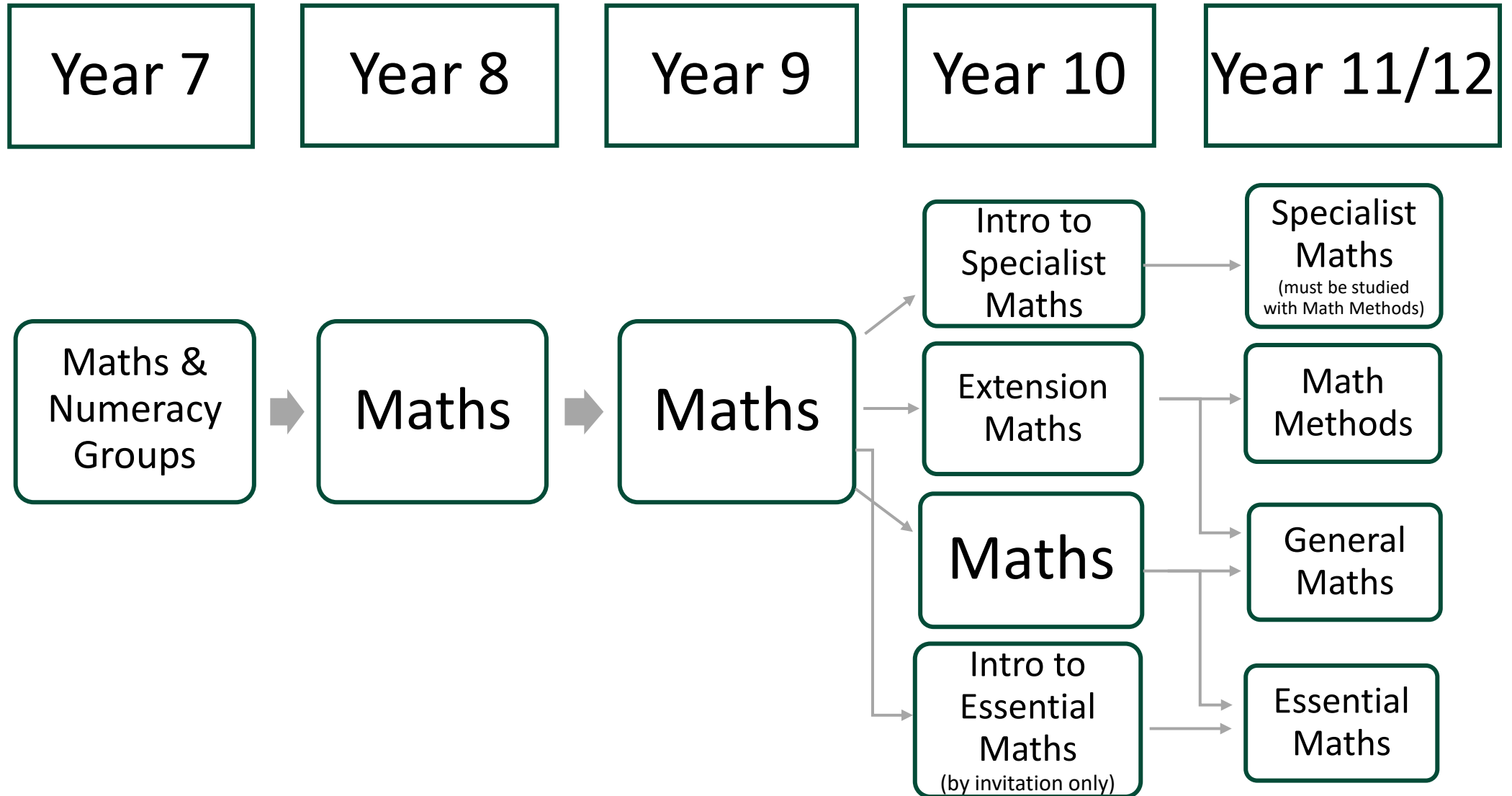
### Year 9

Students study Mathematics for 210 minutes (3 lessons) per week. The topics studied are outlined below:

Term	Topic	Description
1	a) Pythagoras' theorem	Students will:

	 <p>b) Measurement</p> <p>c) Linear Functions</p>	<ul style="list-style-type: none"> <li>investigate Pythagoras' Theorem and solve simple problems involving right-angled triangles</li> <li>calculate the area of composite shapes</li> <li>calculate the surface area and volume of prisms</li> <li>sketch linear graphs, calculate distance between two points and find the midpoint and gradient of line segments on the Cartesian plane</li> </ul>
2	<p>a) Index Laws</p> <p>b) Direct Proportion, Similarity</p>  <p>c) Trigonometry</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>apply index laws to simplify expressions and express very large and small numbers in scientific notation</li> <li>solve problems involving direct proportion and simple rates</li> <li>use the enlargement transformation to explain similarity and develop the conditions for similar triangles</li> <li>use similarity to investigate trigonometry ratios and use these ratios to solve right-angle triangle problems</li> </ul>
3	<p>a) Financial Maths</p> <p>b) Statistics</p>  <p>c) Algebraic Expressions</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>solve problems involving simple interest</li> <li>collect data to investigate issues and analyse reports of surveys in the media</li> <li>construct graphs to describe and compare data such as histograms and back-to-back stem plots</li> <li>calculate mean, median, mode, range and interquartile range to describe and interpret numerical data</li> <li>simplify algebraic expressions including by expanding brackets and collecting like terms</li> </ul>
4	<p>a) Algebraic Equations</p>  <p>b) Non-Linear Relationships</p>  <p>c) Probability</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>solve a range of algebraic equations</li> <li>graph simple non-linear relationships including parabolas and circles</li> <li>list sample space for multi-step probability experiments using tree diagrams and arrays, and use these to determine the probabilities of events</li> <li>calculate relative frequencies for given or collected data</li> </ul>

# Mathematics Progression from Junior to Senior Secondary



# Science Curriculum

## What will students learn?

Science provides a way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.



There are three contexts for the Junior Secondary Science curriculum:

- *Science Understanding*
- *Science as a Human Endeavour*
- *Science Inquiry Skills*



## What will students do in Junior Secondary Science?

Students will study Science in Year 7 and 8 for 140 minutes (2 x 70 min lessons) per week and in Year 9 for 210 minutes (3 x 70 min lessons) per week.

Please note: The order of the topics studied may vary.

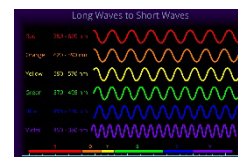
Year 7		
Term	Topic	Description
1	Earth, Sun and Moon 	Students will refine their understanding of the interrelationships between the Earth, Sun and Moon. They will explain predictable phenomena such as eclipses, tides, phases of the moon and seasons. They will also explore new evidence which has led to changes in scientific knowledge.
2	Forces	Students will apply their understanding of balanced and unbalanced forces to design modifications to moving objects and test hypotheses. They will also explore the factors that affect inertia, gravity and friction.
3	Organising Organisms  Ecosystems	Students will investigate the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information.  Students will identify relationships between organisms. They will use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of change components within these systems.
4	Substances, Mixtures, and Solutions  Particle Matter	Students will investigate mixtures, including solutions, pure substances and a range of separation techniques.  Students will apply their understanding of the particle model to explain and predict the properties and behaviours of substances. 

## Year 8

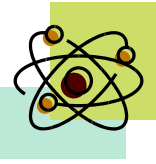

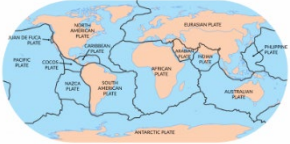
Term	Topic	Description
1	Particles Matter  Rocks Never Die 	Students will compare chemical changes and use the particle model to explain and predict the properties and behaviour of substances.  Students will explore different types of rocks, how they are formed and the timescales involved in their formation. They will consider different Science knowledge involved in mining specific minerals as well as the management of the environmental impact of mining and using a mineral resource.
2	The Chemistry of Common Compounds	Students will investigate the physical and chemical properties of materials and the relationship between these and the use of materials. They will be introduced to elements and the Periodic Table including symbolic representation of elements.
3	Building Blocks of Life    Human Systems	Cells are identified as the basic units of living things having specialised structures and functions. Microscopes and digital images are used and wet mount slides prepared to observe and identify plant and animal cells and their organelles. The relationship between the cell and its structure is examined. Questions and problems that can be investigated scientifically are identified and developed.  Students will analyse the relationships between the structure and function of organs in the major systems in the human body including the reproductive, immune, digestive and respiratory systems.
4	Energy for My Lifestyle	Students will classify energy forms. They will investigate different forms of potential energy, make predictions and conduct fair and safe experimental tasks. They will examine kinetic energy and its relationship with potential energy. Students will investigate how energy is transferred and transformed through systems and consider how this can impact the efficiency of a system.

## Year 9

Term	Topic	Description
1	Energy on the Move  Making Waves	Students explore relationships within an ecosystem. They focus on the concept that all life is connected through ecosystems and changes to its balance can have an effect on the populations and interrelationships exist.  Students build on their knowledge of energy transfer to include the wave-based models of energy transfer including sound and light. They will investigate wave motion and variations to sound and light transfer caused by different materials. They explore ways in

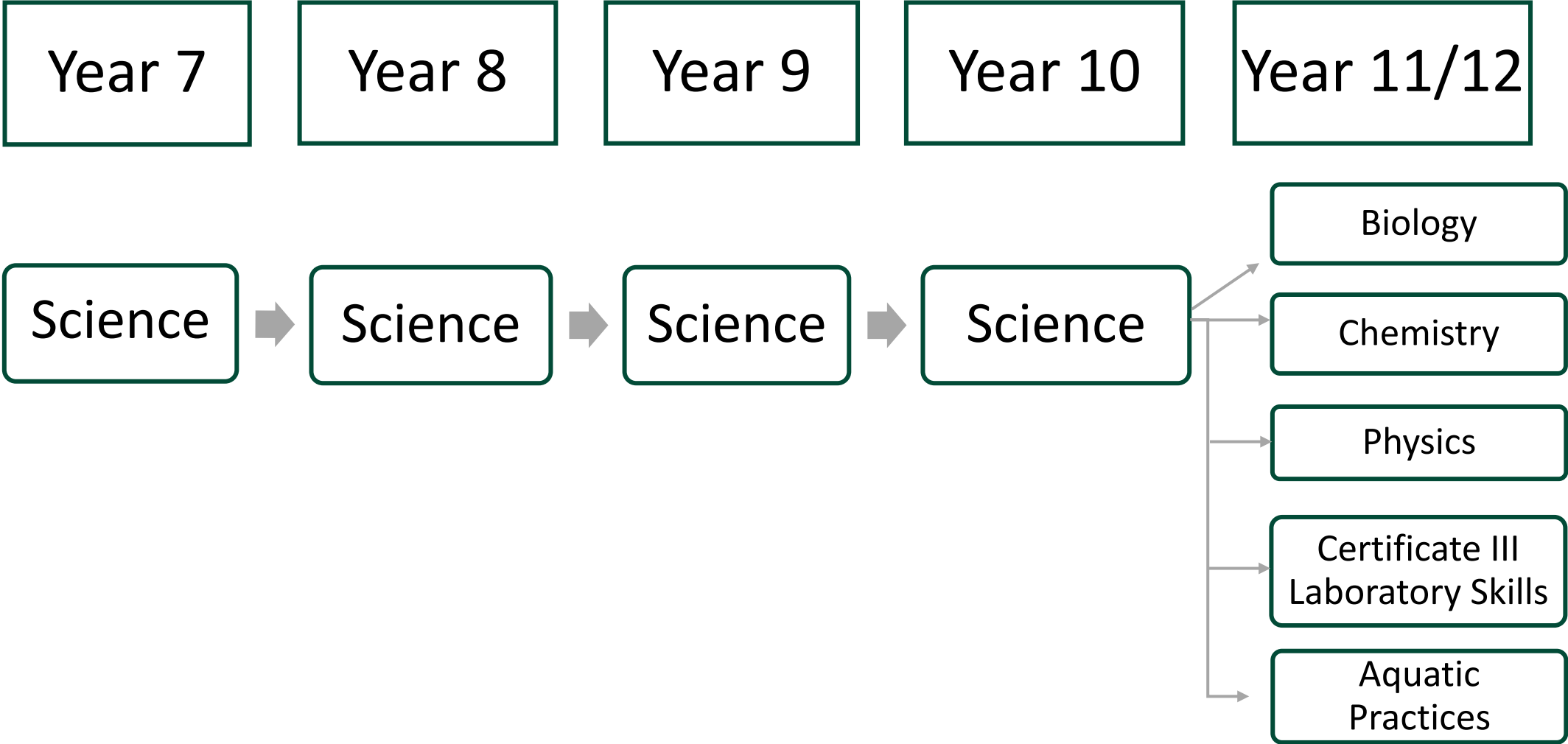




		which humans have used and controlled sound and light transfer for practical purposes.
2	It's Elementary and Chemical Patterns 	Students will explore the development of scientific ideas about atoms and the subatomic particles electrons, neutrons and protons. They model an atom according to currently accepted understandings. They explore practical applications of natural radiation. Students engage in the exploration of chemical reactions and the application of these in living and non-living systems. They develop understanding that chemical change involves rearranging of atoms as well as the conservation of mass.
3	My Life in Balance  Disease	Students identify human body systems and the ways in which they work together in balance to support life. They outline how essential requirements for life are provided internally through a coordinated approach. Students analyse and predict the effects of the environment on body systems. Students conduct an experiment to determine the effect of exercise on the body's organ systems.   Students discuss how the body responds to disease and research the positive and negative aspects of vaccination. They consider how advancements in technology and the needs of society have influenced the direction of research and scientific discoveries made.
4	Changing Earth	Students will explore the historical development of the theory of plate tectonics. They will investigate the technological developments that have aided scientists in the study of tectonic plate movement and the impact on humans of events such as earthquakes, tsunamis and volcanoes related to geological activity. 



# Science Progression from Junior to Senior Secondary



## Humanities Curriculum

### What will students learn?

In the Junior Secondary school, students will study four contexts of the Australian Curriculum in the Humanities and Social Sciences (HASS) curriculum– History, Geography, Civics and Citizenship and Economics and Business.

In **History**, students will study the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability of historical knowledge. In **Geography**, students will study the concepts of place, space, environment, interconnection, sustainability, scale and change. In **Civics and Citizenship**, studies will focus on government and democracy, the law and citizens and citizenship. In **Economics and Business**, studies will focus on the Australian economy, consumer rights, financial literacy and the future of work.

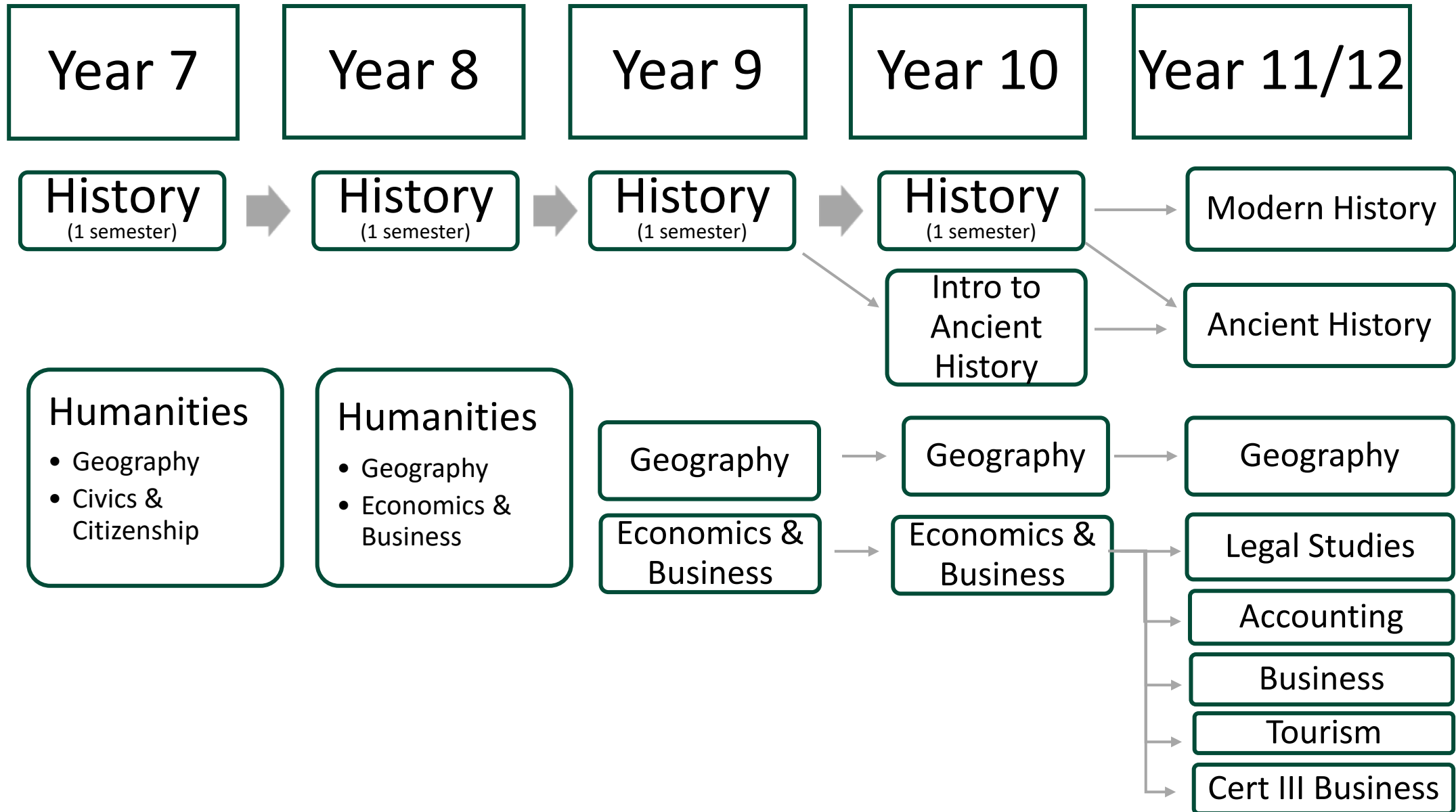
### What will students do in Junior Secondary Humanities?

In Year 7, students will study History, Geography and Civics & Citizenship. In Year 8, students will study History, Geography and Economics & Business. In Year 9, History will be studied for one semester; Geography and Business are then offered as elective units in the Year 9 curriculum.

Year 7		
Context	Topic	Description
History	Ancient China  Deep Time Indigenous Australia	Students focus on Investigating the Ancient World. Students describe the effects of change on societies, individuals and groups. They explore events and developments from varying perspectives while examining the significance of individuals, community and culture in society. Students will research artefacts from Ancient China and communicate significance of Indigenous Australian History.
Geography	Place and Liveability	Students examine factors that influence liveability and how it is perceived. Students investigate the idea that <i>places</i> provide us with the services and facilities needed to support and enhance our lives, and that <i>spaces</i> are planned and managed by people. Students evaluate the liveability of a location in Wynnum and investigate whether it can be improved.
Civics and Citizenship	The Australian Constitution & Government and Legal Structures	Students study key features of the Australian system of government and how this system aims to protect all Australians. They will learn about the Australian Constitution and how it has shaped Australian democracy as well as the diversity of Australia's society. Students examine how citizens participate in Australia's democracy, the types of laws and how laws are made through the parliaments and the courts.

<b>Year 8</b>		
<b>Context</b>	<b>Topic</b>	<b>Description</b>
Economics & Business	Money, Work and Markets in Australia	Economics and Business introduces students to the world of business and work. This unit examines how and why individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives. Students will learn about the role of the various types of markets in the Australian economy and the influences of government on those markets.
History	Medieval Europe Shogunate Japan	History focuses on a study of transition between the Ancient and the Modern World- Two units will be studied which will provide students with an understanding of transition from the Ancient to the Modern world. Students investigate daily life in Medieval Europe and Shogunate Japan.
Geography	Changing Nations	This unit focuses on the changing human geography of countries, as revealed by shifts in population distribution. Students investigate the positive and negative impacts of environmental, political, economic and social/ cultural on built environments that results in the development of megacities.
<b>Year 9</b>		
<b>Context</b>	<b>Topic</b>	<b>Description</b>
History	Making and transforming the Australian nation World War I	The Year 9 History course focuses on the making of the Modern World from 1750 – 1918. This covers a period of nationalism, imperialism, colonisation and of the expansion of European power culminating in World War I. Students examine the key social, cultural, economic and political changes and their significance in the development of Australian society during the period.
<i>Geography Full year elective</i>	Food security Biomes Geographies of interconnections Globalisation	This Year 9 Geography focuses on food security, worldwide ecosystem variations, and interconnections between areas of production and commercialization. Through examination of the relationships between biomes and food scarcity, trading patterns, and human and physical environments, students explain how geography influences people, and changes places and environments. Fieldwork is undertaken to identify a local use, collect data and write a field report, the compulsory excursion costs approximately \$20.
<i>Economics and Business Full year elective</i>	Who wants to be an Entrepreneur? Australian businesses taking on the world	Students examine the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace, providing the students with the understanding of what makes a successful business, before learning the skills of a successful entrepreneur.

# Humanities Progression from Junior to Senior Secondary



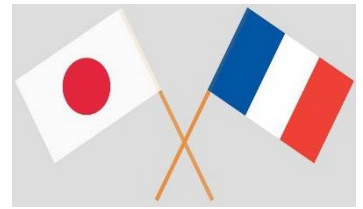


# Languages Curriculum

## French or Japanese

### What will students learn?

In Years 7 and 8 French and Japanese, students will learn to speak a language which is useful and relevant for 21<sup>st</sup> century learners. Students will develop an interest in this language, not only as a school subject, but as an important world language. Students will learn to listen, read, write and speak in French or Japanese. It also allows students to be aware of the world outside the classroom and develop empathy for cultures other than their own.

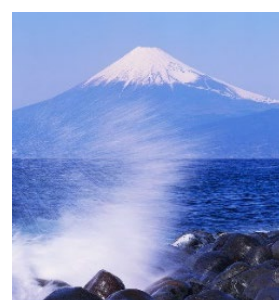


### What will students do in Languages?

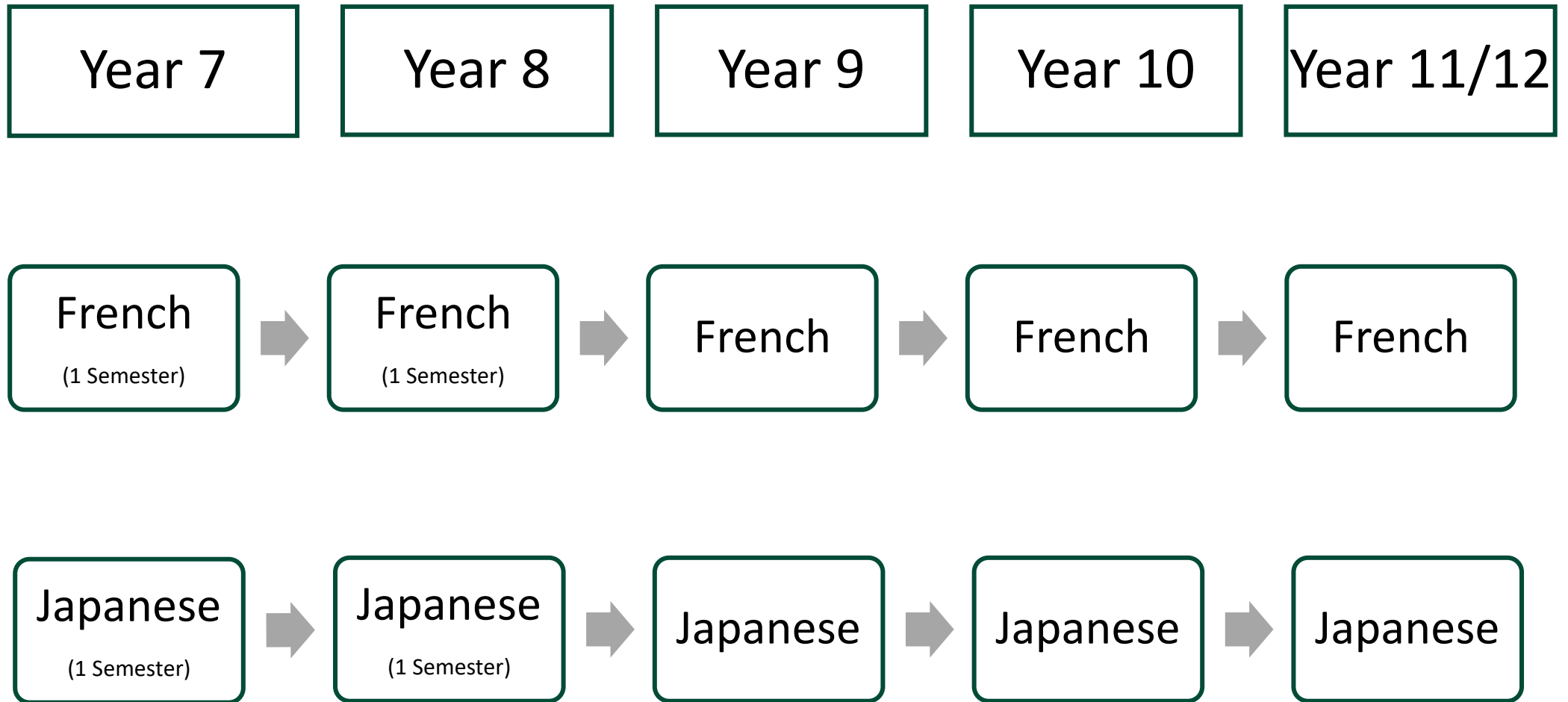
Students will study French or Japanese for 140 minutes per week in Year 7 and Year 8. In Year 7, students will study French for one semester and Japanese for one semester. Then, in Year 8, students will choose either French or Japanese and study it for the whole year. French and Japanese are then offered as elective subjects in Year 9 and are studied for the whole year.

<b>Year 7 French</b>		
<b>Term</b>	<b>Topic</b>	<b>Description</b>
1/3	All About Me	Students learn how to exchange personal information including: name, nationality, age, hobbies and languages. They learn drawing styles associated with Francophone comics and examine features of a comic strip in order to create their own comic strip about themselves.
2/4	How to Get There	Immersion in French through the study of a play. Students learn using gestures, song and repetition.
<b>Year 8 French</b>		
<b>Term</b>	<b>Topic</b>	<b>Description</b>
1	My Week	Students describe their weekly routines and school life. They reflect on different school routines of students around the world.
2	My Town	Students study directions, colours, numbers and places around town. They will describe their house and be able to give directions in French.
3	Help!	Students become detectives and solve a crime. They learn about physical descriptions of others and piece clues together to identify a suspect.
4	French Cuisine	Students learn how to follow directions in a recipe in French and they create a bilingual cookbook.
<b>Year 9 French</b>		
<b>Term</b>	<b>Topic</b>	<b>Description</b>
1	Going Shopping	Students learn names of shops and places around town. They create real-world dialogues to practice shopping in France. Students can follow directions to find places on a map.
2	My Hero	Students speak about someone they admire. They reflect on admirable traits and use the conditional mood to talk about their aspirations.
3	My Typical Day	Students describe their daily routines, using reflexive verbs and telling time. They talk about school and their subject preferences.
4	Holidays	Students learn to speak in the future tense about upcoming holiday plans. They can describe a location in a foreign country and speak about the weather.

<b>Year 7 Japanese</b>		
<b>Term</b>	<b>Topic</b>	<b>Description</b>
1/3	All About Me	Students learn how to exchange personal information including: name, nationality, age, hobbies, family and birthday. They also learn about formal and informal speech. Hiragana and kanji script are learnt.
2/4	My Town	Students learn about common features in many famous Japanese cities. They will learn about Japanese cities and describe what can be seen, done, eaten and where to go. Students research a chosen area of Japan and research expected weather and what you can do there. Students learn through gestures and repetition. Hiragana and kanji script are learnt.
<b>Year 8 Japanese</b>		
<b>Term</b>	<b>Topic</b>	<b>Description</b>
1	Kachi Kachi Yama	Immersion in Japanese through storytelling using a traditional Japanese fable – a story about a naughty tanuki. Students learn gestures and develop fluency in Japanese through repetition and the culture of storytelling in Japan. Hiragana and kanji script are learnt.
2	Kazoku/Manga	Students create a manga (comic strip) about their family. They produce a simple story line based on the grammar structures learnt so far in their studies. Students will illustrate their story applying culturally correct features of manga that they will learn in this unit. Hiragana and kanji script are learnt.
3	School	Students compare and express their daily routines, school life with Japanese students of their age. They focus on preferences, past events, meals, days of the week, time and extra curricula activities.
<b>Year 9 Japanese</b>		
<b>Term</b>	<b>Topic</b>	<b>Description</b>
1	Hobbies	Students compare hobbies in Australia and Japan, and will describe their likes, dislikes and abilities. They will revise about their preferences and time words; learn how to talk about abilities and frequency. Katakana and new kanji script are introduced.
2	Festivals and Celebrations	The culture of Japanese festivals and celebrations are compared and contrasted with Australian festivals and celebrations. Students will learn how to talk about various festivals and what typically happens at these events.
3	Animals	Students will learn how to describe animals, talk about their abilities and likes and dislikes. They will do a presentation about their animal.
4	My house	Students will compare and contrast housing in Japan and Australia. They will learn how to talk about their own house and what items can be found in rooms.



# Languages Progression from Junior to Senior Secondary



# Technologies Curriculum

## What will students learn?

Technologies education is a project-based curriculum where students develop their thinking skills to problem solve a design challenge. They explore a range of resources and develop practical skills using diverse technologies. The focus is to assist the student to understand the world in which they live and their ability to instigate and manage change in that world.



## What will students do in Junior Secondary Technologies?

Students will study Technologies for 210 minutes (3 x 70 min lessons) per week for one semester in Year 7 and Year 8 each. In Year 9, students will study Technologies for 210 minutes (3 x 70 min) per week for two semesters. They will study that context for the entire year.

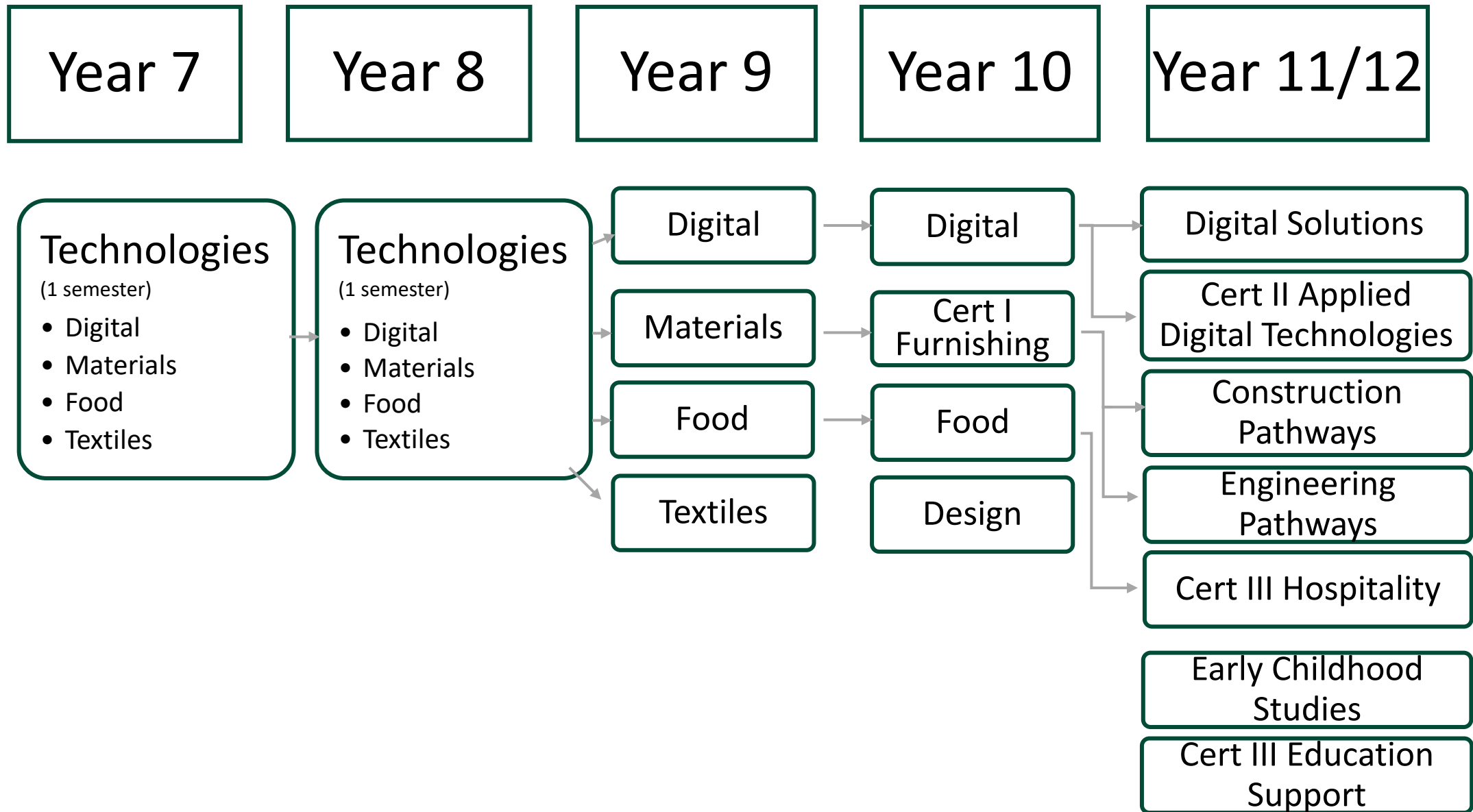
Year 7 and 8	
<b>Food Specialisation</b>  Products for Me #1 Fast Food	Students will utilise the kitchens to create food items that incorporate concepts of the design process, personal safety, time management, basic nutrition, the kitchen garden and cooking skills. The focus of the project is a design journal showcasing the development of food products. Students develop a nutritious dinner prototype with packaging for sale at an event like Suncorp Stadium or a food truck at a local market using a design journal.
<b>Textiles</b>  Products for Me #2 Protect it!	Students will utilise the textile workroom to create a non-apparel product using materials (textiles) that incorporates concepts of the design process, personal safety, time management, basic textiles skills, sustainability and recycling of resources. Students will use a variety of CAD software to design various textile embellishments. Students produce a soft furnishing prototype for a client's needs incorporating sustainability principles using a design journal.
<b>Materials</b>  Products for Me #3 Store it!	Students will utilise the industrial workshop to create products using materials (wood, acrylic) incorporating concepts of the design process, personal safety, time management, workshop skills, sustainability and the environment. Students produce a storage prototype for a client's needs incorporating sustainability principles using a design journal.
<b>Digital</b>  Products for Me #4  eSports	Students will utilise a variety of software to explore the principles of the design process using digital technologies concepts such as hardware and software, binary systems, inputs and outputs, algorithms and flowcharts, graphic representation of images, visual and line coding. The focus of the project is a design journal showcasing the development of a computer game with reference to the eSports market. Students will test their games with their peers to find out what makes a computer game popular.



<b>Year 9 Semester 1</b>	
<b>Context</b>	<b>Description</b>
<b>Food</b> #5 Tuckshop Tucker	Students will utilise the kitchens to design products that incorporate concepts of personal safety, time management, Australian Guide to Health Eating, food chemistry, food nutrition labelling software, kitchen skills, packaging and marketing and design. The focus of the project is the development of nutritious food prototypes suitable for sale within the school tuckshop or cafe using a design journal.
<b>Textiles</b> #6 Sleepwear	Students will utilise the textile workshop and CAD software to create products that incorporate concepts of the design process, personal safety, time management, end use requirements and sustainability of materials, Adobe Photoshop, textile skills and design. The focus of the project is the redesign of a recycled textile item to be incorporated into an apparel prototype such as sleepwear meeting end user requirement.
<b>Materials</b> #7 Have a seat at my table	Students will utilise the workshop and CAD software to design products that incorporate concepts of personal safety, time management, end use requirements and materials suitable for end use (wood, textiles), AutoCAD inventor, workshop skills and design. The project's focus is a design journal that showcases the development of a portable seat and table that could be marketed to their family.
<b>Digital</b> #8 Robotics	Students will utilise the specialist coding software and CAD software to code a Lego robot that incorporates concepts of the design process, personal safety, time management and end use requirements. The focus of the project is using the Lego robotics kits to develop coding to compete in a coding robot competition.
<b>Year 9 Semester 2</b>	
<b>Context</b>	<b>Description</b>
<b>Food</b> #9 Food and Fibre: What's for dinner?	Students will utilise the kitchens to design products that incorporate concepts of personal safety, time management, Australian Guide to Health Eating, food seasonality, food sustainability, kitchen gardens, kitchen skills, promotion of healthy eating. The focus of the unit is to examine food nutrition, production skills and meal planning on a budget. Students will use this information to design their own family menu plan for a week including comparisons to pre-packaged equivalent food items.
<b>Textiles</b> #10 Upcycle Prototype – Denim	Students will utilise the textile workshop and CAD software to create products that incorporate concepts of the design process, personal safety, time management, end use requirements and sustainability of materials, Adobe Photoshop, textile skills and design. The project's focus is a design journal that shows the development of a non-apparel textile item using recycled products that could be marketed to a family member.
<b>Materials</b> #11 C02 Dragsters	Students will utilise the industrial workshop, CAD software and 3D printers to create prototypes that incorporate concepts of design process, personal safety, time management, end use requirements, 3D modelling and working drawings. The focus of the project is the development of a dragster prototype that incorporates principles of engineering systems such as force and motion using a design journal. Students will compete their dragster against each other for the champion racer award.
<b>Digital</b> #12 Website Design	Students will be introduced to website coding software to create a website that incorporates concepts of the design process, privacy and security, testing prototypes, introduction to HTML, CSS and javascript. The focus of the project is a design journal that showcases the development of their own website to meet a design brief.



# Technologies Progression from Junior to Senior Secondary



# Creative Arts Curriculum

## What will students learn?

Creative and expressive communication is central to the Arts. Students will learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.


The Creative Arts subjects available to students are: Music, Dance, Drama, Visual Arts and Media. Any of these subjects enable students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.





## What will students do in Creative Arts in Junior Secondary?


In Year 7 and 8, students will study one Arts elective three lessons per week (210 minutes) for one semester.

In Year 9, students may elect to study a subject of their choice for three lessons per week (210 minutes) for two semesters.

At the end of each semester students present an evening's performance program for parents, families and friends. This is an opportunity for students to showcase the skills and knowledge they have developed in their selected Art form over the semester.


Year 7		
Context	Topic	Description
Art	Paint it! Sculpt it!	In this program students will learn painting and ceramic fundamentals, through an in-depth exploration of colour, pattern, texture and form. We will investigate a range of artworks by both contemporary and traditional First Nations artists. Students will respond to a sensory journey of their local area through creating an acrylic painting on canvas. We will work collaboratively to create an informative poster to illustrate the skills and processes required to make a ceramic artwork. Students will use a variety of ceramic mark making and painting techniques to create a collection of sculptures inspired by their junior secondary journey. 
Dance	Around the World  All the Elements	This unit explores cultural dance through choreographing, performing and responding. Dance students will explore a range of cultural dance styles: Bollywood, Indigenous, Japanese Kabuki, Greek Zorba and African. They will explore the functions of dance and understand the impact they have on different cultures. Students will learn choreographic devices and how they can be utilised within dance works. They will choreograph and perform a Bollywood style dance and complete a self-reflection on their choreographic processes.  In this unit students will be introduced to the elements of dance. They will explore and manipulate the elements of dance through performing and responding in the contemporary genre. Students will learn technical performance skills and present a contemporary dance routine. They will

		respond to dance media to analyse how a choreographer's use of the elements of dance and production elements communicate intent.
<b>Drama</b>	From Page to Stage	 <p>In this unit students will develop their knowledge and understanding of the drama and skills of performance through the style of improvisations. Students will learn the skills of analysis and evaluation when responding to audiences. Their final task is to present a polished, scripted performance to demonstrate their skills at the Junior Showcase. Students will be required to collaborate with others in class activities and assessment tasks.</p>
<b>Music</b>	Rock It!	<p>In this unit students will develop their knowledge and understanding of the musical elements through the study of rock music. They will learn to play rock songs on their chosen instrument, and analyse and evaluate rock music from the 1950's to today. Students will also study aural skills and music theory to develop their musical language and understanding of the fundamentals of music. Students will sit two written exams and prepare and present performances for live audiences.</p> 
<b>Media</b>	Dreaming Stop motion  My Arrival	<p>In this unit, students will be introduced to the the art of stop motion filming making. Students are introduced to narrative structures in Indigenous story telling from Australia and beyond. Students will analyse these structures to consider how they can inform meaning. They will create a storyboard to illustrate their planning process in adapting an Australian Dreaming story before collaborating with their peers in bringing their storyboard to life by using their iPads to film and edit their chosen Dreaming story.</p>  <p>In this unit, students are introduced to technical aspects of filming by exploring and understanding how shot types, camera angles and camera movements create meaning. Students will analyse Shuan Tan's 'The Arrival' to understand how stories can be interpreted without text and reflect on their own 'arrival' experience to create an original autobiographical film. Students will create a three column script to illustrate their planning before they film, edit and choose music to create their own original 'arrival' story.</p>
<b>Year 8</b>		
<b>Context</b>	<b>Topic</b>	<b>Description</b>
<b>Art</b>	Unreal & Iconic	<p>In this unit, students will focus on developing their observation drawing skills and broadening their knowledge of art materials and techniques. They will investigate the Elements and Principles of Art by exploring mark making techniques to develop and create a drawing and colour folio. In addition to this, they will complete a hyper-real painting, and be introduced to printmaking, where they will develop and create a three colour reduction lino print. The use of art language will be developed in response to their own work and that of other artists.</p> 

<b>Dance</b>	All that Jazz!	 <p>In this unit, students will explore choreography and performance skills for a combined performing arts musical. In groups, students will choreograph and perform a musical theatre dance work that clearly communicates a choreographic intent.</p> <p>In this unit, students make and respond to the elements of dance through a popular dance style. They will present a popular dance routine and respond to dance media and images to analyse how a choreographer's use of the elements of dance and production elements communicate intent.</p>
	Popular Dance	
<b>Drama</b>	Theatre for Young People	In this unit students will explore the elements of drama and performance techniques when working with scripts. They will work individually and collaboratively to present informal and formal polished performances. Students will explore the style of scriptwriting when looking at issues relating to young people. They will rehearse and polish a performance which they will perform at Junior Secondary Showcase.
<b>Music</b>	Electronic Dance Music and Cover Songs	These units offer students the opportunity to develop listening, writing, composing and performance skills through the study of various composers, performers and modern technologies. Students will develop their understanding of music elements and concepts as they analyse electronic dance music and cover songs compose their own track using pre-recorded sounds and loops. Students will then study how musicians manipulate the elements of music to create cover songs. They will also prepare and present performances for live audiences.
<b>Media</b>	Trailer-blazers	In this unit students explore the world of film trailers and how they are used to entice audiences. Students explore codes and conventions associated with this genre and how they are able to be manipulated to communicate alternative points of view. Students will plan, develop and produce their own unique movie trailer that communicates a given film trailer.
	Rotten Tomatoes	In this unit students will explore film elements and conventions. They will research and explore filmic techniques to develop methods of analysing film, applying this to plan, develop and produce their own film review in a VLOG style format.

## Year 9

Context	Topic	Description
<b>Art</b>	Metamorphosis	In the unit students will be introduced to drawing, three-dimensional techniques and concepts with a focus on Modern Art. Students will complete a series of short written responses to develop their visual art language in response to their own work and that of artists from the 20 <sup>th</sup> Century and beyond. A written research zine will also be completed.
	Conglomeration	This unit offer students the opportunity to develop listening, writing, composing and performance skills through the study of various composers and performers. By exploring the elements of music students will develop a deeper understanding of the ways music is composed and performed across the globe. Students will analyse music scores, both visually and

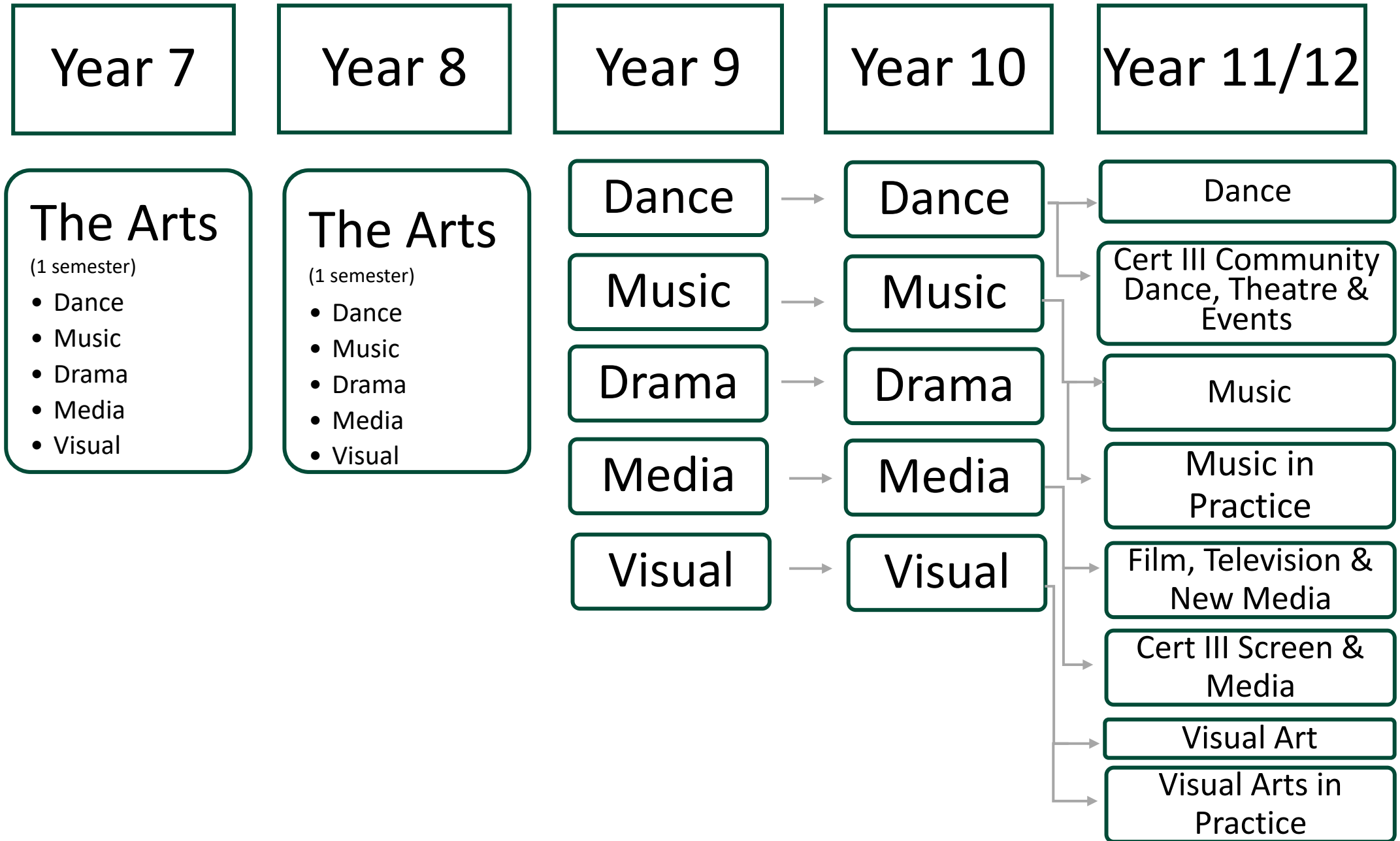
		aurally, prepare and present performances for live audiences, write an original song and sit a written exam.
<b>Dance</b>	Things that Make You Move  Top 40	<p>In this unit students will explore contemporary dance through performance, analysis and choreography. Students will perform a teacher devised contemporary dance work in a group (assessed individually). In small groups, students will use the dance elements to create and manipulate dance sequences and movements to convey a choreographic intent in contemporary style. Students will analyse dance media to make meaning and evaluate how well the choreographer's intent has been communicated.</p> <p>In this unit students respond to music by exploring popular dance from a range of cultures, times and locations. They will choreograph, perform and analyse Dance in the Popular Dance genre. Students will perform in a group (assessed individually) a HipHop dance work choreographed by a guest artist. They will analyse dance media to make meaning and evaluate how well the choreographer's intent has been communicated. Students will engage in a project where they will create a dance film clip using and manipulating the dance elements to convey intent. In this project, students will be required to complete an oral presentation reflecting on their choreographic processes.</p>
<b>Drama</b>	Comedy and Clowning  Collage Drama and Children's Theatre	<p>In this unit students will study and apply the elements of drama, skills of performance and conventions of style. Students will explore heritage and contemporary styles with a focus on comedy and clowning. Students will participate and present performances, both student-devised and scripted, respond to performances to demonstrate their skills of analysis and evaluation, and present a polished performance for the end of term Showcase.</p> <p>Students will explore the style of Collage Drama including <i>Documentary</i> and <i>Verbatim</i>. Students will workshop and experiment with these styles of theatre when allowing them to identify issues affecting the world around them. Students will also respond to performances to demonstrate their skills of analysis and evaluation. In Term 4, student will rehearse and present their fairy tale to a live audience.</p>
<b>Music</b>	Feeling Blue and Music and the Moving Image	<p>These units offer students the opportunity to develop listening, writing, composing and performance skills through the study of various composers and performers. By exploring the elements of music students will develop a deeper understanding of the ways music is composed and performed to communicate meaning to a wide range of audiences. Students will compose a 12 bar blues and an original film score to accompany a selected film. Students will analyse music scores, both visually and aurally, and will prepare and present performances for live audiences.</p> <p>These units offer students the opportunity to develop listening, writing, composing and performance skills through the study of various composers</p> 



	<p>Music and Cultural Identity and Song Writing</p>	<p>and performers. By exploring the elements of music students will develop a deeper understanding of the ways music is composed and performed to communicate meaning to a wide range of audiences. Students will analyse music scores, both visually and aurally, prepare and present performances for live audiences, write an original song and sit a written exam.</p>
<p><b>Media</b></p>	<p>Camera License</p>	<p>In this unit students are provided the opportunity to learn and develop skills in camera operation and video editing. They will explore the functionality and techniques of video cameras and the creative process of editing video footage using Adobe Premiere Pro. Students will perform camera setups, capture video sequences, and edit their footage to produce a unique video project, ultimately earning their 'Camera License'.</p>
	<p>Film it! Genre Film: Horror</p>	<p>In this unit students are provided the opportunity to engage with the horror genre by creating their own short films. They will delve into the elements that make horror films impactful, such as mood, pacing, and character development, and learn how these elements can be manipulated to explore themes of fear and the unknown. Each student will individually script and, in groups, shoot and produce a short horror film, aiming to evoke unease and provoke reflection on societal and personal fears.</p>
	<p>Film it! Foley</p>	<p>In this unit students explore Foley sound design within action and comedy genres. They will learn the significance of Foley sounds in enhancing narrative impact through individual storyboarding and group filming projects. Each student will craft a storyboard that integrates Foley effectively, followed by collaborative filming to apply these sounds dynamically. The unit concludes with individual editing sessions, allowing students to synchronize and refine Foley sounds in their group's film production.</p>
	<p>Film it! Mocumentary</p>	<p>In this unit students delve into the mockumentary style, a satirical take on documentary filmmaking, to explore and critique various representations. They will begin by individually writing a screenplay that humorously distorts typical documentary elements, emphasizing exaggerated or fictionalized depictions of reality. Following the scripting phase, students will collaborate in groups to film their scripts, applying documentary filmmaking techniques in a satirical context. The project culminates with each student individually editing their group's production, enhancing the mockumentary's impact through creative editing choice.</p>



# The Arts Progression from Junior to Senior



# Health and Physical Education Curriculum

## What will students learn?

In the Junior Secondary school, students will learn to promote their own and others' health, wellbeing and safety and develop physical capabilities through participation in physical activity. They will develop the ability to implement strategies and critique performance. The knowledge, understanding and skills developed in HPE subjects will enable students to engage in healthy, active living now and in the future.



## What will students do in HPE in Junior Secondary?

In Year 7, 8 and 9 all students will study Health and Physical Education three lessons per week (210 minutes) for one semester only. In addition, there are two elective subjects from the HPE syllabus that Year 9 students may choose to study in addition to Health and Physical Education. Please note though, students may choose only ONE of these additional HPE subjects.

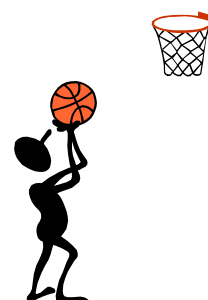
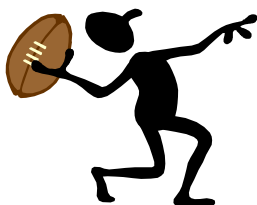
- Recreation for three lessons per week **OR**
- Physical Education for three lessons per week – see other conditions in the subject description.

## What do students need to bring to HPE lessons?

Students will need to bring their sports uniform, sports shoes and a plain black hat for every practical lesson. Students will change into their sports uniform at the beginning of the lesson and will change back into their dress uniform at the conclusion of the lesson. When students are doing an Aquatics unit they will need appropriate swimming attire and a towel (cap, goggles and sun shirt are optional). For theory lessons students will need their laptop, notepad and writing materials for every lesson. Students will be informed by their class teacher when practical and theory lessons are scheduled so they can bring the appropriate equipment.

Year 7		
Unit	Topic	Description
1	<i>Stay Safe &amp; Choose Kind</i>	Students will analyse how stereotypes, respect, empathy and valuing diversity influence relationships. They will analyse factors that influence identities and emotions and describe strategies to respond to these influences. They will also analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies in online and offline environments.
2	Approaching Adolescence	Students will focus on the individual as they grow from childhood to adolescence. They will analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. Students will analyse the effectiveness of help-seeking strategies in both online and offline environments. They will analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing.
Practical Units		
Students will engage in a minimum of two of the following units	Minor Games, Swim Safety, Tchoukball, Disability Sports, Net Sports. In all of these practical units, students will perform a range of skills and learn a range of strategies related to each practical unit.	

Year 8		
Unit	Theory Topic	Description
1	Food for Life	Students will investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to dietary choices and overall health and wellbeing. Students will identify and refine protective behaviours and evaluate community resources to seek help for themselves and others to make healthy choices. They will plan and implement strategies, using health resources, to enhance their own health and wellbeing
2	My Decisions, My Life	Students will reflect on the influence of values and beliefs around risk-taking behaviours and explore the influence of power and coercion on relationships. They will examine the importance of assertive communication, protective behaviours and the use of community resources in the promotion of health and wellbeing. Students will plan and implement strategies to combat risk taking behaviours and promote safe choices around the use of drugs and other substances.
Practical Units		
Students will engage in a minimum of two of the following units		Aquatics, Modified and Indigenous Games, Athletics, Direct Interceptive Sports, Bat/striking games. In all of these practical units, students will perform a range of skills and learn a range of strategies related to each practical unit.
Year 9		
Unit	Topic	Description
1	Sustainable Health Challenge	Students will identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They will examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern.
2	Respectful Relationships	Students will identify what 'respectful relationships' are. They will examine the changes they are going through as their sexuality and/or identity develops and the impact that these changes can have on relationships. They will evaluate situations and propose appropriate responses as they reflect on possible outcomes and make decisions in relationship contexts. This unit has sexually sensitive material.
Practical Units		
Students will engage in a minimum of two of the following units		Swim and Survive, Invasion Games, Ultimate Disc, Team Ball Games, Confined Space Fitness. In all of these practical units, students will perform a range of skills and learn a range of strategies related to each practical unit.



## HPE Electives

### Year 9 Elective Subject - Recreation

This elective subject offers students the ability to further engage in the HPE curriculum by exploring the important role physical activity plays in our lives and future health through sport and recreation.

Term	Unit	Description
1	Australian Sports History and Team Ball Sports	Students will examine the role physical activity has played historically in defining cultures and cultural identities. They will research athletes, sporting teams and events that have shaped Australia as a nation. Students will participate in team ball sports. They will apply and transfer movement concepts and strategies to new and challenging movement situations. Students will also apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances.
2	Sport and Recreation in Australian Society and Net Sports	Students will participate in net sports. They will apply and transfer movement concepts and strategies to new and challenging movement situations. Students will also work collaboratively to design and apply solutions to movement challenges.
3	Tournament Organisation	Student agency will be utilised in this unit for classes to organise and participate in a class-led tournament. Students will demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They will apply decision-making skills and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. Students will also work collaboratively to design and apply solutions to movement challenges.
4	Fit for Life	Students will analyse trends in physical activity for adolescents and how these trends impact a person's ability to remain engaged in physical activity for life. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They will apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. Students will access, synthesise and apply health information from credible sources to propose and justify responses to health situations.

## Year 9 Elective Subject - Physical Education

This elective subject offers students the ability to continue in the SHAPE (Sport, Health and Physical Education) Program. It will allow them to extend their knowledge of the HPE curriculum by exploring sports science concepts. Students will also have opportunities to attend external training sessions to develop required physical proficiencies.

**Prerequisite:** Students are only able to select this subject if they were a member of the Year 8 SHAPE Program. Students who are not in the SHAPE Program, but are interested in this subject are required to discuss their eligibility with the Head of HPE & Sport prior to subject selection.

Unit	Description
Motor Learning and Netball	In this unit, students will engage with and understand motor learning concepts such as motor skills, motor programs, categories of motor skills, characteristics of motor skills, the cognitive systems approach, the dynamic systems approach (including constraints and rate limiters), practice, feedback and body and movement concepts. They will devise motor learning strategies to optimise performance and evaluate the effectiveness of these strategies. This unit will be covered in the context of netball.
Equity & Sport	In this unit, students will engage with and understand equity concepts such as equity and access, interact to impact engagement in physical activity, factors acting as barriers or enablers to physical activity and megatrends interacting to influence these factors. They will identify relationships between factors and devise and evaluate the effectiveness of equity strategies to influence personal, social, cultural and environmental factors in physical activity. This unit will be taught in the context minor games and sports
Sports Psychology and Badminton	In this unit, students will engage with and understand sports psychology concepts such as motivation, confidence, arousal, attention and concentration as well as body and movement concepts. They will devise sports psychology strategies to optimise performance and evaluate the effectiveness of these strategies. This unit will be covered in the context of badminton.





# Health & Physical Education Progression from Junior to Senior Secondary

