

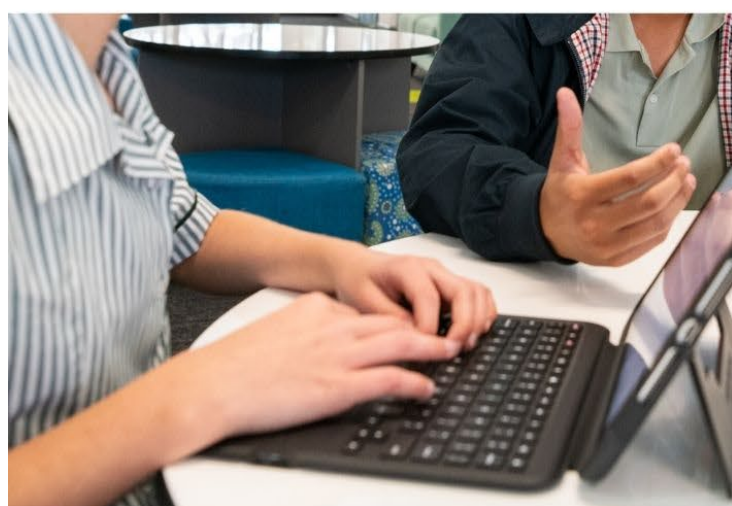
Curriculum Handbook 2026

YEARS 7 - 9



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 2026, 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
English	210 mins per week (3 lessons)	210 mins per week (3 lessons)	210 mins per week (3 lessons)
Mathematics	280 mins per week (4 lessons)	210 mins per week (3 lessons)	210 mins per week (3 lessons)
Science	140 mins per week (2 lessons)	210 mins per week (3 lessons)	210 mins per week (3 lessons)
Humanities	<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) <u>Humanities Electives:</u> <i>Economics and Business, Geography</i> <u>Languages Electives:</u> <i>French, Japanese</i>
Health & Physical Education	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>
The Arts	210 mins per week (3 lessons for one semester) <i>Choice of Dance, Drama, Media, Music and Visual Art</i>	210 mins per week (3 lessons for one semester) <i>Choice of Dance, Drama, Media, Music and Visual Art</i>	<i>Dance, Drama, Music, Media, Visual Art offered as elective subjects</i>
Technologies	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>
PROUD Pathways	70 mins per week (Designed around the concepts of emotional, physical, academic and social wellbeing)	70 mins per week	70 mins per week
Sport	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 2026

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50am – 9:00am	PROUD Start	PROUD Start	PROUD Start	PROUD Start	PROUD Start
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	Period 4

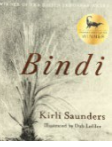


English Curriculum

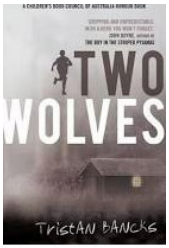
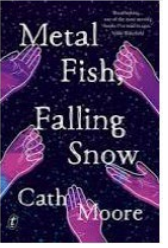
What will students learn?

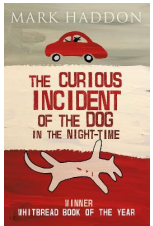
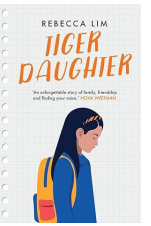
In Years 7, 8 and 9 English students will learn to read, write, listen, speak, view and create so that they can become effective and informed citizens of their communities. The Australian Curriculum for English is divided into three strands: *Language*: knowing about the English language; *Literature*: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

What will students do in Junior Secondary English?

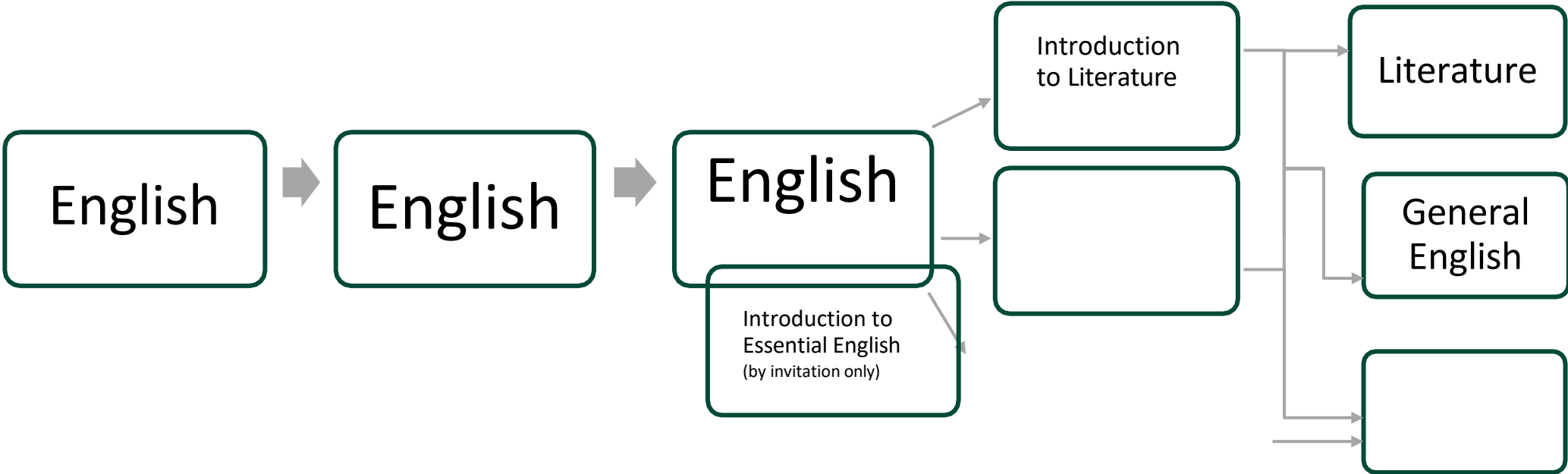
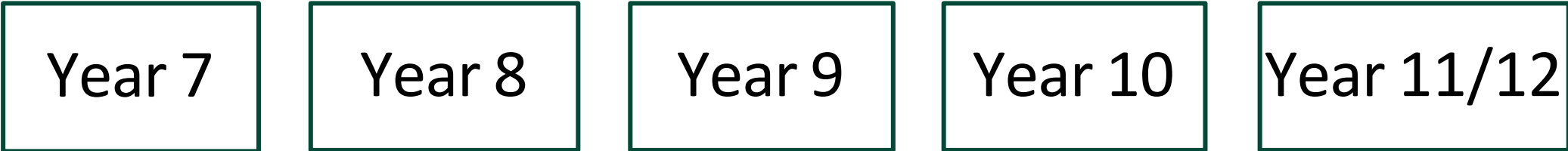
The following topics are covered for each year level:

Year 7		
Semester	Topic	Description
1	Persuasive: Motivational Speech Imaginative: Short Story	Students will create and deliver a motivational speech using a variety of language features and persuasive techniques. Students will study either <i>Bindi</i> by Kirli Saunders, or <i>Black Cockatoo</i> by Hakea Hustler and Carl Merrison. They will study theme, plot, setting and narrative voice. They will experiment with these strategies and create a short story.
		 
2	Analytical: Essay Reflective: memoir	In <i>Growing up on the Big Screen</i> 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. Students will explore a variety of memoir texts to explore perspectives about growing up in Australia. They will write their own memoir about their experiences of growing up. They will engage in a short discussion about growing up that makes connections between their life and a person or character encountered in their reading or study through the year.
		
Year 8		
Semester	Topic	Description
1	Analytical: Essay Persuasive: Exposition	Students will view an animated film and analyse how the director utilises character, themes, visual techniques and language features to create representations of gender. Students will explore how public speakers use language features and text structures to persuade. Their topic will be a contemporary Australian issue.

2	<p>Imaginative: Narrative intervention</p> <p>Comparative analytical: Essay</p>	<div style="display: flex; justify-content: space-between;">  <div style="text-align: center;"> <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> </div>  </div> <p>Students explore a range of songs and poetry by Indigenous artists and poets. In exam conditions, students compare two 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>
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Year 9		
Semester	Topic	Description
1	<p>Imaginative: Speculative Fiction</p> <p>Analytical: The novel</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> <div style="display: flex; justify-content: space-between;">  <div style="text-align: center;"> <p>Students write an analytical essay on a contemporary novel, either <i>Tiger Daughter</i> by Rebecca Lim, or <i>The Curious Incident of the Dog in the Night-time</i> by Mark Haddon.</p> </div>  </div>
2	<p>Opinionative: Feature article</p> <p>Analytical: Spoken analysis</p>	<p>Students will understand the philosophical concept of utilitarianism and explore this idea in a number of texts. The focus text is the play <i>Terror</i> by Ferdinand von Schirach. Students will make connections between this play, other texts, and the real world before they produce a feature article on an idea from contemporary society that is connected to utilitarianism.</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>

English Progression from Junior to Senior Secondary



Essential
English

Mathematics Curriculum

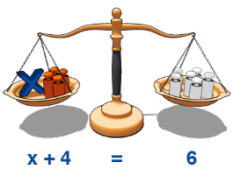
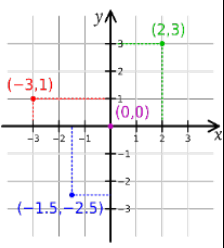
What will students learn?

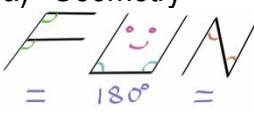
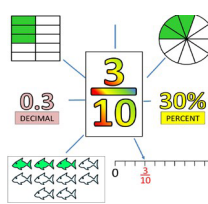
Mathematics creates opportunities for and enriches the lives of all students. *The Australian Curriculum in Mathematics* provides students with essential mathematical skills and knowledge in *Number, Algebra, Measurement, Space, Statistics, and Probability*. It develops the numeracy capabilities that 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


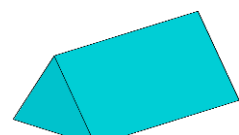
Students study Mathematics for 280 minutes (4 lessons) per week. One of these lessons each week is used for the 'Numeracy Groups' program. This program aims to support and enhance students understanding and skills in the Number strand of the Australian curriculum. At key junctures, all students undertake 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:


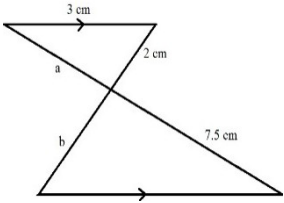
Term	Topic	Description
1	a) Algebraic Expressions  b) Algebraic Equations c) Integers	Students will: <ul style="list-style-type: none"> • use algebraic expressions to represent situations and describe the relationship between variables • substitute values into formulas to determine unknown values • solve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

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

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"> • solve problems involving the 4 operations with integers • apply the exponent laws to calculations with numbers involving positive integer exponents • apply algebraic properties to rearrange, expand and factorise linear expressions • solve linear equations with rational solutions and one-variable inequalities algebraically
2	<p>a) Statistics</p> <p>b) Decimals</p> <p>c) Measurement</p> 	<p>Students will:</p> <ul style="list-style-type: none"> • conduct statistical investigations and explain the implications of obtaining data through sampling • analyse and describe the distribution of data • 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

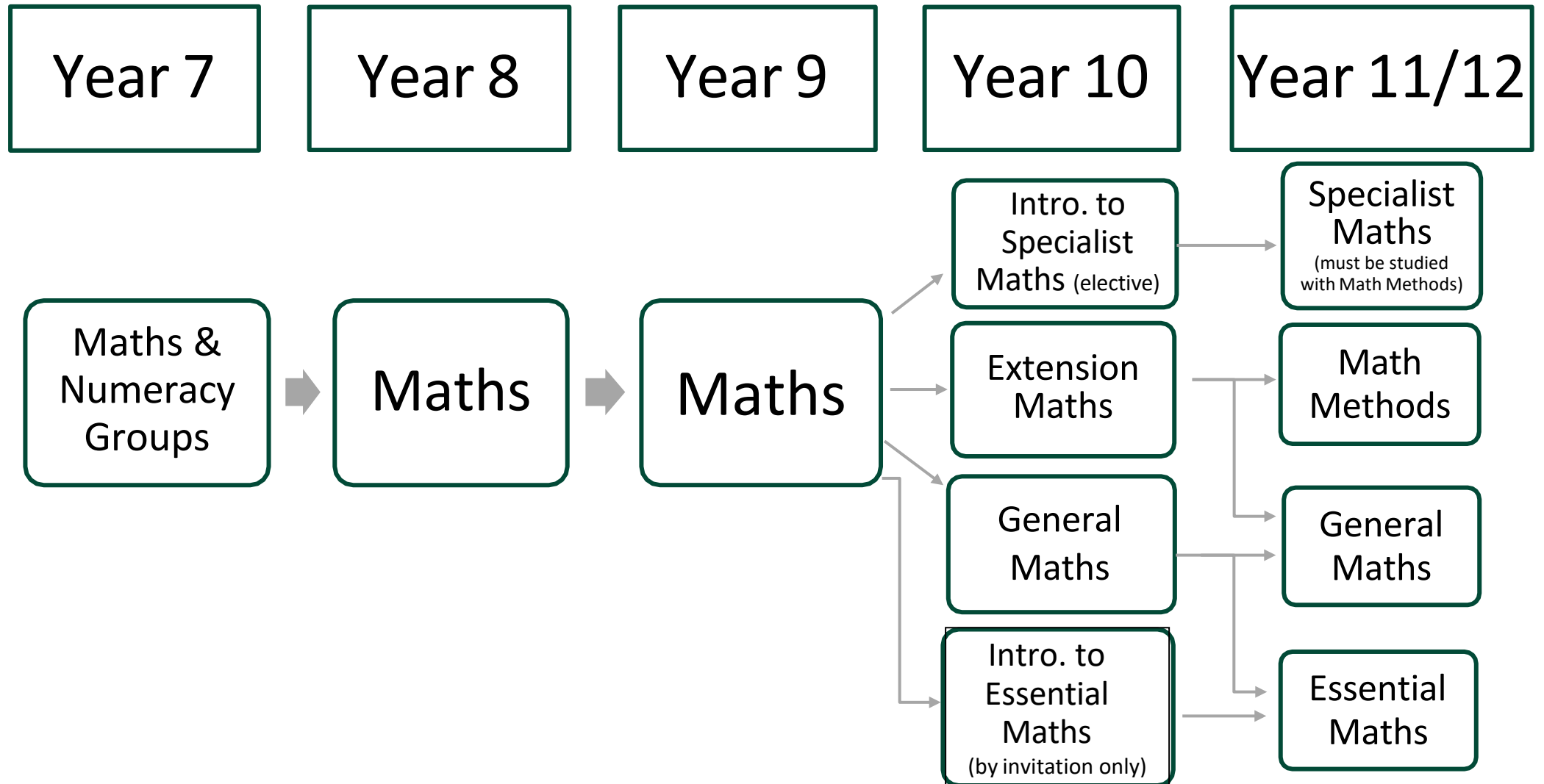
		<ul style="list-style-type: none"> • recognise irrational numbers and terminating or recurring decimals • use appropriate metric units when solving measurement problems involving perimeter and area of composite shapes and volume of right-prisms • use formulas to solve problems involving area and circumference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

Year 9

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

Term	Topic	Description
1	a) Indices $4500000 = 4.5 \times 10^6$ $0.00453 = 4.53 \times 10^{-3}$ b) Algebraic expressions c) Measurement	Students will: <ul style="list-style-type: none"> extend and apply the exponent laws with positive integers to variables express small and large numbers in scientific notation expand binomial products and factorise monic quadratic expressions apply formulas to solve problems involving surface area and volume of right prisms and cylinders determine percentage errors in measurements
2	a) Pythagoras' theorem b) Similarity c) Trigonometry	Students will: <ul style="list-style-type: none"> apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles solve problems involving ratio, similarity and scale in two-dimensional situations apply the enlargement transformation to images of shapes and objects, and interpret results design, use and test algorithms based on geometric constructions or theorems
3	a) Statistics b) Linear Functions 	Students will: <ul style="list-style-type: none"> compare and analyse the distribution of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers explain how sampling techniques and representations can be used to support or question conclusions or to promote a point of view find the distance between two points on the Cartesian plane, and the gradient and midpoint of a line segment solve problems involving rates and direct proportion including in financial contexts
4	a) Quadratic Functions b) Quadratic Equations c) Probability	Students will: <ul style="list-style-type: none"> graph quadratic functions and solve monic quadratic equations with integer roots algebraically describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations use mathematical modelling to solve problems involving change in applied contexts involving quadratic functions determine sets of outcomes for compound events and represent these in various ways assign probabilities to the outcomes of compound events design and conduct experiments or simulations for combined events using digital tools

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. It's a creative and collaborative process used to explore the unknown, solve problems and make predictions. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

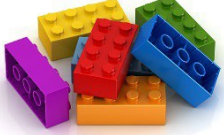
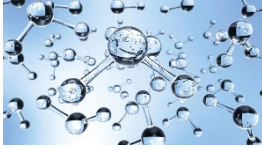
There are three contexts for the Junior Secondary Science curriculum:


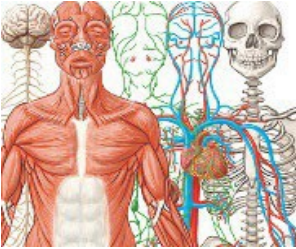
- *Science Understanding*
- *Science as a Human Endeavour*
- *Science Inquiry*

What will students do in Junior Secondary Science?

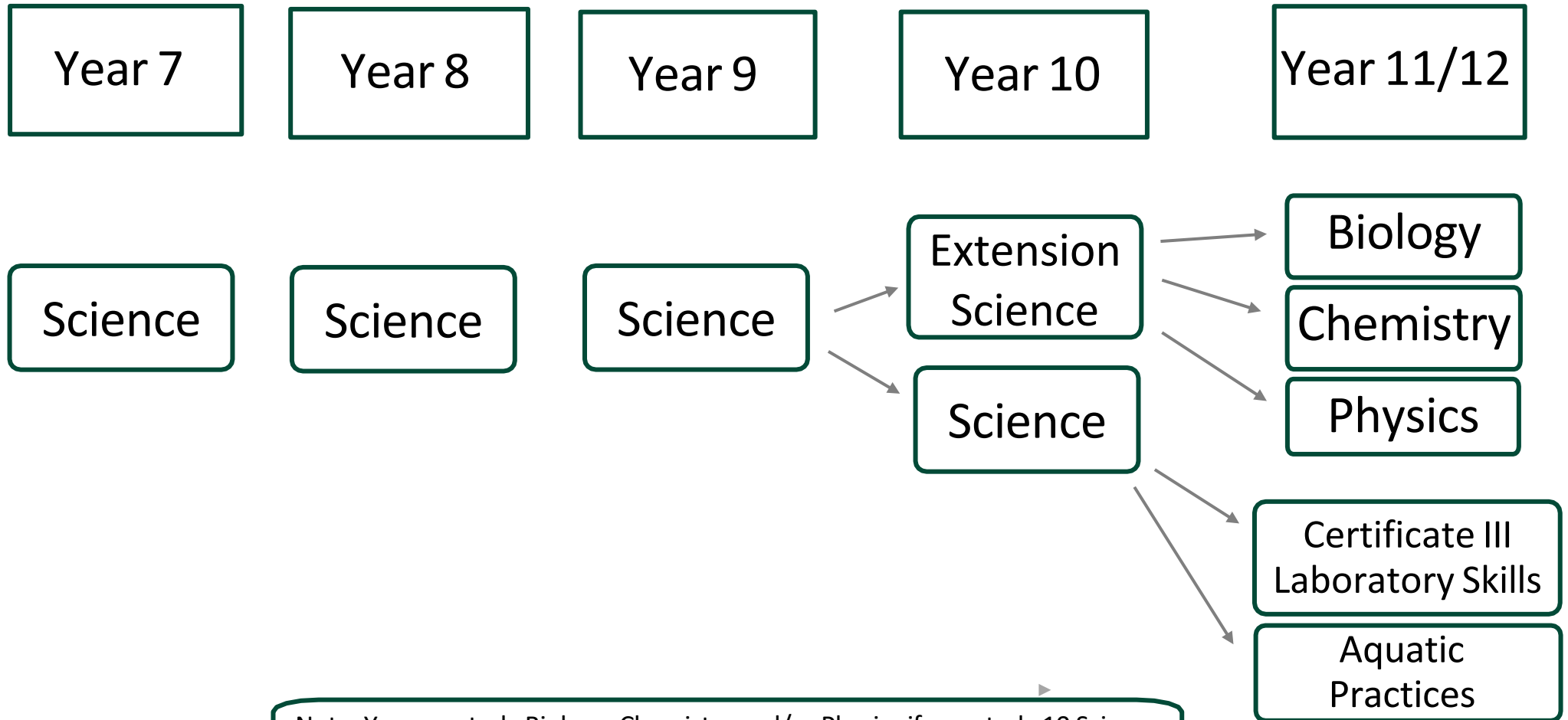
Year 7		
Term	Topic	Description
1	Earth, Sun and Moon 	Explore the powerful relationship between the Earth, sun and moon. Model the cycles of day and night, seasons, tides and lunar phases, and discover how these cosmic movements impact life on Earth.
2	Forces	Uncover the invisible powers that shape our world. Learn how pushes, pulls, gravity and friction affect how things move. From speeding race cars to falling apples. Experiment, build and test to see forces in action.
3	Classification and Ecosystems	Enter the world of living things and find out how scientists organise life on Earth. Explore food webs, energy flow, and how ecosystems respond to change. Investigate how your actions can impact the environment around you. 
4	Particles, Properties and Separating Mixtures	Zoom into the microscopic world of particles to discover what makes substances behave the way they do. Experiment with separating mixtures like muddy water or salt from sand and design your own processes to clean, sort and purify.

Year 8		
Term	Topic	Description
1	Plate Tectonics and the Rock Cycle	Explore how tectonic plates shift and collide to shape mountains, trigger earthquakes, and fuel volcanoes. Dig into the rock cycle to understand how rocks form, break down, and change over time, revealing the story of our ever-changing planet. 

2	<p>Cells and Organ Systems</p> 	<p>Discover cells, the tiny units that make up all living things, and how they work together in organ systems to keep organisms alive. Use microscopes, models and investigations to explore how your own body breathes, digests, and moves.</p>
3	<p>Energy</p>	<p>Explore how energy is stored, transferred and transformed, from glowing light bulbs to soaring skateboards. Experiment with different forms of energy and see how particles play a role in how energy moves and changes.</p>
4	<p>Particles</p> 	<p>Step into the world of matter and uncover what everything is made of. Learn how scientists classify substances into elements, compounds and mixtures. Investigate the differences between physical and chemical changes through hands-on experiments and discover how to tell if a new substance has formed.</p>

Year 9		
Term	Topic	Description
1	Reproduction	<p>Take a closer look at how living things create the next generation. Compare sexual and asexual reproduction, and how these processes help species survive over time.</p> 
1-2	Carbon Cycle	<p>Follow the journey of carbon as it moves through Earth's systems. From the atmosphere to living things, to the oceans and the ground. Explore how Earth's spheres interact to shape our planet's climate and life. Discover how human activities are interrupting the carbon cycle and creating long term impacts on our planet.</p>
2-3	<p>Homeostasis</p> 	<p>Why do you shiver when it's cold? Why do diabetics need insulin? Explore how different body systems work together to respond to changes in the environment. Learn how your body uses negative feedback to stay stable and healthy, even when the outside world doesn't.</p>
3-4	Chemistry & Physics	<p>This final unit will cover two exciting areas of Science, Energy Transfer and Chemical Reactions. Discover how energy is conserved and transferred through waves and particles and investigate how simple systems follow the laws of energy. Then, zoom into the atom to explain how and why chemical reactions happen.</p>

Science Progression from Junior to Senior Secondary



Note: You can study Biology, Chemistry and/or Physics if you study 10 Science (not extension). However, it is highly recommended to study 10 Extension Science if you're planning on studying those subjects in year 11 and 12.

Humanities Curriculum



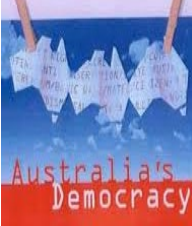
What will students learn?



In the Junior Secondary school, students will study the four subject disciplines of the Australian Curriculum 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, Civics and Citizenship, and Geography. In Year 8, students will study History, Economics and Business, and Geography. In Year 9, History will be studied for one semester; Economics and Business, and Geography, are then offered as elective units in the Year 9 curriculum.

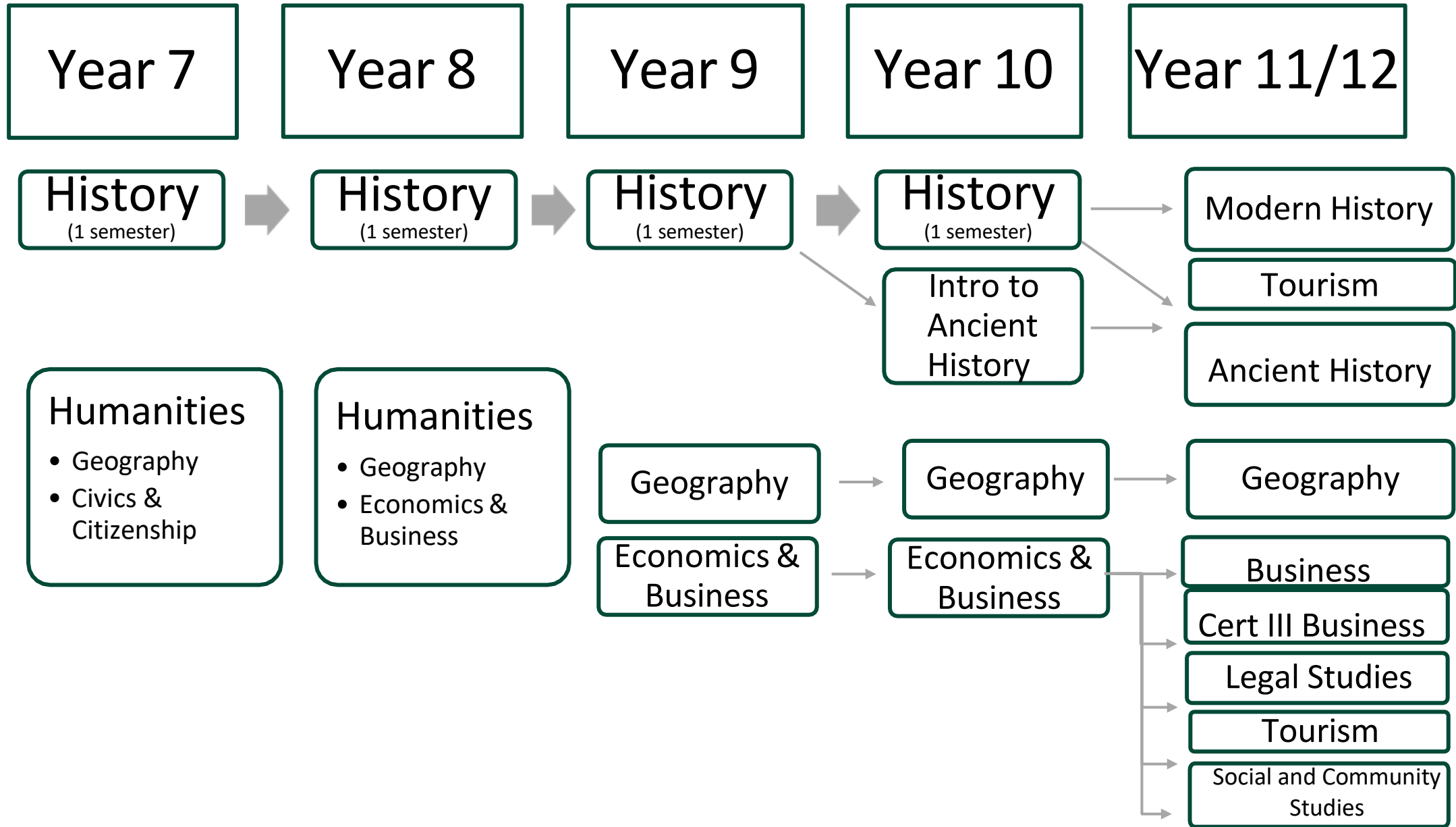
Year 7		
Context	Topic	Description
History 	1. Ancient China 2. Deep Time History of Australia	Students focus on Investigating the Ancient World. Students describe the effects of change on societies, individuals and groups. They explore events and developments from varying perspectives while examining the significance of individuals, community and culture in society. Students will research artefacts from Ancient China and communicate significance of First Nations Australian History.
Geography 	1. Water in the World 2. Place and Liveability	Students examine the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. They also explore the impact of water-related hazards on human-environment relationships Students examine factors that influence liveability and how it is perceived. They investigate the idea that <i>places</i> provide us with the services and facilities needed to support and enhance our lives, and so need to be managed.
Civics and Citizenship 	Australia's Government and Legal System	Students study the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. They learn about the key features and principles of Australia's legal system and examine how the rights of individuals are protected through the legal system, which aims to provide justice..

Year 8		
Context	Topic	Description
Economics and 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	1. Medieval Europe	<p>History focuses on a study of transition between the Ancient and the Modern World. This unit provides students with an understanding of the transition from the Ancient to the Modern world. Students investigate daily life in Medieval Europe, and the values and beliefs of the time.</p> 
	2. Shogunate Japan	<p>This unit focuses on the Shogunate era, which marked a significant period in Japanese history, leaving lasting social, religious, economic and political impacts both within the country and beyond its borders. Students explore the rise of Shogun power, how they maintained order in society and how their rule influenced people's way of life.</p> 
Geography	1. Landforms and Landscapes	<p>This unit focuses 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. They also consider the ways that the impacts of hazards are managed.</p> 
	2. Changing Nations	<p>This unit focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration, 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 urban areas is managed.</p> 

Year 9

Context	Topic	Description
History	<ol style="list-style-type: none"> Making and Transforming the Australian Nation World War I 	<p>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. They investigate the contributions and impacts of World War 1 on Australia.</p> 
<i>Geography Full year elective</i>	<ol style="list-style-type: none"> Biomes and Food Security Geographies of Interconnections 	<p>This unit focuses on the biomes of the world, and 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.</p>  <p>This unit 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 consider the management of the impacts of tourism and trade on places, as well as the ways access to technology and transport impact interconnections.</p> 
<i>Economics and Business Full year elective</i>	<ol style="list-style-type: none"> Australian Businesses Taking on the World Who wants to be an Entrepreneur? 	<p>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. They examine the implications of interdependence of participants in the global economy for decision-making. Students focus on consumer and financial risks and rewards.</p>  <p>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.</p> 

Humanities Progression from Junior to Senior Secondary

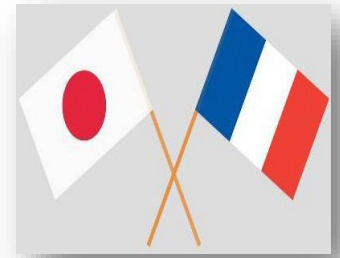


Languages Curriculum

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 21st 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.

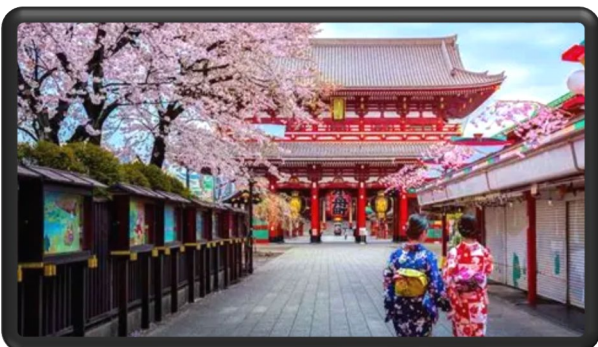


What will students do in Languages?

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.

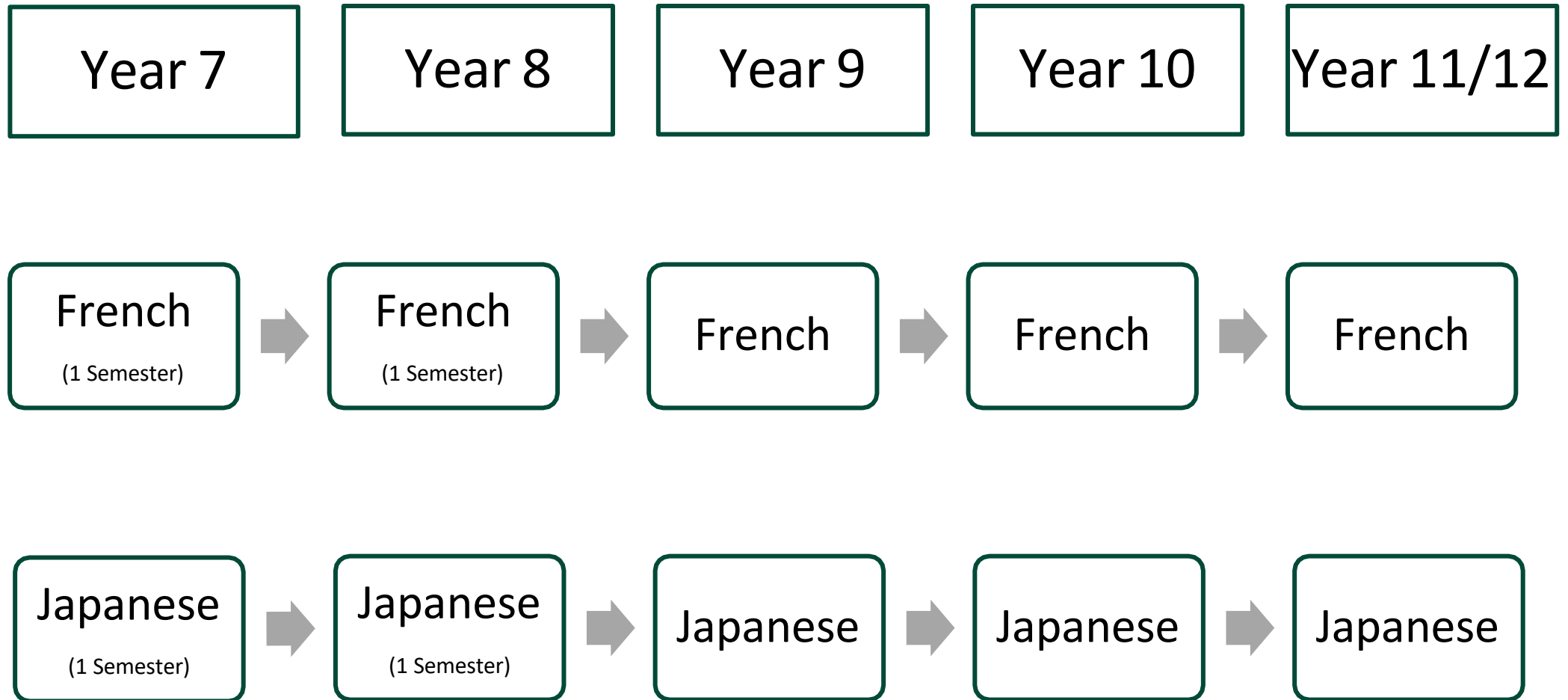
Year 7 French		
Term	Topic	Description
1/3	All About Me	Students learn how to exchange personal information including: name, nationality, age, hobbies and languages. They learn drawing styles associated with Francophone comics and examine features of a comic strip in order to create their own comic strip about themselves.
2/4	How to Get There	Immersion in French through the study of a play. Students learn using gestures, song and repetition.
Year 8 French		
Term	Topic	Description
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.
Year 9 French		
Term	Topic	Description
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.

Year 7 Japanese		
Term	Topic	Description
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.
Year 8 Japanese		
Term	Topic	Description
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.
Year 9 Japanese		
Term	Topic	Description
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.



HIRAGANA japanese alphabet											
あ	か	さ	た	な	は	ま	や	ら	わ	ん	
a	ka	sa	ta	na	ha	ma	ya	ra	wa	n	
い	き	し	ち	に	ひ	み		り			
i	ki	shi	chi	ni	hi	mi		ri			
う	く	す	つ	ぬ	ふ	む	ゆ	る	を		
u	ku	su	tsu	nu	fu	mu	yu	ru	wu		
え	け	せ	て	ね	へ	め		れ			
e	ke	se	te	ne	he	me		re			
お	こ	そ	と	の	ほ	も	よ	ろ	ん		
o	ko	so	to	no	ho	mo	yo	ro	o/wo		

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?

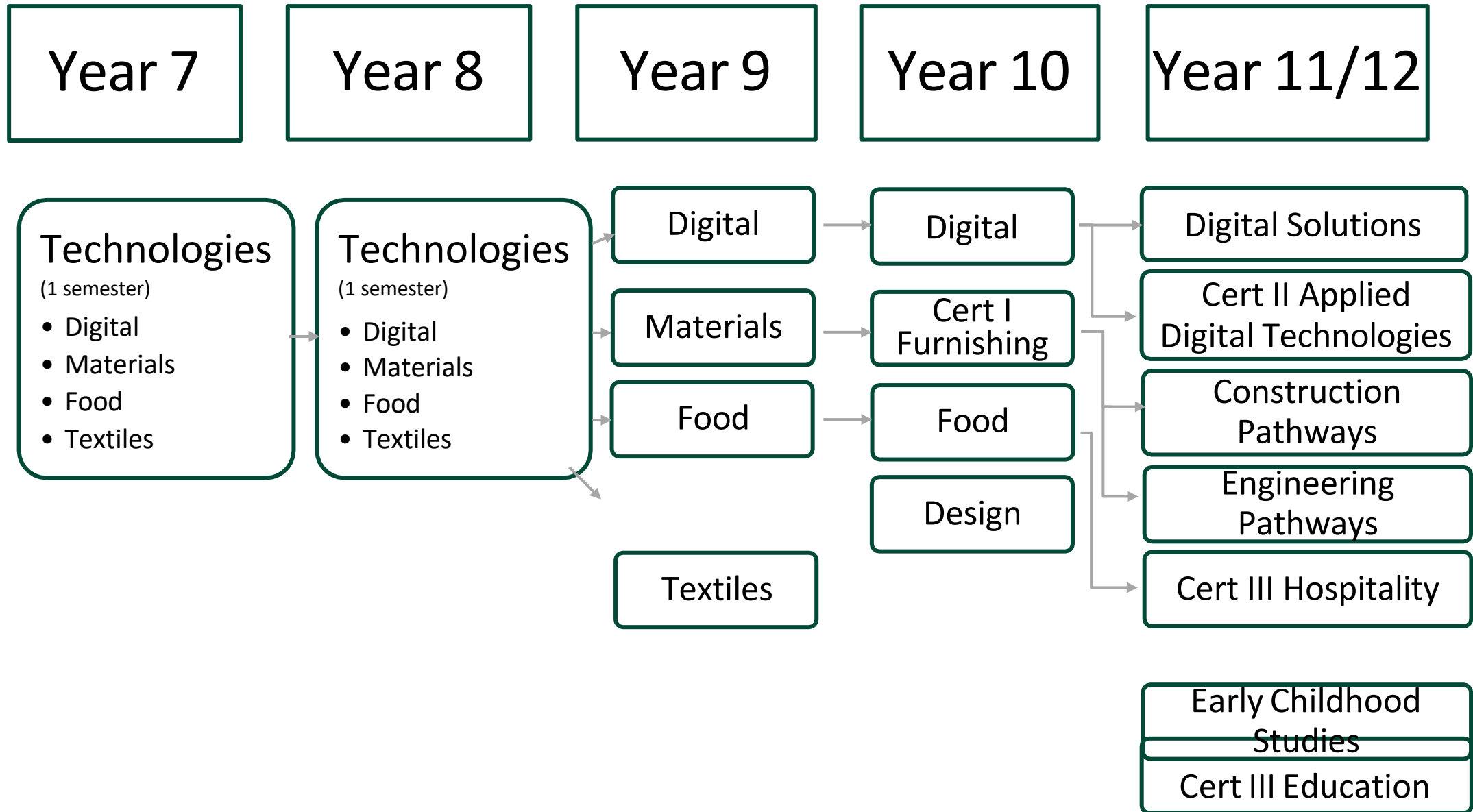
Students will study Technologies for 210 minutes (3 x 70 min lessons) per week for one semester in Year 7 and Year 8 each. In Year 9, students will study Technologies for 210 minutes (3 x 70 min) per week for two semesters. They will study that context for the entire year.

Year 7 and 8	
Food Specialisation 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.
Textiles 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.
Materials 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.
Digital 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.



Year 9 Semester 1	
Context	Description
Food #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.
Textiles #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.
Materials #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.
Digital #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.
Year 9 Semester 2	
Context	Description
Food #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.
Textiles #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.
Materials #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.
Digital #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.

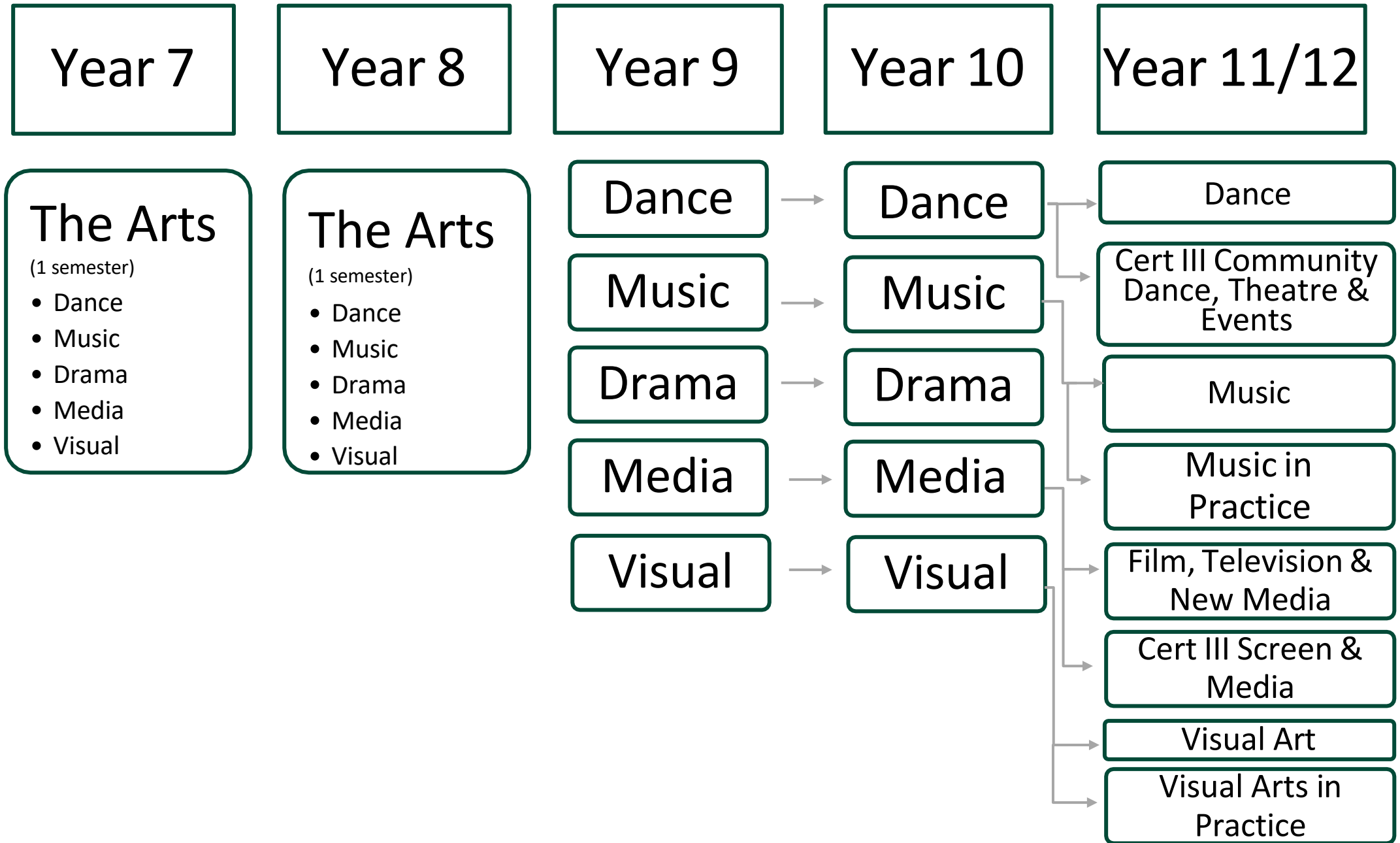
At the end of each semester students present an evening's performance program for parents, families and friends. This is an opportunity for students to showcase the skills and knowledge they have developed in their selected Art form over the semester.

Year 7		
Context	Topic	Description
Art	Paint it! Sculpt it!	<p>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.</p> 
Dance	Around the World All the Elements	<p>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.</p> <p>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</p>

		respond to dance media to analyse how a choreographer's use of the elements of dance and production elements communicate intent.
Drama	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>
Music	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> 
Media	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 strctures 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 meaing. 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>
Year 8		
Context	Topic	Description
Art	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> 

		aurally, prepare and present performances for live audiences, write an original song and sit a written exam.
Dance	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>
Drama	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>
Music	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> 

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.

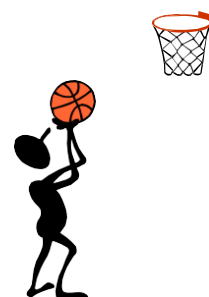
- Recreation for three lessons per week **OR**
- Physical Education for three lessons per week – see other conditions in the subject description.

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>Connected and Respected</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, 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	Fuel 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. 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	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.
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	Challenge in the Outdoors	Students will explore a range of outdoor recreation activities. Students create an itinerary for a two-day camp, including activities. They will evaluate the potential success of their camp and activities to enhance outdoor education experiences.

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

