



2024

# Junior Secondary Curriculum Guide

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 2024, 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 21st century.

The **general capabilities** and the **cross-curriculum priorities** are not added as additional subjects. The Australian Curriculum pays explicit attention to how seven general capabilities and three cross-curriculum priorities contribute to, and can be developed through each learning area. They 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** will allow all young Australians the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on our world.
- **Asia and Australia's engagement with Asia** will allow all young Australians to develop a better understanding of the countries and cultures of the Asia region. Students will develop an appreciation of the economic, political and cultural interconnections that Australia has with the region.
- **Sustainability** will allow all young Australians to develop an appreciation of the need for more sustainable patterns of living, and to build the capacities for thinking and acting that are necessary to create a more sustainable future.

Thus, units of work studied by students in Junior Secondary will include the core context for the subject, as well as the relevant general capabilities and cross-curriculum priorities.

### 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.

The success of the program can be attributed to the logical and systematic approach to reading and writing. Students are guided through the texts that they are expected to read and learning is demonstrated through the writing process.

A student's ability to understand what they are reading and be able to show what they have learnt through their writing is central to the process of becoming literate and informed citizens; a value shared by the entire school community.

### Numeracy priorities in the Junior Secondary school

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

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

(Elective subjects are subjects where a choice of *different content contexts* is given to students)

|  | Year 7  | Year 8   | Year 9  |
|--|---|--|---|
| <b>English</b>                           | 280 mins per week (4 lessons)   | 280 mins per week (4 lessons)  | 210 mins per week (3 lessons)   |
| <b>Mathematics</b>                       | 280 mins per week (4 lessons)   | 280 mins per week (4 lessons)  | 210 mins per week (3 lessons)   |
| <b>Science</b>                           | 140 mins per week (2 lessons)   | 210 mins per week (2 lessons)  | 210 mins per week (3 lessons)   |
| <b>Humanities</b>                        | 140 mins per week (2 lessons)   | 210 mins per week (2 lessons)  | 210 mins per week for one semester (3 lessons)<br><b>Geography and Business offered as elective subjects</b>  |
| <b>Health &amp; Physical Education</b>   | 140 mins per week (2 lessons)   | 140 mins per week (2 lessons)  | 210 mins per week (3 lessons for one semester)<br><b>Recreation and HPE also offered as elective subjects</b> |
| <b>Languages</b><br>(French or Japanese) | 140 mins per week (2 lessons)   | 140 mins per week (2 lessons)  | <i>Elective:</i><br>210 mins per week (3 lessons)   |
| <b>Creative Arts</b>                     | <i>Elective: choice of Dance, Drama, Music and Visual Art</i><br>140 mins per week (2 lessons) for one semester   | <i>Elective: choice of Dance, Drama, Music, Media Visual Art</i><br>140 mins per week (2 lessons) for one semester | <i>Elective: choice of Dance, Drama, Music, Media Visual Art, Media</i><br>210 mins per week (3 lessons)      |
| <b>Technologies</b>                      | <i>Elective: choice of Digital, Food, Textiles or Materials</i><br>140 mins per week (2 lessons) for one semester | <i>Elective: choice of Digital, Food, Textiles or Materials</i><br>140 mins per week (2 lessons) for one semester  | <i>Elective: choice of Digital, Food, Textiles or Materials</i><br>210 mins per week (3 lessons)              |
| <b>Pastoral Care</b>                     | 70 mins per week<br>(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 - Policy statement

The Education Department commits to continuing our 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 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 every day practices.

The department has high expectations of all students, recognising that, with the right support, all students can succeed.

## How is the school week organized in 2024?

| Period                         | Monday                     | Tuesday                          | Wednesday                  | Thursday   | Friday                     |
|--------------------------------|----------------------------|----------------------------------|----------------------------|--|----------------------------|
|                                | House Group<br>8.50 – 9.00 | House Group<br>8.50 – 9.00       | House Group<br>8.50 – 9.00 | House Group<br>8.50 – 9.00                                 | House Group<br>8.50 – 9.00 |
| <b>1</b>                       | 9.00 – 10.10               | 9.00 – 10.10                     | 9.00 – 10.10               | 9.00 – 10.10   | 9.00 – 10.10               |
| <b>2</b>                       | 10.10 – 11.20              | 10.10 – 11.20                    | 10.10 – 11.20              | 10.10 – 11.20  | 10.10 – 11.20              |
| <b>Lunch 1 - 11.20 – 12.00</b> |                            |                                  |                            |  |                            |
| <b>3</b>                       | 12.00 – 1.10               | 12.00 – 1.10                     | 12.00 – 1.10               | 12.00 – 1.10   | 12.00 – 1.10               |
| <b>Lunch 2 - 1.10 – 1.40</b>   |                            |                                  |                            |  |                            |
| <b>4</b>                       | 1.40 – 2.50                | 1.40 – 2.50<br>Sport Years 7 & 8 | 1.40 – 2.50                | 1.40 – 2.50<br>Sport Years 9 & 10<br>Year 10 PROUD Support | 1.40 – 2.50                |

# Junior Secondary Curriculum to Senior School Curriculum

- Core    
  - Electives

| Years 7 & 8   | Year 9  | Year 10   | Years 11 & 12   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>English<br/>Yrs 7 &amp; 8 - 186 hrs</li> </ul>                                 | <ul style="list-style-type: none"> <li>English<br/>Yr 9 - 140 hrs</li> </ul>  | <ul style="list-style-type: none"> <li>English<br/>Yr 10 - 133 hrs</li> </ul>   | <ul style="list-style-type: none"> <li>General English</li> <li>Literature</li> <li>Essential English<br/>Yrs 11 &amp; 12 - 133 hrs</li> </ul>  |
| <ul style="list-style-type: none"> <li>Mathematics<br/>Yrs 7 &amp; 8 - 186 hrs</li> </ul>                             | <ul style="list-style-type: none"> <li>Mathematics<br/>Yr 9 - 140 hrs</li> </ul>  | <ul style="list-style-type: none"> <li>Mathematics</li> <li>Mathematics Extension<br/>Yr 10 - 133 hrs</li> </ul>  | <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Essential Mathematics<br/>Yrs 11 &amp; 12 - 133 hrs</li> </ul>  |
|   |   | <ul style="list-style-type: none"> <li>Specialist Mathematics</li> </ul>  | <ul style="list-style-type: none"> <li>Specialist Mathematics</li> </ul>  |
| <ul style="list-style-type: none"> <li>Science<br/>Yr 7 - 93 hrs<br/>Yr 8 - 93 hrs</li> </ul>                         | <ul style="list-style-type: none"> <li>Science<br/>Yr 9 - 140 hrs</li> </ul>  | <ul style="list-style-type: none"> <li>Science<br/>Yr 10 - 133 hrs</li> </ul>   | <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Aquatic Practices</li> <li>Certificate III in Laboratory Skills<br/>Yrs 11 &amp; 12 - 133 hrs</li> </ul>  |
| <ul style="list-style-type: none"> <li>Health &amp; Physical Education<br/>Yr 7 - 93 hrs<br/>Yr 8 - 93 hrs</li> </ul> | <ul style="list-style-type: none"> <li>Health &amp; Physical Education<br/>Yr 9 - 70 hrs</li> </ul>   | <ul style="list-style-type: none"> <li>Health &amp; Physical Education<br/>Yr 10 - 67 hrs</li> </ul>  | <ul style="list-style-type: none"> <li>Physical Education</li> <li>Sport &amp; Recreation</li> <li>Certificate III in Fitness</li> <li>Certificate III in Sport &amp; Recreation<br/>Yrs 11 &amp; 12 - 133 hrs</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>Physical Education</li> <li>Recreation<br/>Yr 9 - 140 hrs</li> </ul>                                 | <ul style="list-style-type: none"> <li>Physical Education</li> <li>Recreation<br/>Yr 10 - 133 hrs</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Humanities<br/>Yr 7 - 93 hrs<br/>Yr 8 - 93 hrs</li> </ul>                      | <ul style="list-style-type: none"> <li>Humanities<br/>Yr 9 - 140 hrs</li> </ul>   | <ul style="list-style-type: none"> <li>History<br/>Yr 10 - 67 hrs</li> </ul>  | <ul style="list-style-type: none"> <li>Ancient History</li> <li>Modern History</li> <li>Geography</li> <li>Social and Community Studies<br/>Yrs 11 &amp; 12 - 133 hrs</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>Business<br/>Yr 9 - 140 hrs</li> <li>Geography<br/>Yr 9 - 140 hrs</li> </ul>                         | <ul style="list-style-type: none"> <li>Geography</li> <li>Ancient History<br/>Yr 10 - 133 hrs</li> </ul>  |   |
|   |   | <ul style="list-style-type: none"> <li>Business<br/>Yr 10 - 133 hrs</li> </ul>  | <ul style="list-style-type: none"> <li>Accounting</li> <li>Business</li> <li>Legal Studies</li> <li>Certificate III in Business<br/>Yrs 11 &amp; 12 - 133 hrs</li> </ul>  |
| <ul style="list-style-type: none"> <li>Creative Arts<br/>Yr 7 - 47 hrs<br/>Yr 8 - 47 hrs</li> </ul>                   | <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Music</li> <li>Visual Art</li> <li>Media<br/>Yr 9 - 140 hrs</li> </ul> | <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Media</li> <li>Music</li> <li>Visual Art<br/>Yr 10 - 133 hrs</li> </ul>                | <ul style="list-style-type: none"> <li>Dance</li> <li>Film, Television &amp; New Media</li> <li>Music</li> <li>Visual Art</li> <li>Certificate III Screen and Media</li> <li>Certificate III Community Theatre and Events</li> <li>Music in Practice</li> <li>Visual Arts in Practice<br/>Yrs 11 &amp; 12 - 133 hrs</li> </ul>    |
| <ul style="list-style-type: none"> <li>Technologies<br/>Yr 7 - 47 hrs<br/>Yr 8 - 47 hrs</li> </ul>                    | <ul style="list-style-type: none"> <li>Food</li> <li>Textiles</li> <li>Materials</li> <li>Digital<br/>Yr 9 - 140 hrs</li> </ul>             | <ul style="list-style-type: none"> <li>Food</li> <li>Design</li> <li>Certificate I in Furnishing (MSF10113)</li> <li>Digital<br/>Yr 10 - 133 hrs</li> </ul> | <ul style="list-style-type: none"> <li>Digital Solutions</li> <li>Certificate II in Construction Pathways</li> <li>Certificate II in Engineering Pathways</li> <li>Certificate III in Hospitality</li> <li>Certificate II in Applied Digital Technology</li> <li>Early Childhood Studies<br/>Yrs 11 &amp; 12 - 133 hrs</li> </ul> |
| <ul style="list-style-type: none"> <li>French</li> <li>Japanese<br/>Yr 7 - 93 hrs</li> </ul>                          | <ul style="list-style-type: none"> <li>French</li> <li>Japanese<br/>Yr 9 - 140 hrs</li> </ul>   | <ul style="list-style-type: none"> <li>French</li> <li>Japanese<br/>Yr 10 - 133 hrs</li> </ul>  | <ul style="list-style-type: none"> <li>French</li> <li>Japanese<br/>Yrs 11 &amp; 12 - 133 hrs</li> </ul>  |

## English Curriculum

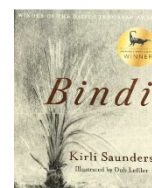
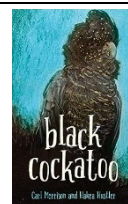
### What will students learn?

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. Students in Years 7 and 8 will study English for 280 minutes per week and in Year 9, 210 minutes per week.

| Year 7   |                                     |   |
|----------|-------------------------------------|---|
| Semester | Topic                               | Description   |
| 1        | Persuasive:<br>Motivational Speech  | Students will create and deliver a motivational speech using a variety of language features and persuasive techniques.  |
|          | Imaginative:<br>Short Story         | 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.  |
|          | Analytical:<br>Essay                | 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.  |
| 2        | Review:<br>Interactive spoken       | Students will undertake a novel study of 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.  |
|          | Reflective:<br>multimodal           | 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.  |
| Year 8   |                                     |   |
| Semester | Topic                               | Description   |
| 1        | Analytical:<br>Essay                | Students will view an animated film and analyse how the director utilised character, themes, visual techniques and language features to create representations of gender.   |
|          | Persuasive:<br>Exposition           | Students will explore how public speakers use language features and text structures to persuade. They will their audience on a contemporar  |
| 2        | Imaginative: Narrative              | In-depth study of a novel. 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.   |
|          | Comparative<br>analytical:<br>Essay | 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. |



| Year 9   |   |  |
|----------|---|--|
| Semester | Topic   | Description  |
| 1        | <p>Persuasive:<br/>Spoken</p> <p>Imaginative:<br/>Narrative</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> <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:<br/>The Novel</p> <p>Opinionative:<br/>Feature article</p> <p>Analytical:<br/>Spoken analysis</p> | <p>Students write an analytical essay on <i>The Boy in the Striped Pyjamas</i> by John Boyne or <i>The Hunger Games</i> by Suzanne Collins.</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 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 2 different texts.</p> |



## Mathematics Curriculum

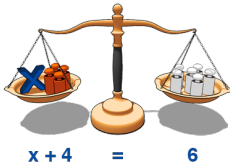
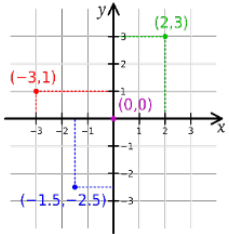

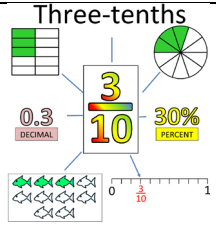
## What will students learn?

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?


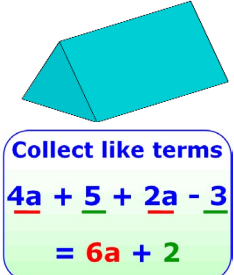
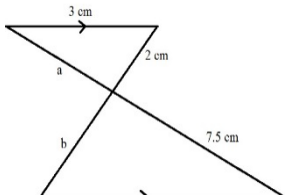
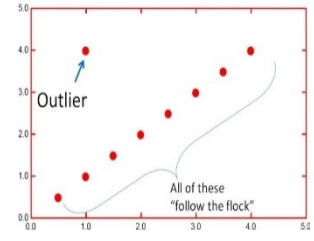
### Year 7

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<br><br>$x + 4 = 6$<br>Expressions<br>b) Algebraic Equations<br>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<br><br>b) Indices<br>c) Linear Relationships<br>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    | a) Geometry<br><br>b) Fractions<br>$= 180^\circ =$<br>c) Probability                  | Students will: <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    | a) Percent & Ratio<br><br>b) Decimals<br>c) Measurement                               | Students will: <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

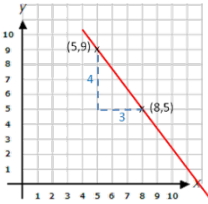
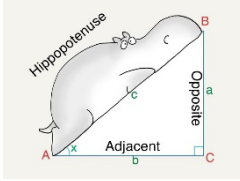
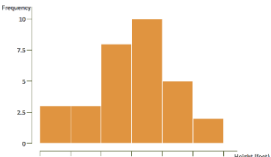
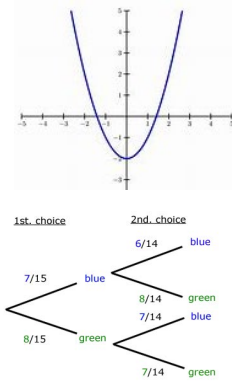
Students study Mathematics for 280 minutes (4 lessons) per week. A focus is placed on utilising time each week to continuing to develop students' numeracy skills to ensure students have a solid foundation as they move through to higher levels of Maths in year 9 and beyond. The topics studied are outlined below:

| Term | Topic   | Description   |
|------|---|---|
| 1    | a) Integers<br>b) Fractions, Decimals, Percentages<br>c) Probability     | Students will: <ul style="list-style-type: none"> <li>use the 4 operations (+, -, x, ÷) to solve integer problems including the applications of integers</li> <li>Investigate the concepts of rational and irrational numbers, and terminating and recurring decimals</li> <li>use the four operations to solve rational number problems</li> <li>solve problems involving percentages including percentage increases and decreases, profit and loss</li> <li>investigate and describe probability events using appropriate language and represent events in two-way tables and Venn diagrams.</li> </ul> |
| 2    | a) Measurement<br>b) Index Laws<br>c) Algebraic Expressions             | Students will: <ul style="list-style-type: none"> <li>calculate the perimeter and area for a range of shapes including parallelograms, trapeziums, rhombuses, kites and circles</li> <li>calculate the volume of prisms</li> <li>use index notation, and establish and apply the basic index laws</li> <li>simplify algebraic expressions involving the four operations including developing an understanding of the basic concepts of substitution, like terms, and working with brackets</li> </ul>   |
| 3    | a) Algebraic Expressions<br>b) Algebraic Equations<br>c) Geometry      | Students will: <ul style="list-style-type: none"> <li>develop a deeper understanding of algebraic expressions through the introduction of the distributive law to expand and factorise</li> <li>solve linear equations to determine the value of unknown variables</li> <li>use transformations to develop an understanding of the concept of congruence of plane shape including triangles</li> <li>establish properties of quadrilaterals using angle relationships and solve related problems</li> </ul>   |
| 4    | a) Statistics<br>b) Time<br>c) Ratio and Rates<br>d) Linear Functions  | Students will: <ul style="list-style-type: none"> <li>collect data using a range of techniques and investigate the effects of sampling</li> <li>calculate mean, median, mode, range and interquartile range for data that is collected and explore the effects of outliers</li> <li>solve problems involving time duration including 12- and 24-hour time</li> <li>calculate with ratio and rates, and solve problems involving real life examples of these</li> <li>plot linear relationships (straight line graphs) on the Cartesian plane</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<br>b) Measurement<br>c) Linear Functions            | Students will: <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    | a) Index Laws<br>b) Direct Proportion, Similarity<br>c) Trigonometry       | Students will: <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    | a) Financial Maths<br>b) Statistics<br>c) Algebraic Expressions           | Students will: <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    | a) Algebraic Equations<br>b) Non-Linear Relationships<br>c) Probability  | Students will: <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>   |

## 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*

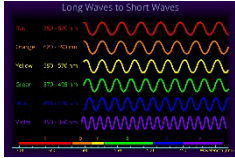
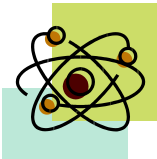

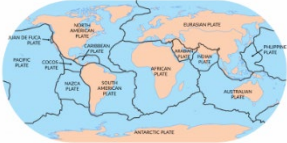
### What will students do in Junior Secondary Science?

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      | Welcome to High School Science   | Students will be introduced to Science curriculum in a high school setting. They will examine laboratory safety, equipment and the skills needed to work successfully in Science.    |
|        | Substances, Mixtures and Solutions   | Students will investigate mixtures, including solutions, pure substances and a range of separation techniques. They will plan and conduct investigations into the separation of mixtures and use data to evaluate the effectiveness of different techniques.   |
| 2      | Forces   | Students will apply their understanding of balanced and unbalanced forces to design modifications to moving objects and will be able to justify conclusions. They will explore the effects of gravity and consider the difference between mass and weight. The impact of friction on moving objects will also be investigated. |
| 3      | Sun, Moon and Earth<br> | Students will research the interrelationships between the sun, moon and earth. They will explain predictable phenomena such as eclipses, tides, phases of the moon and seasons. They will also explore cultural beliefs related to these phenomena.  |
|        | Renewable and Non-renewable Resources  | Students examine renewable and non-renewable resources including water and how it's cycled through the earth and atmosphere. They also explore how human management impacts the water cycle.   |
| 4      | Organising Organisms   | Students will review their understanding of food webs in order to identify how human activity can impact food webs in the marine environment. They will summarise and analyse data and consider how Science and technology contribute to finding solutions to issues related to marine resource management.                    |

| Year 8 |   |   |
|--------|---|---|
| Term   | Topic   | Description   |
| 1      | Particles Matter<br><br>Rocks Never Die<br>          | <p>Students will compare chemical changes and use the particle model to explain and predict the properties and behaviour of substances.</p> <p>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.</p>  |
| 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<br><br><br><br>Human Systems | <p>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.</p> <p>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.</p> |
| 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<br><br>Making Waves   | <p>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.</p> <p>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.</p>    |
| 2      | It's Elementary and Chemical Patterns<br><br> | <p>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.</p>  |
| 3      | My Life in Balance<br><br>Disease  | <p>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.</p>  <p>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.</p> |
| 4      | Changing Earth   | <p>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.</p>    |



## Humanities Curriculum




### What will students learn?



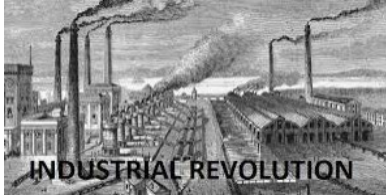

In the Junior Secondary school, students will study **four contexts** of the Australian Curriculum in the Humanities and Social Sciences curriculum (HASS) – History, Geography, Civics and Citizenship and Economics and Business.

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.

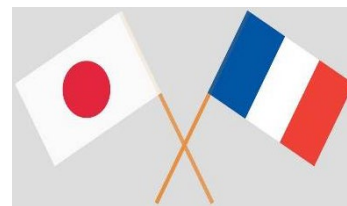
| Year 7                 |   |  |
|------------------------|---|--|
| Context                | Topic   | Description  |
| Civics and Citizenship | The Australian Constitution & Government and Legal Structures | <p style="text-align: center;">Commonwealth of Australia<br/>Constitution Act<br/>1900</p>  <p style="text-align: center;">Parliament of the United Kingdom</p> <p>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.</p>   |
| History                | Ancient Egypt<br><br>Ancient China                            | <p>Students focus on Investigating the Ancient World. Students describe the effects of change on societies, individuals and groups. They explore events and developments from the perspective of different people who lived at the time while examining the significance of particular individuals in society. Students will research artefacts and architecture from Egypt and China.</p>    |
| Geography              | Water in the World<br><br>Place and Liveability               |  <p>The unit <i>Water in the World</i>, explores examines water as a resource, its scarcity and ways of overcoming it, as well as the quantity and variability of water compared to other continents.</p> <p>The <i>Place and Liveability</i> unit examines 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 their own place and investigate whether it can be improved through field work.</p> |

| Year 8                    |  |   |
|---------------------------|--|---|
| Context                   | Topic  | Description   |
| Economics & Business      | Money, Work and Markets in Australia                                   |  <p>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.</p>                                |
| History                   | Medieval Europe  | <p>History focuses on a study of transition between the Ancient and the Modern World. Three 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 Shogunate Japan, Medieval Europe and Spanish colonization in the Americas.</p>    |
| Geography                 | Landforms and Landscapes<br><br>Changing Nations                       | <p>The unit Landforms and Landscapes; examines the processes that shape individual landforms, their cultural importance, the hazards associated with landscapes and the threat and management of human activities within these landscapes. Unit 2 focuses on the changing human geography of countries, as revealed by shifts in population distribution. Students investigate the environmental, economic and social effects both negative and positive, resulting from the development of megacities.</p> |
| Year 9                    |  |   |
| Context                   | Topic  | Description   |
| History                   | Industrial Revolution<br><br>The Making of a Nation<br><br>World War 1 | <p>The Year 9 History course introduces students to <i>The Making of the Modern World from 1750 – 1918</i>. This covers a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism, imperialism, colonisation and of the expansion of European power culminating in World War I.</p>    |
| Geography <i>elective</i> | Biomes and Food Security<br><br>Geography of interconnections          | <p>This Year 9 Geography unit examines the world's major ecosystems, patterns of food production and consumption in Australia and Asia as well as food security and sustainability. In Geography of Interconnections, students study the factors affecting people's perceptions of places, movement and change as well as the role of technology and transport. Fieldwork is undertaken to identify a local use, collect data and write a field report.</p>   |
| Business                  | Who wants to be an Entrepreneur?                                       | <p>This unit provides students with the knowledge to understand what makes a successful business and a successful entrepreneur. Students will use this knowledge to conduct their own small business venture whereby a product is marketed, made and sold.</p>  |
| Business                  | Australian businesses taking on the world                              |  <p>Students will learn about managing financial responsibilities, risks and rewards in the current Australian and global financial landscape. They learn the ways businesses organise themselves to improve productivity, including how they manage their workforce and respond to changing economic conditions.</p>  |

## Languages 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.



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, for 210 minutes per week.

| <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 research Japanese locations and describe what can be seen, done, eaten and where to go. 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                      | Food                       | Students learn how to describe food using adjectives, order food from a menu, Japanese etiquette when eating, preferences, and what traditional Japanese food is. Hiragana and kanji script are learnt.  |
| 4                      | My Week                    | Students compare and express their daily routines 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.   |





## 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.



The Year 7 - Year 9 program reflects a mix of Technologies with each stage having a variety of contexts for students to choose: Digital Technologies, Food Specialisation, Materials #1, Materials #2, Engineering and Systems, Food and Fibre.

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

Students will study Technologies for 140 minutes (2 x 70 min lessons) per week for one semester in Year 7 and Year 8 each. In Year 9, students will study Technologies for 140 minutes (3 x 70 min) per week for two semesters. They will study that context for the entire year.

| Year 7  |   |
|---|---|
| Context   | Description   |
| <b>Digital</b><br>Products for Me #4<br>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 have the opportunity to test their games with their peers to find out what makes a computer game popular. |

| Year 8  |   |
|---|---|
| <b>Food Specialisation</b><br>Products for Me #1<br>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 food prototype with packaging for sale at an event such as Suncorp Stadium or a food truck at a local market.                          |
| <b>Materials#1</b><br>Products for Me #2<br>Soft Furnishings  | 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. The focus of the project is a design journal showcasing the development of a personalized soft furnishing item. |
| <b>Materials#2</b><br>Products for Me #3<br>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. The focus of the project is a design journal showcasing the development of a storage container for a specified purpose.   |

| <b>Year 9 – Semester 1 – Products for Others</b>        |  |
|---|--|
| <b>Context</b>  | <b>Description</b>   |
| <b>Food</b><br>#5 Tuckshop<br>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 food products suitable for sale within the school tuckshop or cafe.                                    |
| <b>Materials#1</b><br>#6 Sleepwear<br>(Textiles)        | 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 a prototype sleepwear meeting end user requirements. |
| <b>Materials #2</b><br>#7 Have a<br>seat at my<br>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 focus of the project is a design journal that showcases the development of a portable seat and table that could be marketed to their family.       |
| <b>Digital</b><br>#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 the using the Lego robotics kits to develop coding to compete with each other in a coding robot competition.   |

| <b>Year 9 – Semester 2 – Products for My Family</b>                      |   |
|--|---|
| <b>Context</b>   | <b>Description</b>  |
| <b>Food</b><br>#9 Food and<br>Fibre: What's<br>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>Materials #1</b><br>#10 Upcycle<br>Prototype –<br>Denim<br>(Textiles) | 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 a design journal that showcases the development of a non-apparel textile item utilizing recycled products that could be marketed to a family member.  |
| <b>Materials #2</b><br>#11 Family<br>Games                               | 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 an outdoor game that provides opportunities for family and friends to interact with each other away from the distractions of our online busy lives.   |
| <b>Digital</b><br>#12 Website<br>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.   |



## 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 have two lessons per week (140 minutes) for one semester.



In Year 9, students will have 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     | Let's be Artists   | <p>This unit aims to encourage students to explore and experiment with some of the basic elements and principles of art making -i.e. line, colour, shape, tone and texture. They will learn new processes and explore art making using various art techniques and materials such as mark making with graphite, pen and ink. They will experiment with mixing, blending and applying colour with pencils and paints. Texture and form will be explored through clay construction and modelling. They will also develop their use of Art language skills in response to their own work and that of other artists.</p>  |
| Dance   | Around the World   | <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>   |
|         | All the Elements   | <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 respond to dance media to analyse how a choreographer's use of the elements of dance and production elements communicate intent.</p>  |
| 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>   |

| Year 8  |  |   |
|---------|--|---|
| Context | Topic                                  | Description   |
| Art     | The Artists' Journey                   | In this unit, students will continue their artists' journey with a focus on developing their observation drawing and broadening application skills using a range of art media. They will investigate and explore mark making using line, value and texture as well as completing small colour tasks developing their skills in application and the understanding of colour. As well as completing a small painting, students will also be introduced to printmaking where they develop and create a multi-colour reduction lino print. The use of art language will be developed in response to their own work and that of other artists. |
| Dance   | 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>  |
|         | Popular Dance                          | 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.   |
| Drama   | 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.  |
| Music   | 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 compose a piece of electronic dance music using pre-recorded sounds and loops, and write an accompanying composition statement. Students will also sit a written exam and prepare and present performances for live audiences.  |
| Media   | Creative Agency                        | In this unit, students are provided the opportunity to develop design skills using Graphic Design software. They will explore the purpose and function of magazine covers and how they are able to be manipulated to communicate alternative viewpoints. Students will design, develop and produce their own unique online electronic magazine cover.   |
|         | TVCs                                   | In this unit students will explore the process of making television advertisements. They will experiment with varying stop motion methods, applying media and technology to convey messages and meaning. Students will design and produce their own Television Advertisement (TVC) stop that  |



| Year 9            |   |   |
|-------------------|---|---|
| Context           | Topic                                       | Description   |
| Semester 1<br>Art | 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.   |
| Dance             | Things that Make You Move                   | 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.   |
| Drama             | Comedy and Clowning                         | In this unit, student 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.   |
| 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>    |
| Media             | Design This<br><br>Through the Lens         | <p>In this unit, students are provided the opportunity to develop design skills using Adobe Photoshop software. They will explore the purpose and function of album covers and how they are able to be manipulated to communicate alternative viewpoints. Students will design, develop and produce their own unique album cover design.</p> <p>In this unit students will explore photography, in particular narrative photography. They will learn to experiment with technical and symbolic codes, along with a range of compositional techniques to communicate a story, theme or narrative. Students will present the narrative.</p>  |

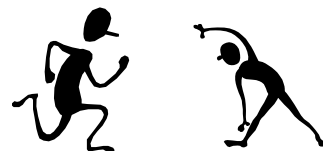
| Year 9            |  |   |
|-------------------|--|---|
| Context           | Topic  | Description   |
| Semester 2<br>Art | Conglomeration                               | In this unit students will develop photography and sculptural skills to produce a folio of work as well as a three-dimensional sculptural form. Students are also required to develop art appreciation through researching artists from the 20 <sup>th</sup> Century and beyond in order to produce a research podcast.   |
| Dance             | Top 40                                       | 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. |
| Drama             | Collage Drama and Children's Theatre         | 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.  |
| Music             | Music and Cultural Identity and Song Writing | 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 analyse music scores, both visually and aurally, prepare and present performances for live audiences, write an original song and sit a written exam.   |
| Media             | Film it!<br><br>Broadcast Me!                | In this unit students will continue to develop their understanding of the foundational concepts and processes used in Media Arts. Students will practice and deepen their knowledge and understanding of filmmaking and storytelling by studying genre codes and conventions.<br><br>In this unit, students will be introduced to the concept of Media and the tools, techniques and processes used by institutions to manipulate audiences. Across this unit students will individually compose a podcast presentation that explores how youth have been portrayed in media.   |



## 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 and 8, all students will study Health and Physical Education two lessons per week (140 minutes) for **one** semester. In Year 9, students will continue to 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 **ONE** only of these additional HPE subjects.

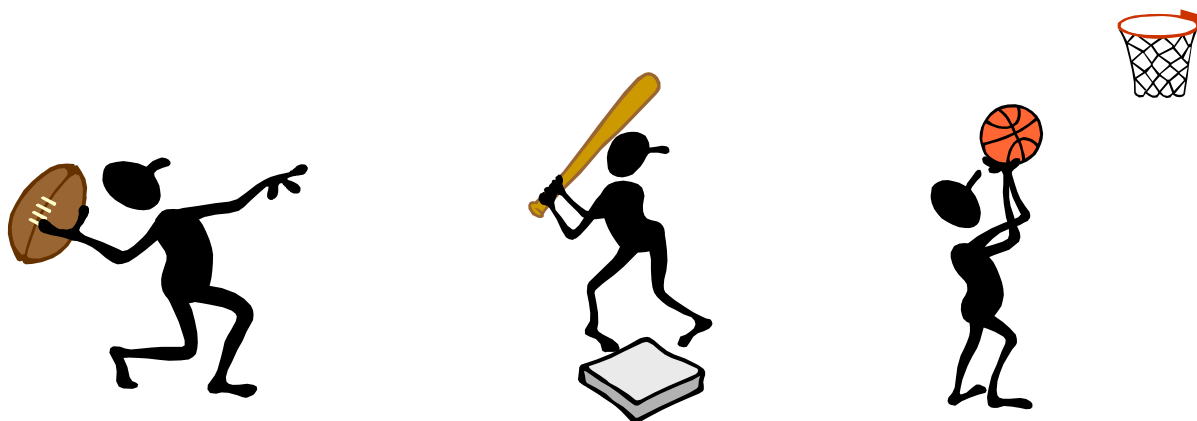
- Recreation for three lessons per week **OR**
- Physical Education for three lessons per week – see other conditions in the subject description.

| Year 7 – Health and Physical Education |                             |   |
|--|-----------------------------|---|
| Unit                                   | Theory Topic                | Description   |
| 1                                      | <i>Wonder – Choose Kind</i> | Students will analyse and evaluate the impact of bullying and kindness, as well as discuss and promote the importance of empathy and sensitivity to value diversity. They will evaluate these factors by linking them to the wellbeing of relationships.  |
| 2                                      | Super Snacks                | Students will engage in a variety of learning experiences about health information and its interpretation. Students investigate the <i>Australian guide to healthy eating</i> and analyse and select food products to promote the health and wellbeing of individuals and others.   |
| 3                                      | Approaching Adolescence     | Students will focus on the individual as they grow from childhood to adolescence. They investigate the impact of physical, emotional, social and intellectual changes occurring during adolescence have on identity. They will investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence. |

| Practical Units                            |   |
|--|---|
| Students will three of the following units | <p>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.</p> <p>The timing of units will be dependent upon timetabling of classes, weather, scheduling of facilities and availability of resources.</p> |

| Year 8 – Health and Physical Education |                             |   |
|--|-----------------------------|---|
| Unit                                   | Theory Topic                | Description   |
| 1                                      | Food for Life               | Students will explore dietary options for adolescents and the social and cultural influences on this. They will identify health concerns and explore the information used by them to facilitate choice. An evaluation of these materials will be completed by students. They will also select strategies for planning and maintaining a healthy diet. |
| 2                                      | My Adolescent Relationships | Students will recognize that they are becoming independent and in this unit they will explore risk-taking behaviours that occur as they grow. They will examine online behavior and develop a range of strategies to prevent cyber-bullying and ensure online safety.   |
| 3                                      | My Decisions, My Life       | Students will examine why young people use alcohol and drugs, peer pressure and how to make good decisions. They will analyse how to communicate and support peers in situations involving alcohol and drugs.   |

|  | Practical Units  |
|--|--|
| Students will three of the following units | <p>Aquatics, Modified and Indigenous Games, Athletics, Direct Interceptive Sports, Bat/striking games.</p> <p>In all of these practical units, students will perform a range of skills and learn a range of strategies related to each practical unit.</p> |





| <b>Year 9 – Health and Physical Education</b> |                              |  |
|---|------------------------------|--|
| <b>Unit</b>                                   | <b>Theory Topic</b>          | <b>Description</b>   |
| 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 addressed 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. |

| <b>Practical Units</b>                                      |  |
|---|--|
| Students will study a minimum of 2 from 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.<br><br>The timing of units will be dependent upon; timetabling of classes, weather, scheduling of facilities and availability of resources. |

### 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 9 Elective Unit - 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.

| <b>Term</b> | <b>Unit</b>   | <b>Description</b>  |
|-------------|---|---|
| 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           | SEPEP (Sport Education in Physical Education Program)     | 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 Unit - 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 are/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 and Touch Football       | In this unit, students will engage with and understand equity concepts such as equity and access interacting 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 of touch football. |
| Sports Psychology and Badminton | In this unit, students will engage with and understand sports psychology concepts such as motivation, confidence, arousal, attention and concentration and 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.   |

