



North Lakes | STATE COLLEGE

2019

Curriculum Handbook

Year 7

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INTRODUCTION

JUNIOR SECONDARY

At North Lakes State College, Junior Secondary caters for Year 7 to Year 9. It provides an environment for teacher facilitated / student centred learning where students will continue their development of the core curriculum areas. Junior Secondary recognises the unique developmental needs of early adolescents and supports transition from primary to secondary education.

WE ARE COMMITTED TO THE SIX GUIDING PRINCIPLES OF JUNIOR SECONDARY:

- Distinct identity
- Student well-being
- Quality teaching
- Leadership
- Parent and community involvement
- Local decision making.

JUNIOR SECONDARY STUDENTS HAVE DISTINCTIVE NEEDS:

- Identity
- Relationships
- Purpose
- Empowerment
- Success
- Rigour
- Safety
- Belonging

OUR JUNIOR SECONDARY WILL PROVIDE OPPORTUNITIES FOR STUDENTS TO:

- Connect to life outside school through real life curriculum opportunities
- Experience integrated units of work including literacy and numeracy opportunities across the curriculum.
- Use problem-solving and decision-making techniques of various inquiry processes to investigate learning.
- Engage in project based learning to develop critical and creative thinking skills.
- Improve communication / social / self-management skills.
- Develop an awareness of social and cultural responsibilities.
- Negotiate learning and authentic assessment.
- Have their diverse needs met through the exploration of multiple intelligences and learning styles.

CARE AND SUPPORT

- North Lakes State College responds to this stage of student's development by providing a distinctive Junior Secondary approach.
- A staffing model where each class will have dedicated core teachers to deliver English, Humanities, Mathematics, Science as well as access to specialist teachers who deliver Health and Physical Education (HPE), The Arts, Technology and Italian.
- A Year Level Coordinator who provides support for students and is a central contact person for parents.
- Provision of high quality facilities, technology, equipment and materials to support experienced teachers and ancillary staff.

SUBJECT COSTINGS

Please refer to subject selection summary of costs.

SUBJECT SELECTION

At North Lakes State College, we are committed to the implementation of the Australian Curriculum and Essential Learnings and Standards. School programs, based on Australian Curriculum and Queensland Studies Authority resources are offered to all students in the eight key learning areas. These are:

CORE SUBJECTS (COMPULSORY)	SPECIALIST SUBJECTS
ENGLISH	THE ARTS Dance, Drama, Visual Art, Music
MATHEMATICS	TECHNOLOGY Economics & Business, Digital Technologies, Food Studies, Industrial Technology & Design, Robotics
SCIENCE	
HISTORY/GEOGRAPHY	
HEALTH & PHYSICAL EDUCATION	
LANGUAGES Italian or Chinese	

OVERALL PLAN

As an overall plan, it is suggested that students choose subjects:

- They enjoy and in which they have already experienced some success
- Which will help them determine which career pathway/s they wish to follow
- Which will develop lifelong skills, attitudes and knowledge

PLEASE NOTE

- Subjects on offer are conditional on staffing, resourcing and student numbers
- The implementation of the Australian Curriculum may result in changes to some of the subjects in this guide. All information is correct at time of publication

In the North Lakes State College Junior Secondary, we endeavour to prepare students to be literate critical thinkers in an ever changing global and technological society. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing student's knowledge, understanding and skills in listening, reading, viewing, speaking, and writing. In Year 7, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, or to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
TIME OF MY LIFE Students examine life writing texts including biographies, autobiographies and memoirs.	THE GENTLE ART OF PERSUASION A study of persuasive speaking techniques.	POOR NED... A focus on a hybrid novel and the use of literary techniques to create different perspectives of people, times and places of history.	SONGLINES How literary techniques are used in narrative, lyric poetry and song.

ASSESSMENT SUMMARY

English assessment in Year 7 consists of a minimum of four written and two spoken tasks.

RESOURCE REQUIREMENT

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

USB Flash Drive

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

COURSE OUTLINE

Students at North Lakes State College will study mathematical units of work from the Australian Curriculum which:

Collaborate in learning environments that are inclusive and academically rigorous	Reflect the development stage of their mathematical learning	Connect to the real world and their interests
Show mathematical investigation and deep understanding of number and algebra, measurement and geometry, statistics and probability and problem solving		

ASSESSMENT SUMMARY

Students will be assessed via completion of written tests and assignment.

RESOURCE REQUIREMENTS

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

GeoGebra Software (available free for download from the GeoGebra website)

USB Flash Drive

At the North Lakes State College Junior Secondary, we work to prepare students to be active citizens who make thoughtful and critical decisions about scientific claims which influence their own lifestyle, health and environment, and to become citizens of a global community who make sustainable choices in their everyday lives.

The study of Science establishes a place in the curriculum for the innate human desire to understand the world in which we live. It affords learners the opportunity to observe, to wonder, to question, to investigate and to explain their surroundings.

Science will centre upon constructing new understanding and comparing students' current ideas with those of the scientific community. It will:

- Comprise of opportunities for deep understanding of physical, chemical, biological and earth sciences through scientific investigation.
- Provide situations to examine and discuss scientific social issues.
- Present occasions to '*work scientifically*' by investigating and communicating findings.
- Offer learning experiences which are connected to (a) the real world and (b) the interests of the middle school student.
- Create collaborative learning environments that are inclusive and academically rigorous.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
EARTH SCIENCE Heavenly bodies & sensational seasons	PHYSICS Moving right along	CHEMISTRY Water - Waste not, want not	BIOLOGY Organising & affecting organisms

ASSESSMENT SUMMARY

Students are assessed under the two criteria of:

UNDERSTANDING DIMENSION

SKILLS DIMENSION

Students will:

- Carry out experiments and analyse results.
- Report on experimental findings.
- Learn scientific theory and explore contextual applications of scientific theories in real-life situations.

Science assessment in Year 7 consists of one exam or one assignment per term.

UNIFORM REQUIREMENTS

Students **MUST** wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the laboratory.

RESOURCE REQUIREMENTS

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

USB Flash Drive

INCURSIONS

An incursion (mobile planetarium visit) will occur to complement the Earth Science unit. Participation fees will apply.

Students in Year 7 will complete one semester of Geography and one semester of History. The content knowledge, understanding and skills gained in these subjects are essential for the senior phase of learning in Humanities.

The assessment in Year 7 will provide students the opportunity to experience a range of assessment techniques that will also prepare them for their senior assessment requirements.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

COURSE OUTLINE

UNIT 1	UNIT 2
<p>WATER IN THE WORLD Students investigate:</p> <ul style="list-style-type: none"> • water as an example of a renewable environmental resource • the many uses of water and competition for water • the ways water is perceived and valued, • the ways water connects places as it moves through the environment • the varying availability of water in time and across space, and its scarcity 	<p>PLACE AND LIVABILITY Students investigate:</p> <ul style="list-style-type: none"> • the concept of place through an investigation of liveability • the factors that influence liveability and how it is perceived • the idea that places provide us with the services and facilities needed to support and enhance our lives • how spaces are planned and managed • the liveability of their own place and evaluate whether it can be improved through planning

LEARNING INTENTIONS

Students will:

- Understand the key concepts of Geography and their interrelatedness.
- Develop foundation geographical skills.
- Understand the differing roles water plays in our life - both good and bad.
- Understand what it means for a place to be liveable and how 'liveability' in one place affects the liveability on another.
- Develop analytical skills.

ASSESSMENT SUMMARY

- Field Report
- Short Response and Practical Exams

RESOURCE REQUIREMENTS

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

USB Flash Drive

Students in Year 7 will complete one semester of Geography and one semester of History. The content knowledge, understanding and skills gained in these subjects are essential for the senior phase of learning in Humanities.

The assessment in Year 7 will provide students the opportunity to experience a range of assessment techniques that will also prepare them for their senior assessment requirements.

History is the imaginative reconstruction of the past from the remaining evidence. This evidence exists in the form of primary and secondary sources. Primary sources were created at the time of the event; secondary sources were created after the event and comment on the event. In this course students will learn from the lessons of the past so that they can make informed judgments in the future. History is not a single version of the past. There are many different perspectives. Students will learn to understand these differences and speculate on why people see things differently.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3
<p>INVESTIGATING THE ANCIENT PAST</p> <ul style="list-style-type: none"> • How historians and archaeologists investigate history, including excavation and archival research. • The range of sources that can be used in an historical investigation, including archaeological and written sources. 	<p>THE MEDITERRANEAN WORLD - EGYPT</p> <ul style="list-style-type: none"> • The physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there. • Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion. • The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs. • The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II. 	<p>THE ASIAN WORLD - CHINA</p> <ul style="list-style-type: none"> • Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there. • Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. • Significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs. • Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs. • The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang.

LEARNING INTENTIONS

Students will:

- Identify the difference between primary and secondary sources.
- Develop analytical and evaluative research skills.
- Make valued judgments about the accuracy of information and perspectives in history.

ASSESSMENT SUMMARY

- Stimulus Response Exam
- Research Report

RESOURCE REQUIREMENTS

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

USB Flash Drive

Health and Physical Education is a highly valued and well-supported part of a student's learning and development at North Lakes State College. Our focus is to encourage all students to actively participate in a variety of physical activities at any level.

The curriculum for Year 7 supports students to refine a range of specialized knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialized movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Health and Physical Education (HPE) gives students the knowledge and skills to:

- Make informed decisions about their own health.
- Develop personal fitness.
- Participate effectively in physical activities.
- Enhance personal development.
- Enhance and develop fitness capabilities that will prevent current lifestyle diseases.

COURSE OUTLINE

The Health and Physical Education (HPE) Key Learning Area is organised into two strands. Students will study units from each strand:

PERSONAL, SOCIAL & COMMUNITY		MOVEMENT & ACTIVITY	
UNIT 1	UNIT 2	UNIT 3	UNIT 4
HOW MY BODY WORKS Body Systems	FITNESS Active Lifestyle	NUTRITION	SEXUAL HEALTH

ASSESSMENT SUMMARY

Health and Physical Education will include both written tasks and non-written tasks to assess these criteria. Students should expect at least one physical task and one written task per term. Assessment Tasks will include:

- Written tasks once per semester (e.g. exam essays, research tasks, journals, performance tasks).
- Physical tasks (e.g. speed and accuracy of responses, performance of offensive and defensive strategies).

UNIFORM REQUIREMENTS

Students must be dressed appropriately for practical work. On the days where practical lessons are scheduled, students are to wear their school sport uniform (as per North Lakes State College Uniform Policy) complete with North Lakes State College cap or hat.

RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac

DANCE

ELECTIVE SUBJECT

ELECTIVE

Students will be able to select an Arts subject to study per semester. Two options will need to be selected at the start of each semester. Students are guaranteed to get their first choice either Semester 1 or Semester 2. This subject prepares young people with 21st century skills and resources.

The study of Dance enables the application of multiple literacies through which students create, demonstrate, express and reflect on meaning made through movement. Dance has the means to prepare students for unimagined possibilities, with highly transferrable skills and the capacity for flexible thinking and doing. Multiple literacies are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world.

A course of study in Dance establishes a basis for further education and employment across many fields, both inside the Arts and culture industries and beyond. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers. Through creating, presenting and responding, students will develop skills transferrable across subjects including: problem-solving, group work, creative and critical thinking, communication, adaptability, multi-tasking and leadership.

COURSE OUTLINE

UNIT 1	UNIT 2
DANCE BASICS An exploration of what performance and choreography skills are in the realm of Dance, incorporating the basics of break, hip hop and jazz through the use of dance scripts and incorporation of IT.	DANCE IN THE AGE OF TECHNOLOGY An exploration into how technology is utilised in the Dance industry. Incorporates a variety of dance styles including jazz, contemporary and hip hop. Focus will be on performance and choreography using IT.

ASSESSMENT SUMMARY

UNIT 1 Students will learn a teacher directed dance, complete a written exam utilising dance specific vocabulary and choreograph in small groups.

UNIT 2 In the second unit, students will work in small groups to develop a dance utilising components of IT to enhance the choreography. Small dance films will be created using technology.

RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE I 5 with preference for Mac.

Students will be able to select an Arts subject to study per semester. Two options will need to be selected at the start of each semester. Students are guaranteed to get their first choice either Semester 1 or Semester 2. This subject prepares young people with 21st century skills and resources.

Drama is a creative outlet in which Year 7 students can explore ways to express themselves in an imaginative environment. Students have the opportunity to develop and build on the basic skills they learnt in Year 5. Over the course of the units they experiment in more depth and detail the exploration of varied drama conventions. They focus on rehearsing and devising material to prepare and present to an audience both scripted and improvised pieces.

COURSE OUTLINE

UNIT 1	UNIT 2
<p>SCRIPTED DRAMA In this unit, students are introduced to Drama through the study of a scripted text. Students will discuss and examine the Elements of Drama and text that explores persuasive language, media manipulation and television advertising. Students will continue to develop their knowledge and understanding of the Dramatic conventions by creating a Collage Drama performance. Teamwork, communication, presenting and scriptwriting are important skills that this unit focuses on to provide students with the necessary skills for success.</p>	<p>SUPERHEROES In this unit, students will explore the world of superheroes. Students will create their own superheros and examine the superheros of Television, comic books and movies. Students will develop analytical and evaluative skills throughout the unit</p>

ASSESSMENT SUMMARY

UNIT 1

- In small groups, students are to rehearse a given script to performance level.
- Students will sit an exam that allows them to demonstrate their understanding of the Dramatic Languages and build their analytical and evaluative skills.
- Individually students will write a scene in a Dramatic convention learned in class that can be implemented in their devised presenting task.
- In small groups, students are to devise and present a Collage Drama based on an issue of concern to them.

UNIT 2

- Students will work in a group to present a scripted performance.
- Individually students will respond to a Superhero movie and analyse and evaluate the manipulation of the dramatic languages.
- Individually students will create their own superhero.
- In a group students will devise an original superhero performance to rehearse to performance level.

RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac.

Students will be able to select an Arts subject to study per semester. Two options will need to be selected at the start of each semester. Students are guaranteed to get their first choice either Semester 1 or Semester 2. This subject prepares young people with 21st century skills and resources.

Visual Art prepares students for participation in the 21st century by fostering curiosity and imagination and teaching students how to generate and apply new and creative solutions when problem solving in a range of contexts. This learnt ability to think in divergent and creative ways enables artists, designers and craftspeople to work in collaboration within multiple fields to design and manufacture images and objects that enhance and contribute to our daily lives. Students will use the design process and problem solving in creating artworks. The focus in this subject is on students creating, presenting, reflecting and appraising images and objects.

Students will learn and apply the Visual Arts Elements and Principles of Design to a variety of 2D and 3D experiences. They will engage in experiences to develop personal expression, aesthetic judgement and critical awareness. Students will gain satisfaction and enjoyment from making images and objects and displaying them. This subject is a combination of theoretical understanding with practical applications. Prior experience is not necessary for students to undertake this course, as the course is designed to cater for all levels of artistic ability.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>CRAZY CREATION Students will follow the design process in researching, drawing, reflecting and experimenting with a variety of drawing media and techniques in their journals and use clay techniques to create their final sculpture. The drawing task focuses on problem solving and involves the concept of metamorphosis. Students will create a series of four drawings in the process of changing one image (a kettle) into another e.g. an animal. The final A4 drawing will be coloured and toned using coloured pencils. Students will examine the sculptures of the Australian artist, Jenny Orchard and complete an in-class essay on her life and work. Using her work as inspiration, and starting with their final A4 drawing, students will design a crazy sculpture, which they will make and paint using appropriate colours and patterns. In this unit, students will develop their drawing, modelling and creativity skills as they work with the Elements and Principles of Art, focusing on line, shape, colour and pattern.</p>	<p>FANTASTIC FACE This unit is inspired by the work of Pablo Picasso and his Cubist style and techniques. As part of the design process, students will research, draw, experiment (with the collage technique) and reflect upon their own work and the work of Picasso. They will design their own original Picasso inspired portrait, and create this on A3 cardboard using the collage technique. In this unit, students will develop their drawing, creativity and collaging skills as they work with the Elements and Principles of Art, in particular, shape, colour, proportion and pattern.</p>	<p>CREATIVE COMICS - COMIC BOOK COVER Students will explore the world of superheroes and create their own superhero comic book cover, using a variety of drawing media. They will design and create their own original superhero, inspired by the superheros of television, comic books and movies. As part of the design process, students will research, collect examples and produce sketches in relation to the various elements of a comic book cover, as they develop their creativity, graphic design, printing and drawing skills. Student will complete an in-class appraising essay in relation to superhero comics.</p>	<p>CREATIVE COMICS - COMIC BOOK PAGES In this unit, as part of the design process, students will research, experiment and develop the narrative (dialogue), their original characters and drawings for their comic book pages. They will research the particular features of the comic book genre and use this knowledge and understandings to their own comic book using cartooning methods and techniques.</p>

ASSESSMENT SUMMARY

- Unit 1 and 2 - Students will complete a journal and an art making task
- Unit 3 and 4 - Students will complete a journal and an art making task

RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE I 5 with preference for Mac.

Students will be able to select an Arts subject to study per semester. Two options will need to be selected at the start of each semester. Students are guaranteed to get their first choice either Semester 1 or Semester 2. This subject prepares young people with 21st century skills and resources.

This subject prepares young people with 21st Century skills and resources, while also engaging with higher order thinking challenges. Over each semester of study, students who select Music will expand on their knowledge. They will develop critical analysis skills in listening, creating and evaluating skills in composing (including working with music technology) and gain confidence in performing. It is not necessary to have any prior experience as the course caters for all levels of musical abilities.

COURSE OUTLINE

UNIT 1	UNIT 2
<p>CONTEMPORARY MUSIC An exploration of early rock 'n' roll to the modern sounds of today. All work completed culminates in a class concert that consolidates everything they have learned.</p>	<p>SUPERHEROES How do composers capture superhero character traits in sound? This is the BIG question that will be explored throughout this unit.</p>

ASSESSMENT SUMMARY

UNIT 1 - A final class concert forms the main focus for assessment towards the end of the unit, while completing smaller tasks along the way.

UNIT 2 - In the second unit, students will complete a variety of written and creating tasks culminating, again, in a final project.

RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE I 5 with preference for Mac.

ECONOMICS AND BUSINESS

ELECTIVE SUBJECT

ELECTIVE

All Year 7 students will undertake Technology Studies. Each term they will study one of the four following subjects: Economics and Business, Food Studies, Digital Technologies or Industrial Technology and Design.

Students in Economics and Business study about needs and wants, their roles as consumers and the strategies that businesses use to influence their choices.

COURSE OUTLINE

NEEDS AND WANTS	CONSUMERS AND PRODUCERS	WORK	DESIGN PRINCIPLES
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ASSESSMENT SUMMARY

Students will complete a series of tasks and online tests.

DESIRABLE ATTRIBUTES

- Self-motivated
- Able to use initiative in group situations
- Able to follow directions and work safely
- Good organisational skills
- Able to complete set tasks under direct and indirect supervision

DIGITAL TECHNOLOGIES

ELECTIVE SUBJECT

ELECTIVE

All Year 7 students will undertake Technology Studies. Economics and Business, Food Studies, Digital Technologies or Industrial Technology and Design.

Computers are an integral part of today's work, study and leisure, and students must know how to use them effectively, efficiently and ethically. Students also need to be self-directed learners with an ability to work collaboratively to solve a given task.

Students will investigate persuasive advertising and use this knowledge to develop their own piece of advertising using ICTs to enhance the project.

COURSE OUTLINE

INTRODUCTION TO CODING AND ALGORITHMIC DESIGN	SOLVE A GIVEN PROBLEM USING CODE
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ASSESSMENT SUMMARY

The students will complete a project using the Design, Develop and Evaluate cycle. They will have the opportunity to work collaboratively in groups to solve a given problem.

DESIRABLE ATTRIBUTES

- Self-motivated
- Able to use initiative in group situations
- Able to follow directions and work safely
- Good organisational skills
- Able to complete set tasks under direct and indirect supervision

RESOURCE REQUIREMENTS

BYOD - mid range to high range laptop (preferably high specification) with USB port
USB flash drive
Sketch Book

FOOD STUDIES

ELECTIVE SUBJECT

ELECTIVE

All Year 7 students will undertake Technology Studies. Economics and Business, Food Studies, Digital Technologies or Industrial Technology and Design.

The Food Technology program places emphasis on developing students' knowledge and independent skills in the basic principles of cookery, safety, hygiene and the design process. Students gain an understanding of appropriate work methods and the use of utensils as well as recognising the importance of good nutrition throughout life.

COURSE OUTLINE

KITCHEN CONNECTIONS	HAVING FUN WITH COOKING	SAFETY AND HYGIENE IN THE KITCHEN
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ASSESSMENT SUMMARY

The students will be continually assessed throughout the term. Assessment will consist of practical cooking under exam conditions, theoretical exams and teamwork within a kitchen. Students cook items weekly and are required to bring the necessary ingredients.

Students must wear closed in, hard covered shoes, such as leather or suede, as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the kitchen.

DESIRABLE ATTRIBUTES

- Self-motivated
- Able to use initiative in group situations
- Able to follow directions and work safely
- Good organisational skills
- Able to complete set tasks under direct and indirect supervision

INDUSTRIAL TECHNOLOGY AND DESIGN

ELECTIVE SUBJECT

ELECTIVE

All Year 7 students will undertake Technology Studies. Economics and Business, Food Studies, Digital Technologies or Industrial Technology and Design.

Materials Technology involves the design and manufacture of products and graphical representations. Innovation and technological developments continually expand the range of materials, tools, processes and techniques that can be used in the development of industrial technology and design products. Students will be making projects using wood, metal and plastics. This subject has both practical and theoretical components.

COURSE OUTLINE

SAFETY IN THE WORKSHOP	INVESTIGATING PROBLEMS	GRAPHICAL COMMUNICATION	PRODUCT DESIGN & MANUFACTURE / DEVELOPING PROTOTYPES
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ASSESSMENT SUMMARY

The students will be assessed continuously during the term with particular emphasis on:

- General safety in the workshop.
- Organisation of ideas and materials.
- Peer and self-evaluation of projects.
- Completion of project.

Students need to wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the workshop.

DESIRABLE ATTRIBUTES

- Self-motivated
- Able to use initiative in group situations
- Able to follow directions and work safely
- Good organisational skills
- Able to complete set tasks under direct and indirect supervision

ITALIAN

ELECTIVE SUBJECT

ELECTIVE

Languages is compulsory in Year 7. Students in Year 7 will select either Italian or Chinese during their enrolment interview. They will study this language for all of Year 7 and will continue their studies in their chosen language into Year 8.

Learning a second language also improves students' literacy and problem-solving skills and promotes an appreciation of diversity. This is achieved through communicative activities which allow the students to develop the four macro skills central to language learning: listening, speaking, reading and writing.

The aim of Italian at North Lakes State College is to provide students with a knowledge base of both the Italian language and culture.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
IL MONDO INTORNO A ME The world around me	LA VITA SCOLASTICA School life in Italy	CASA MIA, CASA TUA My house, your house	LE FESTE ITALIANE Festivals in Italy

It is recommended that students of Italian should be dedicated to their studies, hard-working and show initiative. Learning a language is not an easy task but it is very rewarding. Students of a second language typically demonstrate higher levels of literacy, improved problem-solving skills and a greater appreciation of diversity than their peers.

ASSESSMENT SUMMARY

Students are required to complete a variety of assessment tasks in **READING, WRITING, SPEAKING** and **LISTENING**.

These tasks include:

- Exams
- Pre-prepared pieces of work

RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications

CHINESE

ELECTIVE SUBJECT

ELECTIVE

Languages is compulsory in Year 7. Students in Year 7 will select either Italian or Chinese during their enrolment interview. They will study this language for all of Year 7 and will continue their studies in their chosen language into Year 8.

Learning a second language also improves students' literacy and problem-solving skills and promotes an appreciation of diversity. This is achieved through communicative activities which allow the students to develop the four macro skills central to language learning: listening, speaking, reading and writing.

The aim of Chinese at North Lakes State College is to provide students with a knowledge base of both the Chinese language and culture.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
THE WORLD AROUND ME	SCHOOL LIFE IN CHINA	MY HOUSE, YOUR HOUSE	FESTIVALS IN CHINA

It is recommended that students of Chinese should be dedicated to their studies, hard-working and show initiative. Learning a language is not an easy task but it is very rewarding. Students of a second language typically demonstrate higher levels of literacy, improved problem-solving skills and a greater appreciation of diversity than their peers.

ASSESSMENT SUMMARY

Students are required to complete a variety of assessment tasks in **READING, WRITING, SPEAKING** and **LISTENING**.

These tasks include:

- Exams
- Pre-prepared pieces of work

RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications

Signature Programs

DANCE

GOLF

BASKETBALL

IMMERSION

RUGBY



SIGNATURE DANCE

SIGNATURE PROGRAM

SIGNATURE

As part of North Lakes State College's Signature Program, we offer a highly successful extension dance program from Year 1 to Year 12 for students who are considering a career in the dance industry.

Entry into this Signature Program is through audition only. There are three troupes running within the College: Lil Kicks (Year 1 to Year 3), Mid Kicks (Year 4 to Year 6) and Kicks (Year 7 to Year 12). These troupes perform at various competitions and events throughout the year ranging from Eisteddfods to the North Lakes State College *Arts and Culture* evening. The troupes have demonstrated excellence in their practice winning a multitude of awards since their inception in 2005. Within the troupes the students learn from qualified dance teachers with only a small fee to cover costumes and make-up. Students require a team uniform, tracksuit and shoes.

GOALS OF PROGRAM

- To continue the development of North Lakes State College Dance students to provide them with tools necessary to forge a career in Dance.
- To further develop the performance skills of Dance students through a variety of opportunities such as: Eisteddfods, Dance Camp (Year 8 to Year 12), Choreographic Development, Mentoring for younger students and other performance opportunities for various community and schooling events.
- To provide intensive specialised training for dance students and assist them in the understanding of how to improve and develop as a dancer.

ELIGIBILITY CRITERIA

Entry via audition showing:

- Demonstration of outstanding behaviour and understanding of Prep to Year 12 Culture in College life.
- Evidence of high level of motivation and commitment to Dance through attendance, participation, personal philosophy and performance.
- Commitment to academic studies.
- High level of Dance technique, spatial perception and communication / performance skills.

For further details, see the College website or contact the HOD - The Arts, Leisa Cooper -

Phone: 07 3482 5686

Email: lcoop4@eq.edu.au

SIGNATURE GOLF

SIGNATURE PROGRAM

SIGNATURE

North Lakes State College offers the Signature Golf Program as part of the College's commitment to the development of sport. This program is currently available to all students in Year 7 to Year 12 who meet the selection criteria and standards set down by the College's coaching and management staff.

GOALS OF PROGRAM

Students will engage in specifically designed training sessions by a qualified Australian PGA Professional aimed at enhancing the student's knowledge, skills and attitudes important for participation at the highest level. The program provides students who have a genuine commitment to their chosen sport with an opportunity to pursue the sport along many pathways that now exist. This includes the option of pursuing the sport as a career. The program follows a holistic approach to student development and exposes the students to all facets of the game with the objective of assisting each student to be the best player they can be. The program is conducted weekly before, during and after school and includes the following sessions:

- Fitness (Tuesday Mornings): Addresses stability, core and dynamic strength using state of the art equipment such as TRX, VIPR, BOSU and HART training equipment.
- Skill Development (Wednesday Afternoons): This session allows students to work on technical aspects of their game. All sessions are conducted at the North Lakes Golf Club and address all aspects of the game.
- On Course Play (During School Sport): Each week students are given the opportunity to hone their skills at the program's host facility, North Lakes Golf Club. Students play under the supervision of PGA Professional, Anthony O'Connell. They work on their course management skills and also learn the finer details of the rules and etiquette of the game.

For further details, contact the program director, Anthony O'Connell -

Phone: 07 3482 5775

Email: golf@northlakescollege.eq.edu.au

SIGNATURE BASKETBALL

SIGNATURE PROGRAM

SIGNATURE

GOALS OF PROGRAM

- To offer basketball as an alternative to school sport.
- To continue in the growth and development of our current North Lakes State College basketball students, by providing a more enhanced specialised program.
- To develop the basketball and general athletic abilities of each student enrolled in the program.
- To provide specialised training for students and assist them in the understanding of how to improve and develop as a player.
- Provide opportunities to compete at various high level basketball competitions and assist in the development of each individual to reach their maximum potential.
- To develop a strong basketball culture within the school and wider community whilst developing morals and values prevalent in positive citizenship.

ELIGIBILITY CRITERIA

- Outstanding athletic ability as evidenced by fitness results.
- Representative in club basketball, playing and training with local club.
- Demonstration of outstanding behaviour in all aspects of College life.
- Evidence of commitment to interschool sport and to personal fitness.
- Member of a representative team for club basketball e.g. Wizards U14 div 1.
- Representative of state emerging basketball squad or state team member.
- Representative Player at district, regional or state level in basketball.

For further details and an application guide, contact the program director, David Burnett

- Phone: 07 3482 5555

Email: dburn78@eq.edu.au

SIGNATURE RUGBY

SIGNATURE PROGRAM

SIGNATURE

The Signature Rugby Program at North Lakes State College is designed to develop the sporting talents of students, and illustrates the College's commitment to excellence. The program is currently available to male students in Years 7 to 12, with future opportunities to be created for female students. To be selected in the Signature Rugby Program students must meet selection criteria, maintain standards set by the College, and attend multiple trials.

GOALS OF PROGRAM

- To further create a positive sporting culture within North Lakes State College
- To develop personal fitness and health levels
- Have high standards both on and off the field
- Build self-confidence, and take pride in representing the school at events
- To help students achieve their personal goals in Rugby (i.e. Representative teams)
- Provide opportunities to play against schools/teams from across the state

The program is conducted through before and after school sessions. Students involved in the program will also be required to attend tournaments both during and outside normal school hours.

For further information please contact the program director, Sean Purvis

- Phone: 07 3482 5775

Email: spurv9@eq.edu.au

ITALIAN IMMERSION

SIGNATURE PROGRAM

SIGNATURE

The Italian Immersion Program at North Lakes State College challenges students in Year 7 to Year 9 to experience learning in a new and exciting way. In Year 7, Immersion students are immersed in the study of the Italian language by receiving their Italian, Humanities, and Science lessons completely in the Italian language. Mathematics does not become part of the Immersion Program until Year 8.

Due to the nature of the program the students develop proficiency in Italian at an accelerated rate compared to students studying mainstream Italian. Immersion subjects follow the same study programs and units of work as the mainstream classes of the same year level.

ELIGIBILITY CRITERIA

- Students must have achieved a B for Italian in Year 6 as well as a minimum of a B in English, Mathematics, Science and Humanities (Geography and History).
- Students are required to complete an application. The application process occurs during Semester 2 of Year 6. All enquiries should be directed to the HOD Languages and ICT.
- Students of Immersion should be dedicated to their studies, hard-working, show initiative and maintain a high level of achievement.

ASSESSMENT SUMMARY

Students will be required to complete the same assessment as mainstream students for Science and Humanities.

RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications
Microsoft Office Suite

Entry into this course is by application to the HOD Languages & ICT.

For further details and an application guide, contact the HOD - Languages, Karen Britton -

Phone: 07 3482 5576
Email: kbrit9@eq.edu.au