



North Lakes | STATE COLLEGE

2019

Curriculum Handbook

Year 8

TABLE OF CONTENTS

JUNIOR SECONDARY	3
CARE AND SUPPORT	3
SUBJECT COSTINGS	3
SUBJECT SELECTION	3
ENGLISH.....	5
MATHEMATICS	6
SCIENCE.....	7
GEOGRAPHY	8
HISTORY.....	9
HEALTH & PHYSICAL EDUCATION.....	10
DANCE.....	11
DRAMA	12
VISUAL ART	13
MUSIC	14
ECONOMICS AND BUSINESS	15
FOOD STUDIES.....	16
GRAPHICS.....	17
DIGITAL TECHNOLOGIES.....	18
INDUSTRIAL TECHNOLOGY AND DESIGN	19
STEM ROBOTICS.....	20
ITALIAN.....	21
CHINESE.....	22
SIGNATURE DANCE.....	24
SIGNATURE GOLF.....	24
SIGNATURE BASKETBALL	25
SIGNATURE RUGBY.....	25
ITALIAN IMMERSION.....	26

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)	ELECTIVE SUBJECTS
ENGLISH	THE ARTS Dance, Drama, Visual Art, Music
MATHEMATICS	TECHNOLOGY Economics & Business, Food Studies, Graphics, Digital Technologies, Materials Technology, Robotics
SCIENCE	LANGUAGES Italian, Chinese
HISTORY/GEOGRAPHY	
HEALTH & PHYSICAL EDUCATION	

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 9 students interact with peers, teachers, individuals, groups and community members and experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction and non-fiction, poetry, dramatic performances and multimodal texts. The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about the Asia-Pacific region.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>EVERY PERSON HAS THEIR OWN STORY Examining the story of the people living in our country. From stories of the Dreaming to those of the newest inhabitants of our land. Students will explore the varied representations of different groups in Australian society.</p>	<p>THE BARE NECESSITIES Students examine language choices and aesthetic qualities in <i>The Jungle Book</i>.</p>	<p>I NEED A HERO - NOVEL STUDY Examining the way an individual can reflect and/or challenge the values of individuals and groups in different historical, social and cultural contexts.</p>	<p>TEENAGE DIRTBAG Students will examine media and popular culture texts to explore the impact on adolescents.</p>

ASSESSMENT SUMMARY

English assessment in Year 8 consists of a minimum of four written and two spoken tasks.

RESOURCE REQUIREMENTS

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 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

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.

USB Flash Drive.

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

At North Lakes State College Junior Secondary, we aim 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
CHEMISTRY Particles Matter	EARTH SCIENCE The Changing Earth	PHYSICS Energy in my Lifestyle	BIOLOGY Building Blocks of Life

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 8 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.

Students in Year 8 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 8 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
LANDSCAPES AND LANDFORMS This unit investigates: <ul style="list-style-type: none">• The ways the earth's surface is shaped from natural forces.• The importance of mountains to communities.• The best way to manage unique environments.	CHANGING NATIONS Students will investigate: <ul style="list-style-type: none">• The reasons why so many people live in urban areas.• The effects urbanisation on the environment.• Strategies to accommodate a growing population into an Australian community

Students will:

- Develop geographical skills in relation to the key geological concepts.
- Understand the geological and geomorphological processes that shape the Earth.
- Understand the phenomenon 'urbanisation'.
- Be able to identify and explain geographical change.

ASSESSMENT SUMMARY

Multi Modal Presentation

Short Response and Data Response Exams

RESOURCE REQUIREMENTS

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

Microsoft Office suite of products.

USB Flash Drive.

Students in Year 8 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 8 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>THE WESTERN AND ISLAMIC WORLD - MEDIEVAL EUROPE (c590 - c1500)</p> <ul style="list-style-type: none"> The way of life in Medieval Europe (<i>social, cultural, economic and political features</i>) and the roles and relationships of different groups in society. Significant development and/or cultural achievements, such as changing relations between Islam and the West (<i>including the Crusades</i>), architecture, medieval manuscripts and music. 	<p>EXPANDING CONTACTS - THE BLACK DEATH IN ASIA, EUROPE AND AFRICA (14TH CENTURY PLAGUE)</p> <ul style="list-style-type: none"> Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God. The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease. The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries. The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague. Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility. 	<p>THE ASIA-PACIFIC WORLD - JAPAN UNDER THE SHOGUNS (c794 - 1867)</p> <ul style="list-style-type: none"> The way of life in Shogunate Japan, including social, cultural, economic and political features (<i>including the feudal system and the increasing power of the shogun</i>). The role of the Tokugawa Shogunate in re-imposing a feudal system (<i>based on Daimyo and Samurai</i>) and the increasing control of the shogun over foreign trade. The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate. Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology.

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.
- Understand how changes in medieval Europe help shape the way we live our lives today.
- Understand the concept of 'power' and who wielded it in medieval Japan.

ASSESSMENT SUMMARY

Research based museum display.
Stimulus Response Exams.

RESOURCE REQUIREMENTS

BYOD - Mid-range laptop or equivalent specification with USB port.
Microsoft Office suite of products.
USB Flash Drive.

HEALTH & PHYSICAL EDUCATION

CORE SUBJECT

COMPULSORY

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, games and fitness activities.

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It helps them to be resilient, make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others' health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise, and refine personal, behavioural, social and cognitive skills.

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
FITNESS	VOLLEYBALL
ALCOHOL & OTHER DRUGS	BASKETBALL
BODY IMAGE & SELF ESTEEM	TOUCH FOOTBALL
SUN SAFETY	EURO HANDBALL
	TEE BALL
	FUTSAL
	WALLA RUGBY
	OZ TAG
	TENNIS
	TABLE TENNIS
	ARCHERY
	ORIENTEERING
	STREET HOCKEY

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 (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.

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. The study of 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
<p>EXPLORING CONTEMPORARY In this unit, students will develop practical and theoretical knowledge of Contemporary dance. Students will learn a teacher directed Contemporary dance; analyse set repertoire performance and choreograph a theme-based contemporary dance. Students will also investigate the historical influences on the Contemporary dance style.</p>	<p>FROM HIP HOP TO FUNK An exploration of the hip hop dance style and its cultural, societal and historical influences. This unit has a strong choreographic and performance focus, with research into the history of the development of the dance style including dance specific vocabulary.</p>

PREREQUISITES

- Independent learner.
- Ability to move freely.
- Energy and motivation.
- Able to work in groups.
- Complete tasks both supervised and in own time.

ASSESSMENT SUMMARY

UNIT 1 Students will choreograph a theme-based contemporary dance in groups and will perform a teacher devised theme-based contemporary dance routine. They will also individually analyse a contemporary dance piece.

UNIT 2 Students will be required to choreograph in groups a dance for a music video in the genre/style of hip hop. They will need to consider the filming of their music videos. They will learn a teacher directed dance in the genre/style of hip hop and will complete a written exam based on origins of the style.

RESOURCE REQUIREMENTS

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

Drama is a blend of performance, creation and analytical work in an exploration of social issues, performance skills of different genres and historical periods. Theoretical understandings underpin and support practical work. Students will have opportunities to learn about a range of forms and styles and gain understandings of human experience in different cultures, times and places.

Junior Secondary drama spans a wide range of topics which endeavor to encourage personal and social growth as well as a broader understanding of our present through the study of the past. Students will learn to interpret and re-tell well-known stories, create their own and develop a deeper understanding of the dramatic languages.

Drama is a sequential and developmental course and is best studied as a year-long program for the most valuable experience, particularly if the study of Senior Drama is an objective.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>ON THE SPOT - Improvisation On the Spot is an introduction to improvisation and its conventions. Students will gain skills in forming and presenting Drama. As students become more confident with the Dramatic Elements and Conventions, they will begin to learn how to approach script as an actor and the skills associated with taking script from the page to the stage. Students will experience performing for a live audience.</p>	<p>SPOTLIGHT ON SCRIPT - Scripted Drama The focus of this unit is on the process of bringing play scripts to life in performance. Students will explore and reflect on a range of performance texts to discover ways of making meaning of the printed text and transforming their understanding into performance. Dramatic roles will be communicated through dramatic improvisation and role play while exploring issues, themes concepts or texts. Students will select and apply appropriate performance skills in the preparation for presentation, employing effective vocal and expressive techniques in performance.</p>	<p>BITE SIZED THEATRE - Reduced Theatre Bite-sized Theatre challenges students to work with the Dramatic Elements and Conventions to take a story or play script and present it as a short drama. Students will learn to identify key information and use Dramatic Conventions to edit and shape drama as a way of communicating their ideas clearly and creatively. Knowledge of the Dramatic Elements will be consolidated and extended. Students will have wide ranging experiences such as planning, scriptwriting, costuming, rehearsing and directing. Important work skills will also be developed such as teamwork, communication skills, presentation skills, time management skills, initiative and leadership.</p>	<p>SCATTERED LIVES - Scripted Drama This unit is an exploration of an important social issue through a range of practical activities including process drama. Students are challenged to consider global issues in a way that not only consolidates and extends their improvisation skills but extends their knowledge and understanding of the Dramatic Elements and Conventions. Students will be required to use their performance skills to present scripted material as well as respond to scripted material and the Dramatic Elements and Conventions. The key play text used in this unit is "Scattered Lives".</p>

PREREQUISITES

- Ability to work in groups.
- The ability to accept and give constructive criticism.
- To be open to new experiences and ways of working.
- A willingness to express and justify opinions.
- A willingness to arrange rehearsals outside class time.

ASSESSMENT SUMMARY

The students will be assessed continuously during the semester through both practical and theoretical tasks. There are three components to assessment and may be carried out through the following examples:

FORMING	Creating drama
PRESENTING	Performing scripted or original material before a live audience
RESPONDING	Evaluations, written exam and written analysis of recorded or live performance

RESOURCE REQUIREMENTS

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

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 in problem solving and in the creation of artworks. The focus in this subject is on students creating, responding, presenting, reflecting and appraising images and objects.

Students 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 judgment 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

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>DIVERSE DRAWING Students will produce a folio of drawings, which will develop their drawing skills and their ability to problem solve, while designing effective and original compositions. They will use a variety of drawing and collage techniques and tasks will focus on drawing objects from different views, still life contour drawings, observational drawings and tonal studies. Drawing tasks will involve the use of toning techniques to show the light source and the fact that the images are three-dimensional. The focus for the unit will be on proportion, shape, tone, line, texture and pattern, as well as creative and effective presentation of work.</p>	<p>GROOVY GUITAR Students will follow the design process in researching, experimenting, reflecting and creating a Surrealist composition, which features a guitar as the focal point. They will research the 20th Century art movement, Surrealism, and complete an in-class essay on the movement and appraise a specific Surrealist painting. Students will research guitar compositions and reflect upon these in their journals. They will experiment with various composition ideas and paint their chosen composition onto an A3 canvas using acrylic paints. This unit involves problem solving, creativity and the development of painting skills and techniques.</p>	<p>DREADED DRAGONS Students are introduced to clay building techniques and focus on the design process and sketching to create a fantasy clay dragon, which they effectively paint and decorate. Drawing inspiration from books, stories and films, students engage in their own dragon image research, designing, sketching and annotating their ideas. Students write a Descriptive Essay of their lost dragon, using appropriate Visual Arts language, whilst demonstrating an understanding of the Elements and Principles of Art. They will create an effective "LOST" poster to support their written description.</p>	<p>HAIR TODAY Using oil pastels and other drawing media, students produce a drawing based on a photograph of the side profile of their head. They will research and draw various possibilities, such as patterns and landscapes, which could be used for the background of their portrait drawing. Students will conduct chalk pastel and oil pastel experiments in their journals, and will use a variety of drawing media in the creation of the portrait drawing. They will use a grid to enlarge their A4 photograph to an A3 size and use various toning and mark making techniques to create tone and texture, in particular on the clothing and hair.</p>

PREREQUISITES

- A love of Visual Arts.
- A responsive creator.
- A knowledgeable person seeking deeper understanding
- A reflective and self-directed learner.
- An active investigator.
- A complex thinker.
- A participant in an interdependent world.
- An effective communicator (both visually and verbally).

Visual Arts makes a unique contribution to lifelong learning by cultivating habits of mind and dispositions that facilitate the development of these valued attributes.

ASSESSMENT SUMMARY

Visual Arts students are assessed in relation to: creating, responding, reflecting, presenting and appraising images and objects. A student's Visual Arts results will be based on the making task in each unit, appraising essays in Units 2 and 3, and journal work in each unit. Students are to maintain a well presented art journal that contains classroom exercises, notes, sketches, skill building exercises, media experiments, collected resources and written reflection within specified timeframes. The journal will follow the design process and demonstrate visual and verbal evaluations and reflections about the different creative processes explored during the unit of work.

CREATING IMAGES AND OBJECTS	Students engage in making images and objects by designing and creating two-dimensional and three-dimensional forms using variety of materials, processes and functions.
REFLECTING AND PRESENTING	Through the making process, students communicate their ideas, feelings, experiences and observations of their worlds.
APPRAISING IMAGES AND OBJECTS	Students describe, analyse, interpret and evaluate their own and others' images and objects.

RESOURCE REQUIREMENTS

BYOD - laptop with minimum CORE i5 with preference for Mac

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.

A study of Music can lead to careers in performing, music tuition (both private and formal education systems), A/V industry, entertainment, music therapy, speech pathology, childcare, Defence Forces, advertising, business and arts administration. Music is also an effective outlet for students with creative and analytical potential.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3
<p>GIANTS OF MUSIC Who were the big rock stars of western music history? The course begins with a study of western music history discovering all the 'big names' from each era, such as Mozart and Beethoven, many of whose music is still played by young people today. Students will refresh and expand their basic knowledge of music theory, analysis and be introduced to music technology (such as MuseScore or Logic Pro X) that can assist with composition.</p>	<p>WORLD MUSIC Students will experience the world through a variety unfamiliar and exotic sounds from other countries. Students will perform pieces from various countries using the skills they have developed throughout the semester.</p>	<p>SOUNDS LIKE When it comes to creating music, there is a huge variety of tone colours available to use. This unit will be devoted to exploring the world of instruments from the voice to the orchestra to the unconventional. Students will prepare a major project with both individual and group components.</p>

PREREQUISITES

- Self-motivated.
- Able to follow directions.
- Able to manage time effectively.
- Have the ability to complete set tasks under direct and indirect supervision.

ASSESSMENT SUMMARY

The students will be continuously assessed throughout the semester.

Assessment will consist of:

- A written/aural exam.
- A practical performance.
- A composition.
- Project-based tasks.

RESOURCE REQUIREMENTS

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

Economics and Business gives students the opportunity to develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income.

Students will seek to enhance basic keyboarding and computing skills, combining these with an introduction to Economics and Business. This will involve working towards achieving a basic/intermediate level of operation of the MS Office Suite of programs, particularly MS Word, MS Excel and MS Publisher.

COURSE OUTLINE

(Please note: Units may be subject to change due to technology requirements etc.)

UNIT 1	UNIT 2	UNIT 3	UNIT 4
BUSINESS, THE ECONOMY AND YOU	FINANCIAL LITERACY & WORK	BUILDING BUSINESS IN AUSTRALIA	CONSUMER RIGHTS & RESPONSIBILITIES

PREREQUISITES

- To be self-motivated.
- To adapt skills taught / learned in varied situations.
- To use initiative in group situations.
- The ability to follow directions.
- To complete set tasks under direct and indirect supervision.
- An interest in business operations incorporating computer software programs.

ASSESSMENT SUMMARY

Economics and Business will engage students in a range of assessment types that link to future studies in Economics and Business. Assessment will include but not limited to:

- Examinations - using source materials
- Research Reports
- Practical Workbooks
- Presentations
- Group Work
- Computer-based application and analysis

RESOURCE REQUIREMENTS

BYOD - Mid range laptop or equivalent specification with USB port.
Microsoft Office Suite.
USB Flash Drive.

The aim of the subject is for the student to:

- Develop skills in the basic principles of cookery, safety and hygiene.
- Gain an understanding of appropriate work methods and use of equipment and utensils.
- Recognise the importance of good nutrition throughout life.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
KITCHEN CONNECTIONS	SKILLS AND THRILLS	PUTTING IT TOGETHER	KIDS IN THE KITCHEN	SNACK ATTACK	I'M IN A HURRY	WHAT'S FOR LUNCH?	LET ME COOK DINNER	HEALTHY BREAKFAST

PREREQUISITES

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

ASSESSMENT SUMMARY

The students will be continually assessed throughout the semester. Assessment will consist of practical cooking, theoretical exam and written assignment. Students are required to bring the necessary ingredients to cook each week.

Students must wear closed in, hard covered shoes, such as leather, as stated in the school dress code policy. Failure to do so will see them unable to enter the kitchen.

RESOURCE REQUIREMENTS

BYOD - laptop with minimum specifications.
 Microsoft Office suite of products.
 USB Flash Drive.

This subject introduces students to the basic design processes and concepts associated with Graphics. Students will solve design problems that relate to a variety of real life careers such as an architect, industrial designer, interior designer, engineer and draftsman. In all aspects of work, students will be placed in real life situations to develop a deep understanding of the use of Graphics in our world.

The knowledge and skill attained will enable the student to produce simple to complex sketches and drawings to provide the basis for further studies in Graphics in future years.

The emphasis in year 8 will be placed on the fundamental skills associated with sketching and interpretation of given 2D and 3D tasks that are essential to providing suitable graphical representations for a variety of audiences.

Students will also be introduced to some computer aided drafting software including AutoCAD 2D, Inventor and Revit. Free software can be downloaded from the following site for student use: (<http://www.autodesk.com/education/free-software/featured>) They will also be introduced to Adobe Illustrator.

Students will become familiar with 3D printing and using 3D printers to design products for a particular audience. It should also be noted that a large recall of mathematical concepts and presentation techniques will be required to be successful in this subject.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
DESIGN FUNDAMENTALS <ul style="list-style-type: none"> • Grid Proportioning and shading • Inventor (CAD) Modelling • Isometric Sketching and Rendering • 2D AutoCAD / Geometry 	GAME PIECE <ul style="list-style-type: none"> • 3D Printing • Applying Inventor CAD from Unit 1 • Design Folio/Challenge- 3Dprinted board game piece • Introduction to Adobe Illustrator • Logos 	DESIGN FUNDAMENTAL <ul style="list-style-type: none"> • Grid Proportioning and shading • Introduction to Adobe Illustrator 2D • Introduction to Adobe Illustrator 3D 	LEGO CHARACTER <ul style="list-style-type: none"> • Design Folio / Challenge - Lego character design • Applying Adobe Illustrator from Unit 3 • Logos

PREREQUISITES

- Interest in sketching and drawing.
- Self-motivated and uses initiative.
- Strong mathematical and interpretation skills.
- Complete set tasks under direct and indirect supervisions (homework).
- Emphasis on presentation and producing quality work at all times.
- Time management skills.

ASSESSMENT SUMMARY

Students will be assessed by a series of work folios which will involve research to meet audience requirements.

RESOURCE REQUIREMENTS

BYOD - laptop with high specifications recommended
 AutoDesk Applications
 Adobe Illustrator
 Microsoft Office suite of products.
 USB Flash Drive.

DIGITAL TECHNOLOGIES

ELECTIVE SUBJECT

ELECTIVE

Computers are an integral part of today's work, study and leisure, and students must know how to use them effectively, efficiently and ethically. To realise this, the subject provides the flexibility needed to accommodate new and emerging technologies and the wide range of interests and abilities of the students who study it.

By using a task-oriented approach instead of a tool-oriented approach, emphasis is placed on using ICTs to solve problems or complete tasks. Tasks will come from a variety of areas including:

- Using ICTs competently.
- Document production.
- Online communication.
- Digital Illustration.
- Digital audio.
- Making informed decisions.
- Managing data.
- Using ICTs ethically.
- Engaging in self-directed learning.
- Animation.
- Multimedia authoring.
- Communicating & working with others.
- Striving for excellence & aiming for quality.
- Employing safe & healthy procedures in the use of ICTs.
- Managing time & resources effectively & efficiently.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
GRAPHIC DESIGN Adobe Photoshop	WEB DESIGN Introduction to HTML	GRAPHIC DESIGN Adobe Photoshop	INTRODUCTION TO CODE

PREREQUISITES

- Be an independent learner
- Complete tasks both supervised and in own time
- Be able to work in groups

ASSESSMENT SUMMARY

Students will:

- Demonstrate practical understanding of ICT outcomes
- Complete one investigative assignment per term using the framework of Design, Develop and Evaluate
- Complete one short writing task per semester of 300-400 words related to units of work undertaken throughout the semester.

RESOURCE REQUIREMENTS

BYOD - Mid-range to high-range laptop (preferably high specification) with USB port.
Adobe CC.
USB Flash Drive.

INDUSTRIAL TECHNOLOGY AND DESIGN

ELECTIVE SUBJECT

ELECTIVE

Students will be making projects using wood, metal and plastics. The course encompasses use of basic woodworking and metalworking tools, interpreting drawings, cutting out, fixing together and finishing. This subject has both practical and theoretical components.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
INTRODUCTION TO SAFE WORK PRACTICES IN WORKSHOPS	GAME ON Preparing skill games using electronics	MOTION CO ² Cars	WORKING WITH METAL

Students may also be involved in units of work that involve:

- Engineering
- Lathe introduction
- Mechanisms

While the focus is generally design based, the students will work through exercises designed to:

- Improve and build hand skills.
- Join and finish timber.
- Use and manipulate metal.
- Measurement/marking out.
- Complete plastic thermoforming.
- Safely use machine, hand and power tools.

PREREQUISITES

- Self-motivated.
- Use of initiative in group situations.
- Ability to follow directions.
- Adapt skills taught / learned in varied situations.
- Complete set tasks under direct and indirect supervision.

ASSESSMENT SUMMARY

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

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

STEM ROBOTICS

ELECTIVE SUBJECT

ELECTIVE

In the North Lakes State College Junior Secondary, we aim to prepare students to be active citizens who make thoughtful and critical decisions which may influence their own and others lifestyle and environment. The intention is to develop the knowledge and skills of students to enable them to become active citizens of a global community who make informed choices in their everyday lives.

The study of Robotics, within a STEM context, establishes a place in the curriculum for students to explore the place of automation in the digital world. It affords learners the opportunity to observe, to wonder, to question, to investigate and to explain robotics, coding and automation.

Robotics will centre upon constructing an understanding of robots and automated devices and develop digital literacies and citizenship skills. It will:

- Offer opportunities to teach STEM concepts through a design thinking process with a focus on engineering, science, maths and technology contexts.
- Develop digital literacy skills by exposing students to various coding formats.
- Develop literacy skills through opportunities to communicate processes and findings.
- Develop numeracy skills through coding and task requirements.
- Offer learning experiences which are connected to (a) the real world and (b) the interests of the middle school student.
- Comprise of opportunities to develop an understanding of robotic and automated devices and their place in society.
- Create collaborative learning environments that are inclusive and academically rigorous.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
PICTORIAL CODING A-'maze'-ing robots	ICON PROGRAMMING Robotic animals	DESIGNING & ENGINEERING Robot Fairytales	TEXT BASED PROGRAMMING Robot Dance

ASSESSMENT SUMMARY

Robotics assessment in Year 8 consists of one assignment per semester and ongoing project based portfolio assessment.

RESOURCE REQUIREMENTS

BYOD - Mid-range laptop or equivalent specification with USB port (compulsory)

Microsoft Office suite of products

USB Flash Drive

Software downloads (free) - EV3 Mindstorms (student version), Arduino

Italian is a compulsory subject in Year 8 and is a continuation of the Year 7 Italian Programme. If you studied Italian in Year 7, you must continue this subject into Year 8. The aim of Italian at North Lakes State College is to provide students with a knowledge base of both the Italian language and culture.

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.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
LA BELLA ITALIA Beautiful Italy	LA CUCINA ITALIANA The Food of Italy	MADE IN ITALY Italy in Manufacturing and Design	FORZA ITALIA! Go 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 is a compulsory subject in Year 8 and is a continuation of the Year 7 Chinese program. If you studied Chinese in Year 7, you must continue your studies in Chinese in 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.

COURSE OUTLINE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
GREETINGS AND COMMUNICATION	ALL ABOUT ME	MY FAMILY	THE WORLD AROUND US

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