Laidley
STATE HIGH
SCHOOL

2027-2028

Year 7 & 8 Subject Information Booklet

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Aspiring Together...
A World Of Opportunities

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1. Welcome to Laidley State High School

Introduction

Thank you for choosing our school to partner with you and your child during this important stage of their educational journey. We are excited to work alongside you in supporting your child as they continue to grow, achieve, and build their future.

Years 7 and 8 mark the beginning of high school and provide students with the opportunity to explore a wide range of learning experiences.

During these years, students engage in a diverse curriculum that spans the eight key learning areas:

- **English**
- **Mathematics**
- **Science**
- **Humanities and Social Sciences**
- **Health and Physical Education**
- **Languages Other Than English** (Japanese)
- **The Arts** (Visual Art, Junior Performing Arts, Music, Media Arts)
- **Technology** (Business, Digital Technologies, Food & Fibre, Design & Technology)

Our Junior Secondary Curriculum is designed to prepare students for the opportunities and challenges of the future. At Laidley State High School, we recognise the importance of nurturing each student's individual strengths and interests.

We are committed to creating an environment where every student has the opportunity to succeed. We provide a flexible and broad-based curriculum that encourages personal growth, supports diverse abilities, and celebrates success in many forms.

We do this by:

- *providing students with the support to achieve their best possible outcomes;*
- *maintaining a strong focus on literacy and numeracy;*
- *delivering a relevant and evolving curriculum that meets the diverse needs of all learners;*
- *recognising that quality professional development leads to improved teaching and learning;*
- *developing co-operative learning while encouraging independence, critical thinking, and confidence in group settings;*
- *equipping students to embrace and adapt to new technologies in a rapidly changing world;*
- *nurturing the skills and motivation for lifelong learning;*
- *empowering students to become active, reflective members of both Australian society and the wider global community.*

We believe education is a shared partnership between the student, their family, and the school. As your child progresses through the Middle Phase of Learning, which is an exciting, rewarding, and sometimes challenging stage of the journey to adulthood, we look forward to working closely with you to ensure their success.

At the centre of all we do are our core values:

- ***Engagement***
- ***Relationships***
- ***Achievement***

2. Curriculum Information Organisation

Key Learning Areas

Each Key Learning Area (KLA) in the handbook is presented with units structured in the following format:

Subject Aims	A brief overview of the educational objectives and intended student outcomes for the subject.
Unit Title	Identifies the focus of the unit and may highlight key areas of study or topics.
Resources/Texts	A brief summary of the materials and texts that students may engage with during the unit.
Pre-Requisites	Recommended prior study or learning pathways to support success in this subject.
Assessment	Describes the assessment tasks used to determine achievement levels.
Costs	Provides an indication of anticipated costs, beyond the standard resource contribution.
Careers	Suggests potential career pathways related to this subject area.

Students with Diverse Learning Needs

At Laidley State High School, a whole-school approach has been adopted to cater to all students who have educational support needs arising from disability, learning difficulties, English as a second language, those who are gifted and talented or a combination of these.

A whole-school approach to support student learning involves differentiated and explicit teaching for all students, focused teaching for identified students and intensive teaching for a small number of students. Focused or intensive interventions are used to revisit aspects of a learning area. Whole-school intervention involves classroom teachers, support teachers and teacher aides working together to ensure curriculum design, teaching practices and quality assessment is provided to students who are having trouble in the demands of the curriculum.

Students participate in classes with their same aged peers and have access to 'reasonable adjustments' to the curriculum in line with Education Queensland policy. Reasonable adjustments for students must be planned and negotiated as early as possible so that students can be provided with appropriate support to commence, participate and complete course study requirements. Each case must be considered on an individual basis and decisions reached through consultation.

Where students cannot meet year level expectations in a particular key learning areas an Individual Curriculum Plan (ICP) can be implemented. ICPs are to support students who are working at a significantly lower or higher level than their same age cohort. ICPs are developed in consultation between the accessibility support staff, teachers, teacher aides, parents and students.

The purpose of an ICP is to document:

- any gaps and/or progress relating to a students' knowledge, understanding and skill to their curriculum year level
- the year-level curriculum to be provided during the next reporting period
- learning expectations drawn from achievement standards
- focused teaching strategies and other support provided
- parent approval.

It is important to note that implementing an ICP can impact a student's long-term schooling pathways, including eligibility for specific subjects in Years 10–12 and pathways to senior schooling qualifications such as the Queensland Certificate of Education (QCE) or the Queensland Certificate of Individual Achievement (QCIA).

For gifted and talented students, ICPs can be used to document enrichment and extension programs to develop in-depth knowledge and understanding as well as introducing some elements of the curriculum from a higher year level.

Students who are learning English as a second language and require specific teaching approaches to build a language foundation for successful classroom learning can be supported through Education Queensland Band scales for EAL/D Learners.

3. Homework

Information and Requirements

- Homework is assigned regularly by most teachers across subject areas.
- Students are expected to complete all tasks within the specified timeframe.
- Neglecting or refusing to complete homework may result in a catch-up session issued by the teacher.

Recommended time for homework:

- **Years 7–9:** 1 – 1½ hours per night

Types of homework:

- **Set Homework:** Tasks assigned by the teacher, to be completed by the specified day and period.
- **Study Homework:** Revision work for which you are responsible. Regular review of previously learned material helps retain knowledge and understanding.
- **Assignments:** Plan ahead and work on assignments over a period of time to avoid last-minute submissions. Completing them in one night is not recommended.

REMEMBER:

Around 80% of new learning is lost in the first 24 hours!

Research shows that the following revision program is generally effective after a 1-hour learning session.

10 minutes later	-	*Revise for 10 minutes*
1 day later	-	*Revise for 5 minutes*
1 week later	-	*Revise for 2-3 minutes*
1 month later	-	*Revise for 2-3 minutes*
6 months later	-	*Revise for 2-3 minutes*

Effective studying requires the student to:

- ✓ Organise thoughts, time work and materials
- ✓ Make a positive commitment to achieving goals
- ✓ Develop a variety of skills and techniques
- ✓ Actively participate in the learning process

4. Core Subject Information

English

AIMS: In Years 7 and 8, students interact 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, as well as texts designed 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.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to analyse and transform texts.

CONTENT: *Students will undertake the following units of study:*

<table>
<tr><th colspan="2">Year 7</th></tr>
<tr><td>Societal Issues
Persuasive Writing</td><td>Representations
Advertising</td></tr>
<tr><td>In this unit, students explore a variety of social, political and environmental issues that are relevant to their demographic. They identify and use language features to develop and share an opinion. Students engage with persuasive text structures to create and present a persuasive presentation to convince an audience to take action about an identified issue.

Assessment: Persuasive Speech</td><td>In this unit, students read a range of stories of origin to understand the text structures and language features of the genre. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints.

Assessment: Written</td></tr>
<tr><td colspan="2">Interpersonal Relationships
Novel Study</td></tr>
<tr><td colspan="2">In this unit, students read a selected novel and explore how authors develop characters, relationships, conflict and plot. They examine how language features and narrative techniques engage readers and shape their understanding of characters and events. Students use ideas and techniques from the novel to create their own imaginative response.

Assessment: Extended Response
Assessment: Narrative</td></tr>
</table>

Year 8	
Ethical Dilemmas *My Place*	***Ethical Dilemmas*** *Heroes, Villains, and the Power of Film*
In this unit, students will study various characters (Laura, Lily, Henry and Mohammed) from the Australian television show My Place. Throughout the unit students will deconstruct moral/ethical issues and themes highlighted in the My Place episodes. Students will also identify key contextual aspects of the time the episodes were based in and how it relates to characters within My Place. Students will use appropriate text structures and language features to create a short story that fills a gap or silence from the text. **Assessment: Narrative**	In this unit, students will explore how films aimed at a young audience use textual and language features to create specific representations of heroes and villains. Through visual, verbal, and narrative techniques (characterisation, aesthetic features, dialogue, and plot) students analyse how these features position audiences' perceptions of good and bad. Students will then write a series of analytical paragraphs, focusing on selected films, to explain how these features work together to build powerful character portrayals and convey key ideas. **Assessment: Analytical Paragraphs**
Interpersonal Relationships *In My Villain Era*	***Interpersonal Relationships*** *Representations*
In this unit, you have explored a range of texts to understand how characters think, feel, and act in response to important events. You have looked at how writers use language, dialogue, and actions to show a character's emotions and thoughts. You have also considered how these events can change a character, shape their choices, and affect their relationships with others. **Assessment: Persuasive Speech**	In this unit, students examine a series of articles in the media (newspapers, magazines, feature articles) to understand how meaning is created through language choices. They read and view a selection of media articles and interpret stated and implied meanings. Students identify, explain and analyse text structures and language features that convey representations. Students will be assessed through an in-class analysis of media. **Assessment: Analytical Exam**

RESOURCES/TEXTS:

- A variety of poetry texts
- Various visual texts
- Various Novels

ASSESSMENT:

- Written examinations
- Assignments
- Oral presentations
- Portfolios of class activities
- Stimulus or reflection responses
- 2 major pieces of assessment per semester and journal

COSTS: Participation in excursions is strongly encouraged, usually one per year. Average cost is approximately $20-$30.

CAREERS: A pass in English is a requirement for most careers.

Health and Physical Education

AIMS: The Health and Physical Education curriculum equips students with the knowledge, skills and strategies to enhance their health, wellbeing and physical performance. Students will:

- investigate strategies and resources to manage change and their impact on identity and wellbeing
- evaluate the influence of relationships, respect and diversity on personal and social health
- analyse factors that influence emotional responses and develop strategies for self-management
- apply movement concepts and strategies to achieve improved fitness and performance outcomes
- explore the cultural and historical significance of physical activity and examine how connecting with the environment supports health and wellbeing.

Students develop personal and social skills to build and maintain respectful relationships, promote fair play and inclusivity, and make informed decisions. They practise specialised movement skills with control and accuracy, refining and applying strategies to enhance outcomes in a range of physical activities.

CONTENT: *Health and Physical Education is studied for one semester in Years 7 and 8.*

<table>
<tr><th colspan="2">Year 7</th></tr>
<tr><td colspan="2">Written Units</td></tr>
<tr><td>Unit 1
The Best Me</td><td>Unit 2
Supporting Others</td></tr>
<tr><td>Focus: Identity, emotions, and self-management
Analyse how values and beliefs shape identity
Devise strategies to manage change and transitions
Explore factors that influence emotions and practise strategies to self-manage
Participate in physical activity to improve fitness and wellbeing
Design strategies to increase physical activity levels</td><td>Focus: Relationships, diversity, and inclusion
Examine how stereotypes influence roles and power in relationships
Analyse the roles of respect, empathy and power in developing positive relationships
Investigate and propose strategies to promote inclusion and value diversity
Modify rules and equipment to promote fairness and inclusivity in games
Practise leadership, collaboration and decision-making in physical activities</td></tr>
<tr><td colspan="2">Performance units completed over the semester:</td></tr>
<tr><td colspan="2">Team Building and Indigenous Games, Athletics, Touch Football, Soccer/futsal, Cricket</td></tr>
</table>

RESOURCES/TEXTS: Students will be given all the required information for each unit in class notes.

ASSESSMENT:

- Investigative Report
- Written Exam
- Performance Assessment

COSTS: Nil

Touch Football Academy

- Students may apply to join the Touch Football Academy. The program focuses on the progressive development of movement and touch-specific skills, from foundation through to advanced gameplay and tactics. Students will also complete mainstream HPE theoretical units.
- The Academy emphasises holistic development, encouraging students to become positive role models within the community and preparing them for District, Regional and State level competitions. Students with strong sporting ability, a passion for physical activity, and a desire to develop as athletes and leaders are encouraged to apply.

<table>
<tr><th colspan="2">Year 8</th></tr>
<tr><td colspan="2">Written Units</td></tr>
<tr><td>Unit 1
Risky Business</td><td>Unit 2
Movement and Me</td></tr>
<tr><td>Focus: Safety, consent, and protective behaviours
Apply strategies for assertive and respectful communication when giving or denying consent
Refine protective behaviours and identify community resources for support
Analyse how media and influential people shape health and lifestyle choices
Refine movement skills and concepts to improve performance outcomes</td><td>Focus: Lifelong physical activity through invasion games
Refine movement skills and strategies to improve performance in invasion games
Modify rules and equipment to promote fair play, inclusion and participation
Examine how regular physical activity supports health, fitness and wellbeing
Design and demonstrate a modified invasion game that promotes lifelong physical activity
Reflect on participation and evaluate the effectiveness of movement strategies</td></tr>
<tr><td colspan="2">Performance units completed over the semester:</td></tr>
<tr><td colspan="2">Athletics, Softball/T-Ball, Basketball, Speed Minton/Tennis and Team Building/First Nations Games</td></tr>
</table>

RESOURCES/TEXTS: Students will be given all the required information for each unit in class notes.

ASSESSMENT:

- Persuasive Speech
- Multimodal Presentation
- Performance Assessment

COSTS: Nil

CAREERS: Personal training, Nursing, Teaching, Sport and Recreation industries, Psychology.

Touch Football Academy

- Students may apply to join the Touch Football Academy. The program focuses on the progressive development of movement and touch-specific skills, from foundation through to advanced gameplay and tactics. Students will also complete mainstream HPE theoretical units.
- The Academy emphasises holistic development, encouraging students to become positive role models within the community and preparing them for District, Regional and State level competitions. Students with strong sporting ability, a passion for physical activity, and a desire to develop as athletes and leaders are encouraged to apply.

Languages: Japanese

AIMS: To enhance students' ability to communicate effectively in Japanese, using a range of spoken, written, visual and nonverbal forms of expression. To develop a positive attitude towards Japanese language and culture, while also fostering an appreciation of the broader multilingual and multicultural world. Learning Japanese introduces students to the language as a gateway to understanding the perspectives, traditions, and values of the Japanese people. It inspires curiosity and respect for cultural diversity, connects with a variety of communication technologies, and develops transferable skills that support learning across the curriculum.

Studying a language other than English also strengthens students' mastery of English. By comparing Japanese and English, students gain a deeper awareness of grammar, sentence structure, and vocabulary. This metalinguistic awareness enhances reading comprehension, writing accuracy, and overall communication skills in English, supporting success across all subject areas.

CONTENT: *Students will undertake the following units of study:*

INTRODUCTION TO A LANGUAGE
(Students will study this unit for a semester in Year 7 and 8)

Students will focus on:

- Responding to familiar statements and questions in simple Japanese conversations and discussions, using key words, set phrases, and memorised material (e.g. greetings, self-introductions, classroom language).
- Constructing simple spoken and written texts in familiar contexts using hiragana, some katakana, and basic kanji.
- Noticing and comparing aspects of Japanese and English, such as word order, levels of politeness, and writing systems.
- Noticing and comparing aspects of their own culture with aspects of Japanese culture, such as school life, festivals, food, and social interactions.

Developing understanding of Japanese language forms, functions, grammar, and vocabulary (e.g. particles, verb endings, counters) and combining these with process skills and strategies to make meaning.

RESOURCES/TEXTS:

- Education Perfect

ASSESSMENT:

- Exams
- Assignments
- Orals
- Power Point
- Dialogues

COSTS: Nil

CAREERS: Students with additional tertiary studies can work in any field where the knowledge of a second language is required e.g. Interpreter, Tourist Industry and Export Industry, Armed forces or International Flight Attendant.

Mathematics

AIMS: To ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and can pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

CONTENT: *Students will undertake the following units of study:*

Year 7			
Term 1	***Term 2***	***Term 3***	***Term 4***
Students develop understandings of: • Number and place value: investigate the relationship between index notation, square roots and square numbers, apply the associative, commutative and distributive laws to aid computation, revise prime factors, express numbers as a product of its primes using index notation. • Real numbers: compare fractions using equivalence, locate and represent fractions on a number line, solve problems involving addition and subtraction of fractions, express one quantity as a fraction of another. • Using units of measurement: develop a formula to	*Students develop understandings of:* • Real numbers: add and subtract fractions with unrelated denominators, explore the relationship between fractions, decimals and percentages, express one quantity as a percentage of another, interpret, represent and simplify ratios. • Patterns and algebra: use variables to represent numbers, create algebraic expressions, evaluate algebraic expressions by substitution. • Linear and non-linear relationships: plot points on a Cartesian plane, find coordinates for points on a Cartesian plane, solve simple linear equations and create and analyse graphs from authentic data.	*Students develop understandings of:* • Number and place value: compare, order, add and subtract integers using written strategies, solve problems involving addition and subtraction of integers, review index notation and standard notation, explore the powers of ten and convert numbers to expanded notation. • Real numbers: round, multiply and divide decimals in a money context, multiply and divide fractions, add and subtract mixed numbers with unrelated denominators, solve problems involving decimals, fractions and the four operations, solve problems involving	*Students develop understandings of:* • Data representation and interpretation: construct stem-and-leaf plots and dot-plots, calculate mean, median, mode and range, compare a range of data displays, describe and interpret data displays using mean, median and range, identify and investigate issues involving numerical data collected from primary and secondary sources. • Geometric reasoning: develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines and find unknown angles using angle relationships. • Location and transformation:

find the area of a rectangle, calculate the area of rectangles, investigate the relationship between volume, the area of the base and the number of layers, calculate volume, solve problems involving area and volume. • Shape: construct 3D objects, draw 3D objects from different viewpoints. • Geometric reasoning: revise triangles, quadrilaterals and types of angles, classify triangles and quadrilaterals by comparing sides and angles, make generalisations about the sum of angles in triangles and in quadrilaterals.	• Chance: identify sample spaces for single-step events, conduct one-step chance experiments, record observed frequencies in a table, calculate probabilities from experimental data, compare experimental and theoretical probabilities.	ratios, multiply decimals using written strategies, convert between fractions, decimals and percentage and express one quantity as a fraction or percentage of another. • Money and financial mathematics: calculate and compare unit prices, investigate and calculate best buys with and without digital technology. • Patterns and algebra: create and evaluate formulas to model relationships between two variables.	describe and create translations, reflections and rotations on the Cartesian plane, use appropriate conventions for naming transformed shapes, identifying a combination of transformations on the Cartesian plane, and identify line and rotational symmetry.

Year 8			
Term 1	***Term 2***	***Term 3***	***Term 4***
Students have opportunities to develop understandings of: • Number and place value: apply the four operations to rational numbers and integers and solve problems. • Real numbers: make connections between percentages, fractions and decimals, calculate a percentage of a quantity, percentage	*Students have opportunities to develop understandings of:* • Number and place value: express numbers in index notation, establish the index laws with whole number bases and positive integral indices • Patterns and algebra: expand and factorise algebraic expressions.	*Students have opportunities to develop understandings of:* • Linear and non-linear relationships: model situations involving proportional relationships, solve a range of problems involving rates and ratios, interpret, model and formulate patterns and relationships, represent patterns and relationships as	*Students have opportunities to develop understandings of:* • Linear and non-linear relationships: apply number laws to algebraic expressions and equations, expand and factorise algebraic expressions, solve simple linear equations algebraically and graphically, connect

increase and decrease, discount, profit, loss and GST, and problem solve in a range of contexts including financial situations, identify terminating and recurring decimals, link fractions to terminating and recurring decimals and explore irrational numbers in relation to pi. • Chance: describe and calculate the probability of 'and', 'or', and 'not' events, represent events in Venn diagrams and two-way tables and solve related problems, identify complementary events and use the sum of probabilities to solve problems.	Using units of measurement: convert units of measure, revise perimeter and area of parallelograms and triangles, develop formulas for rhombuses, kites, trapeziums and circles, calculate the perimeter and area of rhombuses, kites, trapeziums and circles, problem solve and reason involving perimeter, circumference and area.	rules, functions, tables and graphs and solve linear equations using graphical techniques. • Using units of measurement: solve problems involving time duration, for 12- and 24- time formats, within a single time zone. • Data representation and interpretation: collect, organise and display data, interpret data displayed in tables and graphs, connect samples and populations, explore the effect of sample size, calculate measures of centre, identify outliers and their effect on measures of centre, identify sources of bias and apply this knowledge to make hypotheses and support conclusions.	patterns, linear functions, tables of values, graphs and worded statements, plot coordinates on the Cartesian plane and solve realistic problems. • Using units of measurement: develop formulas for volume and capacity of rectangular and triangular prisms, solve volume problems involving rectangular and triangular prisms and convert units of measurement. • Geometric reasoning: revise angle properties (co-interior, corresponding, alternate and vertically opposite), explore congruence, establish and apply the congruence tests (SAS, AAS, SSS, RHS), extend congruence of triangles to identify the properties of quadrilaterals and solve problems using the properties of congruent figures, reasoning and generalisations, apply understanding and reasoning of area, congruence and plane shapes to develop properties of quadrilaterals.

RESOURCES/TEXTS: Scientific Calculator. Various texts and teacher resources.

ASSESSMENT: Up to 3 pieces of assessment each term consisting of a variety of:

- Topic tests, investigations and problem-solving tasks, mathematical modelling tasks, projects using real-world data, statistical investigations, practical and digital-tool-based activities, classwork and teacher observations

COSTS: Nil

CAREERS: Most career opportunities involve the application of mathematics. Some specific examples include research officer, mechanic, accountant, statistician, software engineer, surveyor and civil engineer.

Science

AIMS: Science in Years 7 and 8 encourages students to explore how the world works through curiosity, investigation, and discovery. The program develops skills in scientific inquiry, problem-solving, and communication, while building a strong foundation in the key areas of biological, chemical, physical, and earth and space sciences.

Students will:

- Build curiosity and an interest in scientific exploration.
- Investigate questions using scientific inquiry methods.
- Communicate their findings clearly and confidently.
- Use evidence to make informed decisions and solve problems.
- Explore the cultural and historical impact of scientific ideas.
- Develop a strong knowledge base across science disciplines.

CONTENT: *Students will undertake study in the following areas:*

Year 7			
Physical Sciences	***Biological Sciences***	***Earth and Space Sciences***	***Chemical Sciences***
Students represent and explain the effects of forces acting on objects. They investigate balanced and unbalanced forces to predict and justify conclusions about changes in motion, and they explain the difference between mass and weight.	Students explain how biological diversity is ordered and organised. They classify organisms based on physical characteristics and apply scientific conventions to construct and use dichotomous keys. They represent flows of matter and energy in ecosystems and predict the effects of environmental changes.	Students model cycles in the Earth–sun–moon system and explain the effects of these cycles on Earth phenomena such as day and night, seasons, tides, and eclipses.	Students use particle theory to explain the physical properties of substances. They distinguish between mixtures and pure substances and compare a range of separation techniques to identify those most suitable for specific purposes. They explain how processes that separate mixtures support everyday applications.

RESOURCES/TEXTS: Various texts and teacher resources.

ASSESSMENT:

- Practical reports
- Scientific reports
- Exams

COSTS: Nil

Year 8			
Biological Sciences	***Chemical Sciences***	***Earth and Space Sciences***	***Physical Sciences***
Students explain the role of specialised cell structures and organelles in cellular function. They analyse the relationship between structure and function at organ and body system levels, including in reproduction.	Students classify and represent different types of matter and distinguish between physical and chemical change. They investigate the states of matter, elements, compounds, and mixtures, and explain how chemical changes result in the formation of new products.	Students apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They explain how the properties of rocks relate to their formation and use and explore the impact of science on the environment.	Students compare different forms of energy and represent energy transfer and transformations in simple systems. They explain how energy causes change within systems.

RESOURCES/TEXTS: Various texts and teacher resources.

ASSESSMENT:

- Practical reports
- Scientific reports
- Exams

COSTS: Nil

CAREERS: Science provides the foundation for senior Science subjects and supports a wide range of future careers, including:

- Medicine and health sciences
- Engineering and technology
- Environmental science
- Education and teaching
- Psychology
- Media and communication industries

Humanities and Social Sciences

AIMS: Humanities and Social Sciences (HASS) explores human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. It considers the past, present and future, from local to global perspectives, helping students understand issues and become active, informed citizens. HASS aims for students to develop:

- Curiosity, respect and interest in people, places, cultures and systems.
- Knowledge of history, geography, civics, business and economics across contexts.
- Understanding of how historical, geographic, civic & economic factors shape society & sustainability.
- Application of key concepts in disciplinary and cross-disciplinary inquiries.
- Skills in questioning, researching, analysing, evaluating and communicating.
- Dispositions for participation in life, including critical and creative problem-solving, decision-making, responsible citizenship, financial choices and ethical reflection.

CONTENT: *Students will undertake the following units of study:*

<table>
<tr><th colspan="2">Year 7</th></tr>
<tr><td>Unit One
Civics and Citizenship</td><td>Unit Two
Geography</td></tr>
<tr><td>In this unit, students will:
Investigate the foundations of Australia’s government system, focusing on democracy, the Constitution, and the roles of political parties.
Examine how laws are made, the responsibilities of federal, state, and local governments, and the significance of active political participation.
Gain an understanding of how Australia's democratic principles shape society.</td><td>In this unit, students will:
Investigate the factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality.
Analyse the location and distribution of services and facilities, and implications for liveability of places.
Classify environmental resources and the way that water connects and changes places as it moves through environments.
Analyse the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water.
Understand the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments.</td></tr>
<tr><td>Unit Three
Economics and Business</td><td>Unit Four
History</td></tr>
</table>

In this unit, students will: • Unravel the mysteries of resource allocation, exploring why businesses exist and how they thrive. • Uncover the secrets of entrepreneurial success and learn about the myriad opportunities in the workforce. • Delve into the rights and responsibilities of individuals and businesses in the realm of products and services. • Hone their skills in inquiry, data analysis, and critical thinking, preparing them to tackle real-world economic and business challenges.	There are two topics of study in Year 7 History. <u>Deep time Australia</u> In this topic, students will: • Investigate theories and historical interpretations about early human evolution and migration and the causes and effects of the arrival of early First Nations Australians • Investigate how First Nations Australians have responded to environmental processes and changes • Understand the technological achievements of early First Nations Australians • Understand the social organisation and cultural practices of early First Nations Australians • Understand the importance of cultural preservation of First Nations Australian heritage sites. <u>Ancient China</u> In this topic, students will: • Understand the different methods and sources of evidence used by historians and archaeologists to investigate Ancient China • Examine how the physical environment and geographical features of China influenced the development of agriculture, settlement, and defence. • Investigate the organisation and roles of key groups in Ancient Chinese society and how these groups contributed to and shaped Chinese civilisation. • Explore the key beliefs, values, and practices of Ancient China • Analyse the causes and effects of contacts and conflicts within Ancient China and with neighbouring societies resulting in developments like territorial expansion, cultural exchange, and peace treaties. • Examine the role and achievements of a significant individual in Ancient China and assess their impact on society and history.

Year 8	
Unit One *Civics and Citizenship*	**Unit Two** *Geography*
In this unit, students will: • Understand the characteristics of laws and how laws are made in Australia through parliaments (statutory law) and through the courts (common law) • Investigate the types of law in Australia, including criminal law and civil law, and the place of First Nations Australian customary law • Consider how culture and religion may influence individuals' and groups' perceptions and expressions of citizenship and their actions as citizens • Consider different experiences of perspectives on and debates about Australia's national identity and citizenship, including the perspectives of First Nations Australians as owners of their respective nations, and of different migrant groups	In this unit, students will: • Investigate the causes of urbanisation and its impacts on places and environments, drawing on a study from a country such as the United States of America, and its implications. • Examine differences in the distribution of urban settlements and urban concentration in Australia compared with another country such as the United States of America, and their implications. • Investigate the reasons for, and effects of, internal migration and international migration in Australia, China or other countries. • Examine strategies to manage the sustainability of Australia's changing urban places.
Unit Three *Economics and Business*	**Unit Four** *History*
In this unit, students will: • Understand how markets influence decisions about the allocation of resources to the production of goods and services, and the effect of prices on these decisions. • Investigate different ways that businesses adapt to opportunities in the market and respond to the changing nature of work. • Examine how First Nations Australian businesses and entrepreneurs develop opportunities in the market. • Understand the importance of Australia's system of taxation and how this system affects decision-making by individuals and businesses. • Examine processes that individuals and/or businesses use to plan and	There are two topics of study in Year 8 History. <u>Vikings</u> In this topic, students will: • Investigate the significant social, religious, cultural, economic, environmental and political features of Viking society • Examine a significant event, development, turning point or challenge that shaped Viking expansion • Explore the experiences and perspectives of rulers and subject peoples, considering how Viking power and authority influenced both their homelands in Scandinavia and the regions they raided or settled • Analyse the role and achievements of a significant individual or group • Evaluate different interpretations of Viking society, events, and individuals <u>Medieval Europe and the Early Modern World</u> In this topic, students will:

budget to achieve short-term and long-term financial objectives.	• Examine the transformation of the ancient world to the medieval world in Europe • Investigate the roles and relationships of different groups in Medieval European society, including kings, nobles, knights, clergy, peasants, and serfs, and how feudalism shaped their lives and interactions. • Analyse a significant event, development, turning point or challenge in Medieval Europe • Explore the experiences and perspectives of rulers and subject peoples, focusing on how monarchs, the Church, and common people interacted • Investigate the role and achievements of a significant individual or group in Medieval Europe • Evaluate different interpretations of Medieval Europe, including changing historical views of feudalism, the Church, the Crusades, and everyday medieval life.

RESOURCES/TEXTS: Various texts. Laptops provide students with the ability to access interactive digital resources both at home and school.

ASSESSMENT:

- Written examinations
- Research-based assignments
- Projects
- Oral presentations
- Portfolios of class activities

COSTS: Nil

CAREERS: Law and Justice, Government and Politics, Business and Economics, Education and Research, Media and Communication

5. Elective Subject Information

Digital Technologies

AIMS: 60% of Australian students are studying or training for jobs that will be largely automated in the near future. Over the next 2-5 years, more than 90% of the Australian workforce will require digital skills to perform their role. Digital Technologies will assist students in developing their digital literacy so they can become effective users of digital systems, critical consumers of information conveyed by digital systems, and innovative ***creators*** of digital solutions.

CONTENT: *Students will undertake the following unit of study:*

UNIT: DRAG & DROP
During the term students will have the option to investigate either of the following: ***Option 1 (Task 1):*** 1. Digital technology terminology (understand the industry 'lingo'), 2. Investigating Variables, Loops, If/Then Statements and Collisions, 3. Downloading, uploading and exporting ideas for graphics/Sprites, 4. Exploring gaming history/adjacent historical world events that prompted their creation. ***Option 2 (Task 2):*** 1. Learning and understanding the difference between Sympathy and Empathy and how the two-affect societal change. 2. Learning, researching and exploring societal issues/problems (e.g., global warming/change, world hunger, microplastic waste) via the World Health Organisation website (www.WHO.int/). 3. Generating ideas & sketches of Digital Technology-related solutions to their chosen problems. Building a small-scale prototype from recyclables to promote Ideation within the context of Digital Technologies (cardboard, paper, popsicle sticks, etc.)

RESOURCES/TEXTS: Students are encouraged to bring their own laptop device and be connected to the school network to gain access to online resources throughout the term. Microsoft OneNote

COSTS: Students will be expected to have a source of back-up for their work (e.g., USB Thumb Drive), if they do not have their own laptop in which they can save all on-going work.

Example: https://www.officeworks.com.au/shop/officeworks/p/sandisk-32gb-cruzer-blade-usb-flash-drive-black-sdcz5032gb (32GB | $15.00).

ASSESSMENT: The Digital Technologies curriculum comprises of two strands; Knowledge and Understanding and Processes and Production Skills. This comprises of a main project/task accompanied by a Process Portfolio. The group or individual assessment task is conducted in class over seven weeks.

The assessment allows students to demonstrate the two strands by:

Task 1: Scratch (MIT) Self-Made Videogame + Portfolio, or:

Task 2: 5 Stage Design Process Prototype + Portfolio

- Explaining different types forms of data back-up and their intended purposes,

    - ***(If task 1):*** Students learn & understand how Programming concepts work, & how computers utilise syntax in understanding what the user wants to happen in (program) or (game),
    - ***(If task 2):*** Utilising the 5 Stage Design Process to understand (empathise), explain (define), generate ideas (ideate), build (prototyping) and test (testing/feedback)
- Project management skills – prioritising and decomposition of projects
- Evaluating digital solutions for improved user experience.

CAREERS: Artificial Intelligence Programmer, Data Analyst, Computer Programmer, Website Developer, Visual Designer, Software Developer, Android Technician and Information Technology Systems related positions.

Food and Fibre Production

AIMS: Learning the basic skills for the fundamental necessity of living. Students will be able to demonstrate a variety of skills in practical situations and relate this knowledge to real life circumstances.

CONTENT: *Students will undertake the following study:*

INTRODUCTION TO FOOD AND FIBRE PRODUCTION
During the term students will focus on: • Learn about the design process • Determine the importance of good hygiene and safety in a kitchen • Interpret recipes and basic cooking definitions • Investigate nutrition and its relationship to a healthy lifestyle • Analyses the Australian Guide to Healthy Eating • Produce, evaluate and make recommendations to improve work efficiency • Use a sewing machine to make simple items • Basic sewing skills

RESOURCES/TEXTS:

- Lunchbox/Container to carry cooking
- Pens

ASSESSMENT:

- Practical-Cooking and sewing
- Work Booklet

COSTS: Nil

CAREERS: Cook/Chef, seamstress

Design and Technology

AIMS: This course aims to begin to develop the skills required to successfully produce articles constructed in timber and related materials. Focusing on application and processing of joints, construction methods, surface and finishing process.

Students are challenged to design and develop products using technology skills and use information about materials to produce projects that meet detailed specification.

CONTENT: *Students will undertake the following units of study:*

INTRODUCTION TO DESIGN AND TECHNOLOGY
During the term students will focus on: • Introduction to Timber – Toy Boat • Introduction to Plastics – Photo Frame

RESOURCES/TEXTS:

- Workshop
- QLearn Database

ASSESSMENT:

- Online Safety Induction Testing
- Workshop Theory Booklet
- Practical Design & Construction of Projects

COSTS: Nil

CAREERS: Trade based apprenticeships, Industrial/Graphic Design.

Junior Performing Arts

AIMS: This foundational unit is designed to introduce the subject of Dance and Drama to students within a school context. This subject contributes to the development of self-confidence and social interaction, the development of memory and concentration, physical co-ordination and self-discipline. Dance and Drama can provide students with an extremely rewarding and fun form of exercise and self-expression and provides a learning environment that promotes imagination, critical thinking, cultural engagement, communication, creativity and problem-solving.

CONTENT: *Students will undertake the following units of study:*

INTRODUCTION TO PERFORMING ARTS – DANCE AND DRAMA ***(Students will study this unit during one of the terms in Year 7 or 8)***
• Safe Dance Practices • Body Awareness • Elements of Dance • Dance Movement Qualities • Choreographic Devices • Dance Terminology • Dance Styles • Purpose of Dance • Performance Techniques • Responding to Arts Works • Developing basic acting and improvisation skills • Core theory underpinning the study of drama – The Elements of Drama • Building confidence and ability in performing • Creating, devising and improvising dramatic action

RESOURCES/TEXTS: N/A

ASSESSMENT:

- Performance of a short teacher-taught dance routine and small choreography task
- Exam – Responding to Arts works
- Drama performance task

COSTS: Nil

CAREERS:

The study of the Performing Arts provides students with a range of skills transferable to a variety of vocational and future pathways. Performing Arts help create workers who are innovative thinkers, adept communicators and excellent team players.

The collaborative nature of the Arts as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups. Undertaking studies in Junior Performing Arts may lead to further studies and / or a career in the entertainment industry, education or advertising etc.

Media Arts

AIMS: Media Arts introduces students to the ways media texts communicate ideas, perspectives and meaning. Students explore how films and other media use visual and audio techniques to construct representations and engage audiences. They develop skills in analysing media texts and using media technologies and production processes to create their own media artworks.

CONTENT: *Students will undertake the following unit of study:*

AUSTRALIAN FILM STUDY ***(Students will study this unit during one of the terms in Year 7 or 8)***
Students explore how films use media language, including camera, sound and editing, to construct meaning and communicate ideas to an audience. Through a study of the Australian film Paper Planes, students investigate representations of identity, family, perseverance, achievement and success. Students learn how filmmakers make deliberate choices about camera shots and angles, framing, composition, sound, dialogue and editing to develop characters, create mood and influence how audiences respond. Students also apply their understanding of media language through practical media production. They plan and design an original storyboard that communicates a clear idea or theme to an intended audience. Students will develop skills in: • analysing how media techniques construct representations and meaning • identifying and explaining camera shots, camera angles, sound and editing techniques • explaining how media choices influence and position audiences • using appropriate Media Arts terminology • planning and sequencing a visual narrative • selecting media language to develop character, mood and theme • designing and annotating a storyboard • reflecting on and refining creative choices.

RESOURCES/TEXTS: Selected film clips and visual texts, storyboard templates, digital presentation/design tools and relevant media production resources.

ASSESSMENT:

- **Analytical Paragraph:** Students analyse a selected scene, explaining how media language such as camera, sound and editing is used to construct representations, create meaning and position an audience.
- **Storyboard:** Students individually design a panel storyboard that uses media language, including shot types, dialogue, sound and sequencing, to communicate a clear theme or idea to an audience.

COSTS: Nil

CAREERS: This course provides the foundation for those interested in a wide and varied field related to media production. Possible careers in the media include: director, producer, camera operator, sound recorder, editor, cinematographer, journalist, production designer, web designer, graphic designer, animator, games designer, news reader, public relations officer, advertising executive, or business manager.

Music

AIMS: The Music course at Laidley SHS is designed to provide students with learning experiences and achievable short-term goals that are in line with their long-term musical ambitions – vocational or recreational. Students are expected to participate in a variety of relevant, sequential activities to develop their skills performing, composing and analysing music.

CONTENT: *Students will undertake the following unit of study:*

MUSIC FOUNDATION

(Students will study this unit during one of the terms in Year 7 or 8)

By engaging with a variety of traditional and contemporary musical styles and genres, students will explore the fundamental principles of music making. They will develop their appreciation of music and gain confidence singing and playing the keyboard, guitar and drum-kit.

Students will focus on:

- Defining musical elements and revisiting standard notation – rhythm, metre, pitch, etc.
- Notating/performing short rhythmic and melodic patterns
- Reading piano and percussion scores (standard notation) and guitar chord diagrams
- Using voice, keyboard, guitar and drum-kit to rehearse and perform simple songs / pieces / harmonic progressions (1 - 2 parts).
- Analysing musical excerpts, using musical elements to discuss stylistic and/or genre specific characteristics (e.g., world music, contemporary music, programme music, etc.)
- Investigating traditional/contemporary musical ensembles (E.g., Symphony orchestra, jazz/rock/folk ensembles, etc.)

Selecting timbres, rhythms, pitch patterns, chords, textures, dynamics and tempi to create simple programmatic compositions. (Individual/Group work)

RESOURCES/TEXTS:

- A variety of texts, musical recordings and scores
- A variety of musical instruments
- Recording and sound technology equipment

ASSESSMENT:

- Musical analysis and evaluation tasks
- Composition tasks
- Small ensemble/Solo performances of songs/pieces related to repertoire studied in class
- Self and peer evaluations (performances and compositions)

COSTS: Nil

CAREERS: Some careers in the music and entertainment industries include:

- Composer/songwriter, Performer/D.J., Musical Director/Conductor, Music Teacher, Audio Engineer, Music Producer, Music Manager, Music Publisher, Promoter/Publicist, Music Journalist, Music Therapist

Visual Arts

AIMS: Introduction to the 'art mindset' seeks to familiarise students with the ways in which the elements of design are used to create the illusion of form and space in two-dimensional formats. This unit focuses on forming answers to the following question, "What is art, and how and where do we source inspiration in order to create images and forms?"

CONTENT: *Students will undertake the following units of study:*

INTRODUCTION TO VISUAL ARTS ***(Students will study this unit during one of the terms in Year 8)***
During the term students will focus on: • The elements of design in two-dimensional art • Experiments in drawing and painting media • Investigate the concepts of tonality, contour work, point perspective techniques and design techniques Students will then create a resolved Still Life drawing

RESOURCES/TEXTS:

- A4 Visual diary, black fine liner pen, HB lead pencils and basic stationary

ASSESSMENT:

- Visual diary worksheets and experimentation with elements and concepts. Plus, developmental drawings for major artwork.
- A3 Still Life drawing.
- Theory Booklet explicitly designed to teach the elements and principles of art used in artworks.

COSTS: Nil

CAREERS: Artist, designer, architect, photographer, teacher, media industries.