



*Aspiring Together
A World of Opportunities!*

LAIDLEY STATE HIGH SCHOOL

2017 - 2018

*Year 7-8 Subject
Information Booklet*

Ambition Self Belief Perseverance Integrity Respect Empathy

TABLE OF CONTENTS

Introduction	1
Students with Diverse Learning Needs	2
Study & Homework – The Simple Facts.....	3 - 5

CORE SUBJECT INFORMATION

English.....	7 – 8
Health & Physical Education.....	9 – 10
Languages: German or Japanese	11
Mathematics.....	12 - 13
Science.....	14
Humanities & Social Sciences: Geography & History.....	15 – 17

ELECTIVE SUBJECT INFORMATION

Dance	19
Drama.....	20
Economics & Business.....	21
Home Economics.....	22
Industrial Design & Technology.....	23
Media Studies.....	24
Music.....	25
Visual Arts.....	26

INTRODUCTION

Welcome to Laidley State High School and thank you for choosing our school to partner you and your child in the next critical phase of his/her learning journey. We look forward to working with you and your student as he/she continues to build his/her future.

Year 7 and 8 are the introductory and exploratory years of high school and during this time students undertake a diverse learning program that includes subjects from each of the eight key learning areas: English, Mathematics, Science, Studies of Society and Environment, Health and Physical Education, LOTE (German/Japanese), The Arts (Art, Dance, Drama, Music) and Technology (Business, Media and Information Communication and Technology, Home Economics, and Industrial Technology & Design).

The Junior Secondary Curriculum at Laidley State High School is structured to prepare students to meet the opportunities and challenges which young people will face in their future. Consequently we cater for the individual interests and abilities of students by providing them with an opportunity to participate in a curriculum which is flexible and broad-based, and where they can achieve success.

To achieve success we:

- *provide students with the opportunity and the environment to achieve their best educational outcomes;*
- *ensure a consistent focus on literacy and numeracy;*
- *deliver a relevant, evolving curriculum catering for the range of students in diverse ways;*
- *believe that quality professional development leads to improved teaching and learning;*
- *facilitate co-operative learning and encourage students to become independent learners and thinkers with the ability to contribute to group situations;*
- *position our students to take advantage confidently of changing technologies in a world characterised by constant change;*
- *develop the skills and desire for life long learning in our students;*
- *enable students to be active, reflective members of the Australian and global communities.*

The education of a child is a critical partnership between the student, the school and the parents/caregivers. We look forward to working with you as your child progresses through the Middle Phase of Learning - an exciting, rewarding and often challenging stage of the journey to adulthood. Underpinning everything we undertake is our commitment to:

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

CURRICULUM INFORMATION ORGANISATION

For each Key Learning Area, units are outlined in the handbook using the following format:

SUBJECT AIMS	This provides a brief overview of the educational objectives and desired student outcomes for the subject.
UNIT TITLE	Provides the focus for the unit and may include some areas of study/topics.
RESOURCES/TEXTS	Brief outline of possible materials/texts to be accessed.
PRE-REQUISITES	A recommended study pathway in this subject area.
ASSESSMENT	Outline of the instruments used to award achievement levels
COSTS	An indication of anticipated costs likely to be incurred in addition to the resources contribution.
CAREERS	An indication of potential career pathways in 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 particular aspects of a learning area. Whole-school intervention involves classroom teachers, learning support teachers and teacher aides working together to ensure curriculum design, teaching practices and quality assessment is provided to students who are experiencing difficulty 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 in order to commence, participate and complete course study requirements. Each case must be considered on an individual basis and decisions reached through consultation.

Where students are not meeting year level expectations in a particular key learning area an Individual Curriculum Plan (ICP) can be implemented. ICP's are provided to students who are working at a significantly lower or higher level than their same age cohort. ICPs are developed in consultation between the special education 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.

For gifted and talented students, ICP's are 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 Bandscales for EAL/D Learners.

HOMework

1. Homework is assigned by most teachers in most subject areas on a regular basis.
2. You are expected to complete all tasks within the given period of time.
3. Neglect of home tasks or refusal to do them may attract a consequence from the teacher/s.
4. Your school diary is to be taken to all lessons and homework entered in it as given by the teacher.
5. A guide to the amount of time you will ideally spend on homework is as follows:
 - i. Years 7 to 9: 1 - 1½ hours per night
 - ii. Years 10 to 12: 3 hours per night
6. There are three types of homework:
 - iii. **SET HOMEWORK:** This is work set by the class teacher and is to be completed for the day and period for which it is set.
 - iv. **STUDY HOMEWORK:** This is revision work and is your responsibility. Some time should be devoted each night to reviewing work which has been learnt previously to ensure that knowledge and understanding are retained.
 - v. **ASSIGNMENTS:** Plan ahead the time to spend on assignments so that you do not leave it to the last minute and run the risk of being late in submitting it. It is wise to complete your assignments over a period of time, not in one night!

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

<i>10 minutes later</i>	-	<i>Revise for 10 minutes</i>
<i>1 day later</i>	-	<i>Revise for 5 minutes</i>
<i>1 week later</i>	-	<i>Revise for 2-3 minutes</i>
<i>1 month later</i>	-	<i>Revise for 2-3 minutes</i>
<i>6 months later</i>	-	<i>Revise for 2-3 minutes</i>

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

In order to become **organised** you will need to consider:

- **WHERE** you study
- **WHEN** you study
- **WHAT** you study
- **HOW** you study



STUDY TIMETABLE						
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>

TERM ASSIGNMENT PLAN				
<i>Assignment</i>	<i>Subject</i>	<i>Teacher</i>	<i>Draft Due</i>	<i>Final Due</i>

For help with study techniques, contact your teacher or the schools Guidance Officer.

**WHEN YOU PARTICIPATE IN CLASS, ORGANISE HOMEWORK
AND STUDY ACTIVELY, YOU ARE WELL ON THE WAY TO SUCCESS**



I learn from my mistakes
I revise my notes each night
I use a variety of ways to learn
I am active in my study methods
I do things to help me remember
The time I spend studying is effective
I follow my study timetable in preparation for exams
I make useful summaries and study them before exams
I am able to pick out the main points from books or notes

STUDY TECHNIQUES

My homework is finished on time
I use a study/homework timetable
I correct the mistakes I make in my homework
I write down the homework I am given in class
I take home the books I need to do my homework
I work away from distractions such as TV and phones
I have a regular time and place for doing my homework
With large assignments I plan how I will complete them on time

HOMEWORK PATTERNS

I arrive on time for each class	I ask questions when I don't understand
I take notes regularly	I have books and materials I need for each class
I concentrate on the work I am given	I concentrate on what the teacher is saying
I answer questions I am asked by my teachers	I don't talk to other students when I shouldn't

CLASSROOM BEHAVIOUR

THE TRIANGLE TO SUCCESS



*Aspiring Together
A World of Opportunities!*

Core Subject Information

Ambition Self Belief Perseverance Integrity Respect Empathy

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:*

Year 7	
Unit 1 <i>Memoirs</i>	Unit 2 <i>Persuasive motivational speech</i>
Students read a range of excerpts from memoirs 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. For assessment, students write a memoir which centres on an abstract noun.	Students read, view and listen to a variety of texts that persuade readers and viewers to accept a viewpoint. They analyse the text structures and language features that position the audience to understand the different ways that people can be motivated. Students then write a motivational speech which they perform in front of the class.
Unit 3 <i>Imaginative recount</i>	Unit 4 <i>Poetry</i>
Students examine a novel to understand how viewers take up positions in relations to characters through choices in language. Students identify and explain text structures and language features that convey representations of character. They analyse the text to understand stated and implied meaning. For assessment, students represent the perspective of an alternate character at a scene from the novel. Alternatively, they can add a scene and represent the event from the perspective of one of the characters.	Students read and comprehend a variety of poems which represent different perspectives about issues. They will analyse and explain the choices which poet's make in creating perspectives and the effects that these choices have. They will work with a range of texts, learning how to represent them in alternate ways. They will be assessed via an exam as well as a panel discussion in which they discuss the effectiveness of a chosen poem or song.

Year 8	
Unit 1 <i>Dramatic Monologues</i>	Unit 2 <i>Short stories</i>
Students read excerpts from a novel that focuses on significant teen issues. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints. For assessment, students perform a dramatic monologue from the perspective of a teenage character to explore an issue taken from the novel.	Students read, view and listen to a variety of texts that create representations of issues in society. They analyse the text structures and language features that create these representations and position the audience in relation to the issues represented. Students then select a theme and write their own short story which represents that theme.
Unit 3 <i>Understanding representations of characters</i>	Unit 4 <i>Feature article</i>
Students examine a film to understand how meaning is created through choices in characterisation. They read and view a selection of script excerpts and film clips to interpret stated and implied meanings. Students identify and explain text structures and language features that convey representations of character. They analyse the impact of aesthetic features such as music, dialogue and costuming on an audience. Through a presentation to the class, students use persuasive language choices and supporting evidence to explain why one character's characterisation is more effective than another.	Students read and comprehend a variety of short stories which represent different perspectives about issues. They will identify and explain authors' language choices in short stories and understand how these choices are used for particular purposes and effects. Students will also read and understand a variety of feature articles to understand how text structures and language features are used to persuade an audience. In the assessment task, students will write their own feature article which uses evidence from short stories to support a point of view.

RESOURCES/TEXTS:

- English Alive Book 1 and 2
- English Elements Book 1 and 2
- Nelson Queensland English Book 1 and 2
- Queensland English Essential Book 1 and 2
- A variety of poetry texts
- Various Novels

ASSESSMENT:

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

COSTS: (In addition to the Resource Hire Scheme) 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: Students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the impact on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others' health and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

CONTENT: *Students will undertake the practical units of study (1 Semester Only). The written units are undertaken over a semester each.*

Year 7	
Written Units	
Unit 1 <i>Better Buddies</i>	Unit 2 <i>R U OK?</i>
<p><i>During the unit students will focus on:</i></p> <ul style="list-style-type: none"> • What about me? • Relationships and online safety • Stereotyping and popularity • Peer pressure • Rights, responsibilities and conflict resolution • Conflict resolution 	<p><i>During the unit students will focus on:</i></p> <ul style="list-style-type: none"> • What is mental health? • Self-esteem and self-worth • What is resilience? • Strategies for building resilience • How mood affects thoughts and actions. • Self-management of mental health. • Explore Support Networks available for those effected by Mental Health • Fears of seeking help • The importance of a good support network
Performance Units completed over the Semester	
<i>Team Building and Indigenous Games, Athletics, Touch Football and Volleyball</i>	

Year 8	
Written Units	
Unit 1 <i>Risky Business</i>	Unit 2 <i>Supporting Others</i>
<p><i>During the unit students will focus on:</i></p> <ul style="list-style-type: none"> • What is risk taking? • What is harm minimisation? • Drug Details? • Why smoke? • Looking at Alcohol • Real life consequences of alcohol • Dealing with situation • Laws around Drug use • Where to find information & assess its credibility 	<p><i>During the unit students will focus on:</i></p> <ul style="list-style-type: none"> • What is bullying? (social, emotional, short and long term effects) • Passive, aggressive and assertive behaviour (responding to a bully) • The negative effects of the overuse of technology Online activities and the associated risks involved Online bullying (impact and consequences of harassment online)
<i>Performance Units completed over the Semester</i>	
<i>Athletics, T-Ball, Football or AFL and Minor Games</i>	

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

ASSESSMENT:

- Written Exam
- Multimodal Presentation
- Performance Assessment

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

LANGUAGES: GERMAN OR JAPANESE

AIMS: To enhance student capacity to communicate effectively in the target language, using a range of spoken, written, graphic and other nonverbal means of expression. To develop a positive attitude to people of other languages, cultures and races as well as foster the notion of a multi-ethnic, multilingual and multi-racial society and world. Learning a LOTE introduces students to other languages as a means of accessing other peoples, ideas and ways of thinking; inspires interest in and respect for other cultures; intersects with a range of communication technologies; develops an array of transferable skills that support other areas of the curriculum.

CONTENT:

INTRODUCTION TO A LANGUAGE

(Students will study this unit for a semester)

Students will focus on:

- Responding to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material
- Constructing simple spoken and written texts in familiar contexts
- Noticing and comparing aspects of the target language and English and/or other familiar languages
- Noticing and comparing aspects of their own cultures and of the target cultures
- Language forms, functions, grammar and vocabulary are combined with process skills and strategies to make meaning

RESOURCES/TEXTS:

- Zickzack Neu 1 (German)
- Other teacher resources

ASSESSMENT:

- Exams
- Assignments
- Orals
- Power Point
- Dialogues

COSTS: (In addition to the Resource Hire Scheme) 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 are able to 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
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • 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. • 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 • Shape: construct 3D objects, draw 3D objects from different viewpoints • Using units of measurement: develop a formula to 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. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • 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. • 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 • 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. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • Money and financial mathematics: calculate and compare unit prices, investigate and calculate best buys with and without digital technology. • 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 and solve problems involving ratios. • 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: multiply decimals using written strategies, convert between fractions, decimals and percentage and express one quantity as a fraction or percentage of another. • Patterns and algebra: create and evaluate formulas to model relationships between two variables. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • 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: 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
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • The real number system: representing, comparing and ordering integers • Calculations: problem solving involving the four operations and integers • Percentages: making connections between percentages, fractions and decimals and applying this to percentage increase or decrease situations, and problem solving in a range of contexts including financial situations. • Index notation: expressing numbers in index, establishing the index laws with whole number bases and positive integral indices • Decimals: expressing rational numbers as terminating or recurring decimals • Irrational numbers: appreciate that irrational numbers can be expressed as infinite decimals • Probability: draw and interpret Venn diagrams to assign probabilities, state the complement of an event, use the complement to solving problems of probability, draw and use two-way tables to assign probabilities. 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • plot coordinates in the four quadrants of the Cartesian plane • represent linear data in graphical model • solve linear equations using algebraic and graphical techniques • use formulas to solve problems with perimeter and area • investigate the relationship between features of a circle (circumference, area, radius, diameter) • investigate irrational numbers. • apply the associative, commutative and distributive laws of algebra • simplify and factorise algebraic expressions • solve numerical problems • use mathematical reasoning 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • collect, analyse and displaying representative data • investigate types of data, appropriateness of display, calculated measures (mean and median), analysis and the effect of outliers. • solve problems involving time duration rates and ratio. • represent linear data in graphical model • solve linear equations using algebraic and graphical techniques 	<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none"> • solve linear equations using both algebraic and graphical techniques • verify solutions by substitution • factorise algebraic expressions • simplify algebraic expressions. • convert between metric units related to volume • establish formulas for calculating the volume of prisms • solve problems involving volume. • use transformations to investigate congruence of plane shapes • investigate congruence of triangles • establish the properties for congruence of triangles • establish the properties for congruence of quadrilaterals

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

ASSESSMENT: There will be 2 pieces of assessment per term including assignments or written tests.

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: The Australian science curriculum aims to ensure that students develop:

- an interest and curiosity in science
- an ability to investigate questions about the world using scientific inquiry methods
- an ability to communicate their scientific understandings and findings
- an ability to solve problems and make informed, evidence-based decisions
- an understanding of historical and cultural aspects of science
- a solid foundation in science knowledge and understanding of the biological, chemical, physical and earth and space sciences

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

Year 7			
<i>Physical Sciences</i>	<i>Biological Sciences</i>	<i>Earth and Space Sciences</i>	<i>Chemical Sciences</i>
<p>Students build on their knowledge of how forces affect motion to develop understandings of balanced and unbalanced forces and apply these to predict and justify conclusions about changes in motion.</p> <p>Students explore the effects of gravitational force on motion and consider the difference between mass and weight. They analyse forces involved in simple machines to understand mechanical advantage.</p>	<p>Students will classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification.</p> <p>Students will classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification.</p>	<p>Students will understand the relative positions of the Earth, moon and sun in space. Students will describe the rotations and orbits of the Earth and moon relative to the sun.</p> <p>Students will explore the relationship between the tilt of the Earth on its axis, its rotation and orbit around the sun and seasons.</p>	<p>Students consider the importance of water and the water cycle. They distinguish between mixtures, including solutions, and pure substances. Students compare a range of separation techniques and assess which techniques can be used for specific purposes.</p>

Year 8			
<i>Biological Sciences</i>	<i>Chemical Sciences</i>	<i>Earth and Space Sciences</i>	<i>Physical Sciences</i>
<p>Understanding the structure and function of plant and animal cells, through to the function of specialised cells and body systems within reproduction.</p>	<p>Investigating the three states of matter and the physical changes that occur between phases.</p> <p>Understanding differences between elements compounds and mixtures and how chemical changes result in the formation of new products.</p>	<p>Understanding the geological processes that shape the Earth.</p> <p>Investigating the formation of Sedimentary, igneous and metamorphic rocks and the impact of science on the environment.</p>	<p>Discovering that energy appears in different forms and causes change within systems.</p>

RESOURCES/TEXTS: Various texts and teacher resources.

ASSESSMENT:

- Practical reports
- Scientific reports
- Exams

CAREERS: This course provides a foundation for students to undertake year 9 science and for those interested in a career in the sciences, engineering, education or similar.

HUMANITIES & SOCIAL SCIENCES

GEOGRAPHY

AIMS: Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world;
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world;
- the ability to think geographically, using geographical concepts;
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills;
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

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

Year 7	
<i>Topic One</i> <i>Liveability</i>	<i>Topic Two</i> <i>Water and the World</i>
<ul style="list-style-type: none"> • Place and liveability • Environmental perception • Resource distribution • Accessibility to services • Geographical methodologies • Data collection and analysis 	<ul style="list-style-type: none"> • Water availability • Water case studies • Solving geographical challenges • Quality of water • Reliability of water supply • Uneven distribution of water • Flooding/excess water

Year 8	
<i>Topic One</i> <i>Landforms and Landscapes</i>	<i>Topic Two</i> <i>Changing Nations - Urbanisation</i>
<ul style="list-style-type: none"> • Basic geography of Australia • Basic mapping skills – BOLTS • Using scale on maps • Contour lines • Geomorphology 	<ul style="list-style-type: none"> • Human Geography • Population distribution • Economic and social change • Urbanisation • Population redistribution • Internal & international migration • Management of urban areas

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: Participation in excursions is strongly encouraged, usually one per year. Average cost is approximately \$15.

CAREERS: This course provides the foundation for those interested in a wide and varied field related to social and environmental services and many others, for example, foreign affairs, politics, tourism, public service, law, journalism, teaching, cartography, meteorology, climatology, armed services, urban and regional planning, environmental management, fisheries, G.I.S. (Geographic Information Systems), a number of positions within and across government departments and agencies such as the Department of Primary Industries, Department of Natural Resources, and the Environmental Protection Agency, and many other professions requiring skills in communication, research and analysis.

HISTORY

AIMS: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens;
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society;
- understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability;
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

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

Year 7	
Topic One <i>Investigating Ancient Mediterranean Worlds</i>	Topic Two <i>Ancient China</i>
<ul style="list-style-type: none"> • Historical investigation skills • Research skills • Notetaking, summarising, hypothesising • Ancient Egypt/Greece/Rome • Characteristics of ancient societies • ancient art, iconography, writing tools and pottery • Key features of ancient societies (farming, trade, social classes, religion, rule of law) 	<ul style="list-style-type: none"> • Defining characteristics of ancient China • Evidence for the emergence and establishment of ancient China (including art, iconography, writing tools and pottery) • Key features of ancient China • Significant individuals of Ancient China • Contacts and conflicts • Beliefs and values • Physical features

Year 8		
Topic One <i>Medieval Europe</i>	Topic Two <i>Black Death</i>	Topic Three <i>Medieval Japan</i>
<ul style="list-style-type: none"> • The Western and Islamic world - Medieval Europe (c.590 - c.1500) • Social, cultural, economic and political features of Medieval Europe • Dominance of the Catholic Church and the relationship between Islam and the West through the Crusades 	<ul style="list-style-type: none"> • Expanding contacts - The Black Death in Asia, Europe and Africa (14th century plague) • Health and medicine • Crime and punishment • 'Black Death' • Consequences of disease in Europe • System of punishment and reward in Medieval society. 	<ul style="list-style-type: none"> • Japan under the Shoguns (c. 794-1867) • Way of life in shogunate Japan • Social, cultural, economic and political features • Role of the Tokugawa shogunate in imposing a feudal system and environmental policies on Japan • Theories about the decline of the shogunate, including modernisation and westernisation.

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: Participation in excursions is strongly encouraged, usually one per year. Average cost is approximately \$15.

CAREERS: This course provides the foundation for those interested in a wide and varied field related to social and educational services, for example, foreign affairs, politics, public service, law, journalism, teaching, and many other professions requiring skills in communication, research, analysis and decision-making.



*Aspiring Together
A World of Opportunities!*

Elective Subject Information

Ambition Self Belief Perseverance Integrity Respect Empathy

DANCE

AIMS: This foundational unit is designed to introduce the subject of Dance 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 can provide students with an extremely rewarding and fun form of exercise and self expression.

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

INTRODUCTION TO DANCE

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

Breaking Down the Basics

- Safe Dance Practices
- Body Awareness
- Elements of Dance
- Choreographic Devices
- Dance Terminology
- Dance Styles
- Purpose of Dance
- Performance Techniques

RESOURCES/TEXTS: Dance: Count Me In
Various DVDs and CDs

ASSESSMENT:

- Performance of a short teacher-taught routine
- Choreography Task
- Exam
- Spelling

CAREERS: Undertaking studies in Dance may lead to further studies and / or a career in the entertainment industry, education or advertising etc.

DRAMA

AIMS: Drama explores and celebrates the human presence within real and imagined worlds. It connects students to their own creative process and provides opportunities for them to imagine themselves as others exploring beliefs, feelings, behaviours and relationships across diverse situations. Drama provides a learning environment that promotes imagination, critical thinking, cultural engagement, communication, creativity and problem-solving.

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

FOUNDATIONS

During the term students will focus on:

- Developing basic acting and improvisation skills
- Core theory underpinning the study of drama – The Elements of Drama
- Building confidence and ability in performing
- Interpreting character, action and meaning from scripts
- Creating, devising and improvising dramatic action

RESOURCES/TEXTS: n/a

ASSESSMENT:

- Improvisation
- Responding and Reflecting Journal

CAREERS: The study of drama provides students with a range of skills transferable to a variety of vocational and future pathways. Drama helps create workers who are innovative thinkers, adept communicators and excellent team players. The collaborative nature of drama 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.

ECONOMICS AND BUSINESS

AIMS: This subject will develop the ability of students to describe the interdependence of consumers and producers in the market.

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

INTERDEPENDENCE OF CONSUMERS AND PRODUCERS IN THE MARKET

During the term students will focus on:

- Consumers and producers as participants in a two-sector market
- Personal, organisational and financial objectives
- Characteristics of successful businesses
- Individuals and work.

RESOURCES/TEXTS: n/a

ASSESSMENT: For the assessment task, students are required to conduct an inquiry and propose alternative activity options that will enable a business to achieve its objectives and future business success. This assessment will consist of an in class assignment completed over four weeks.

COSTS: It is expected that students will maintain an appropriate amount of print credit at all times.

CAREERS: General office administration, Administrative Assistant, Junior Clerk

HOME ECONOMICS

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 HOME ECONOMICS

During the term students will focus on:

- Determine the importance of good hygiene and safety in a kitchen
- Interpret recipes and basic cooking definitions
- Learn to cook simple recipes
- 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
- 20cm of fabric

ASSESSMENT:

- Exam
- Practical-Cooking and sewing
- Work Booklet
- Poster

CAREERS: Cook/Chef, seamstress

INDUSTRIAL DESIGN & 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 INDUSTRIAL DESIGN AND TECHNOLOGY

During the term students will focus on:

- Introduction to materials and design of Timber Joints - Lidded Wooden Box
- Measurement and angles – Photo Frame
- Introduction to Manufacturing - Wire / PVC hanger
- Design process – Mobile Phone Charging Cradle
- Construction – Tool Caddy or Stuff Box

RESOURCES/TEXTS:

- Workshop
- OnGuard Safety Database

ASSESSMENT:

- Online Safety Induction Testing
- Written Design Folios
- Practical Design & Construction of Projects

CAREERS: Trade based apprenticeships, Industrial/Graphic Design.

MEDIA STUDIES

AIMS: Media Studies is an arts subject that constructs and analyses visual methods of storytelling including films, television shows, music videos and animations. It instructs students how to use a variety of information communication technologies (ICTs).

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

ONCE UPON A FAIRY TALE

Students will study the basics of media production through a study of stop motion animation. Students will learn about stop motion animation techniques and practices, the history and background of animation and analyse and respond to examples of stop motion animation.

Students will also engage in a number of practical areas throughout the unit. Students will have the opportunity to design a storyboard and use film editing software to produce a stop motion animation using Lego.

Students will learn the following skills:

- How to design pictures for the screen by creating a storyboard
- How to use correct lighting.
- How to use video editing software.
- How to record sound and use music and sound effects.
- How to take digital photographs

RESOURCES/TEXTS: Class sets of cameras, microphones and film equipment.

ASSESSMENT:

- **CREATING (DESIGN):** Creating a storyboard individually for a stop motion animation using Lego
- **PRESENTING (PRODUCTION):** Producing a 1 minute stop motion animation using Lego in groups
- **RESPONDING (CRITIQUE):** Analysis of stop motion practices and representations of characters from an excerpt of an animation
- **REFLECTION:** Reflection about the unit and their work throughout the unit

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 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 (eg. world music, contemporary music, programme music, etc.)
- Investigating traditional/contemporary musical ensembles (Eg. 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)

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 two-dimensional mixed media piece that uses spatial concepts

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
- A 2D mixed media artwork

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