



*Aspiring Together
A World of Opportunities!*

LAIDLEY STATE HIGH SCHOOL

2023 - 2024

*Year 7-8 Subject
Information Booklet*

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

ELECTIVE SUBJECT INFORMATION

Digital Technologies	19
Economics and Business.....	20
Home Economics.....	21
Industrial Design and Technology.....	22
Junior Performing Arts	23
Media Arts	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, Junior Performing Art, 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 lifelong 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

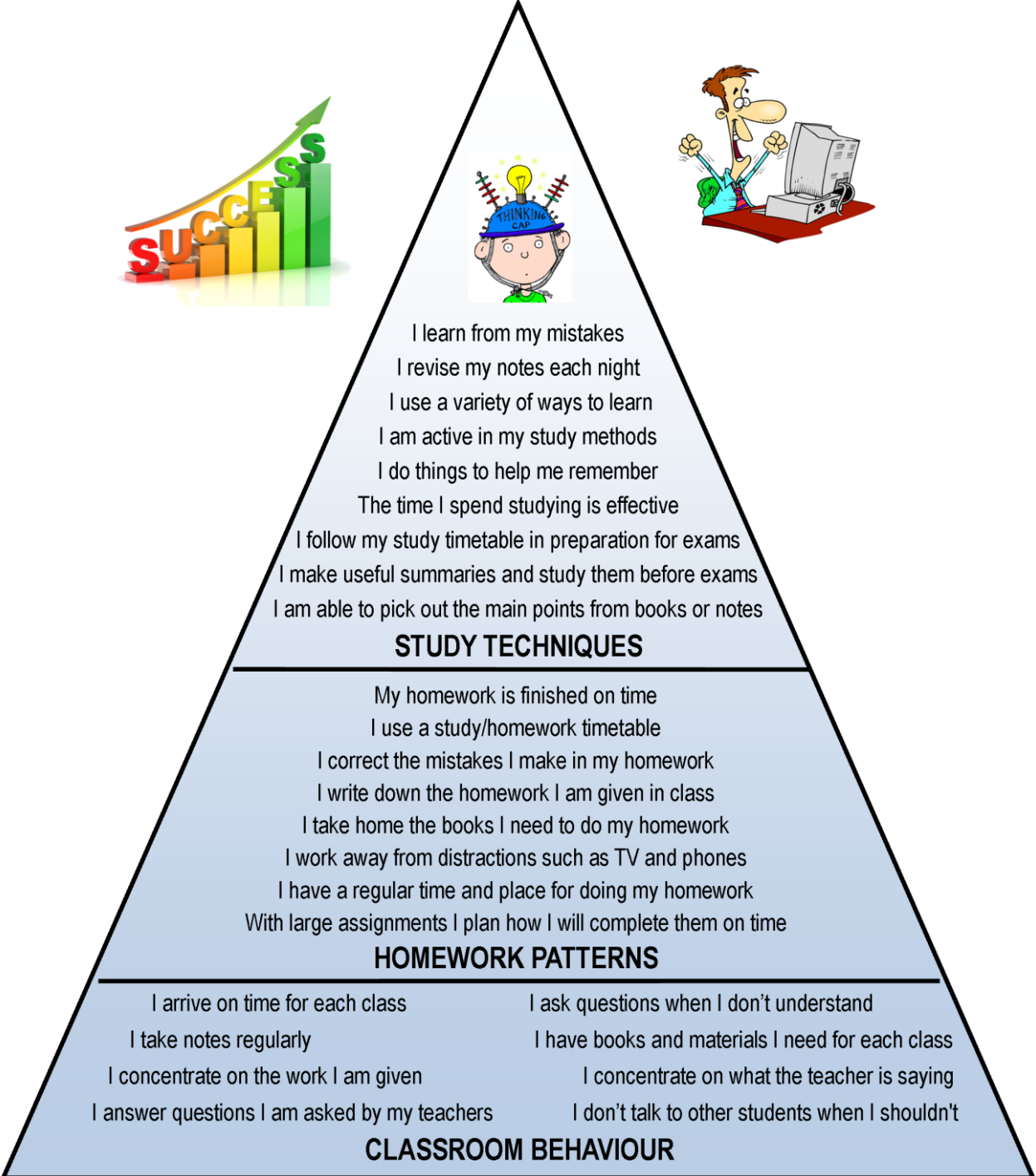
STUDY TIMETABLE						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

TERM ASSIGNMENT PLAN

TERM ASSIGNMENT PLAN				
Assignment	Subject	Teacher	Draft Due	Final Due

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 THEWAY TO SUCCESS



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	
<p><i>Interpersonal Relationships</i> <i>Memoir</i></p>	<p><i>Interpersonal Relationships</i> <i>Stories of Origin</i></p>
<p>Students explore autobiographical narratives, including picture books through reading and analysing texts. They identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event. Students create a literary memoir inspired by an abstract noun, adapting stylistic features of literary texts.</p>	<p>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. For assessment, students create a story that explores their own beginnings.</p>
<p><i>Ethical Dilemmas</i> <i>Persuasive Writing</i></p>	<p><i>Ethical Dilemmas</i> <i>Advertising</i></p>
<p>Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices that influence a reader to form opinions or judgments. Students write and share a point of view and justify it using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view.</p>	<p>Students examine advertising to understand how viewers take up positions through choices in language and visual representations. Students identify and explain text structures and language features that convey representations. They analyse the text to understand stated and implied meaning. For assessment, students complete an in-class advertisement analysis.</p>

Year 8

<i>Ethical Dilemmas</i> <i>My Place</i>	<i>Ethical Dilemmas</i> <i>Short stories</i>
Students examine drama scripts to understand how texts are constructed and meaning is created to engage and influence audiences. They identify, analyse and explain text structures and language features of scripts that convey character, plot and issues. They examine characters and differing viewpoints on ethical issues raised in the texts. Students will write a series of journal entries that explore the theme of their chosen text.	Students read, view and listen to a variety of texts, including poetry, 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. For assessment, students will transform a poem discussed in class to an original narrative representing a theme from the poem.
<i>Interpersonal Relationships</i> <i>Representations in the Media</i>	<i>Interpersonal Relationships</i> <i>Film Codes</i>
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.	Students are exposed to a variety of film texts and analyse how characters are created and represented using a variety of film codes as features. Students analyse how a variety of protagonists and antagonists are created and represented in a variety of film texts. For assessment, students will present a multimodal comparative speech where they will analyse and discuss how characters are created to represent the antagonist and protagonist in a film.

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
- 2 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 following units of study: (HPE is studied for 1 Semester).*

Year 7	
Written Units	
Unit 1 <i>The Best Me</i>	Unit 2 <i>Play it Safe</i>
<p><i>During the unit students will focus on:</i></p> <ul style="list-style-type: none"> • Personal development • Building relationships • Stereotyping and peer pressure • Resilience • Self-esteem and confidence • Mental Health 	<p><i>During the unit students will focus on:</i></p> <ul style="list-style-type: none"> • Puberty • Understanding changes of the body • Understanding changes to emotions • Personal hygiene • How to manage transitions • Dealing with emotional changes
Performance Units completed over the semester	
<i>Team Building and Indigenous Games, Athletics, Touch Football and Volleyball</i>	

TOUCH EXCELLENCE PROGRAM: Students have the opportunity to be involved in the Touch Excellence Program. Students will be invited to join the program if they have a passion and talent for competitive sport. Practical components of the course will involve the development of fundamental touch skills initially and progress to advanced game play and tactics, with the aim of better preparing students for District, Regional and State Touch Football competitions. Students will also engage in the mainstream theoretical health and physical education units.

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, smoking and vaping• Real life consequences of alcohol and drugs• Dealing with situations• Laws around drug use• Where to find information & assess its credibility• Food and unhealthy eating / overeating	<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)
Performance Units completed over the semester	
<i>Athletics, T-Ball, Football (Soccer) and Ultimate Disc</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.

TOUCH EXCELLENCE PROGRAM: Students have the opportunity to be involved in the Touch Excellence Program. Students will be invited to join the program if they have a passion and talent for competitive sport. Practical components of the course will involve the development of fundamental touch skills initially and progress to advanced game play and tactics, with the aim of better preparing students for District, Regional and State Touch Football competitions. Students will also engage in the mainstream theoretical health and physical education units.

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

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:

- 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>Students develop understandings of:</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. • 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. • 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. 	<p><i>Students develop understandings of:</i></p> <ul style="list-style-type: none"> • 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. • 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>Students develop understandings of:</i></p> <ul style="list-style-type: none"> • 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 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. 	<p><i>Students develop understandings of:</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

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • 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 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. 	<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • 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. • 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. 	<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • 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 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. 	<p><i>Students have opportunities to develop understandings of:</i></p> <ul style="list-style-type: none"> • 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 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: There will be 3 pieces of assessment per semester including 1 assignment and 2 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			
Physical Sciences	Biological Sciences	Earth and Space Sciences	Chemical Sciences
Students will investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.	Students will investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys. Students will use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations.	Students will model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.	Students will use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance. Students will use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures.
Year 8			
Biological Sciences	Chemical Sciences	Earth and Space Sciences	Physical Sciences
Students will recognise cells as the basic units of living things, compare plant and animal cells, and describe the functions of specialised cell structures and organelles. Students will analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual.	Students will classify matter as elements, compounds or mixtures and compare different representations of these, including 2-dimensional and 3-dimensional models, symbols for elements and formulas for molecules and compounds. Students will compare physical and chemical changes and identify indicators of energy change in chemical reactions.	Students will investigate tectonic activity including the formation of geological features at divergent, convergent and transform plate boundaries and describe the scientific evidence for the theory of plate tectonics Students will describe the key processes of the rock cycle, including the timescales over which they occur, and examine how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their use.	Students will classify different types of energy as kinetic or potential and investigate energy transfer and transformations in simple systems.

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>Water in the World</i>	<i>Topic Two</i> <i>Liveability</i>
<ul style="list-style-type: none">• Forms of water and the water cycle• Climate and water• Water as a resource• Water connects and affects places• Value of water• Water in Australia• Natural hazards and water	<ul style="list-style-type: none">• Place and liveability• Environmental perception• Resource distribution• Accessibility to services• Geographical methodologies• Data collection and analysis
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• Grid referencing	<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 \$25.

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	
<i>Topic One Deep Time History of Australia</i>	<i>Topic Two Ancient China</i>
<ul style="list-style-type: none"> • Historical investigation skills • Research skills • Notetaking, summarising, hypothesising • Theories about early human evolution and migration • Causes and effects of the arrival of early First Nations Australians on the Australian continent • How First Nations Australians are the world's oldest continuing cultures • How First Nations Australians have responded to environmental processes and change • Social organisation and cultural practices 	<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>Vikings - (c.790 - c.1066)</i>	Topic Two <i>Medieval Europe</i>
<ul style="list-style-type: none">• Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade• The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson• The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society• Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion	<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• Health and medicine• Crime and punishment• 'Black Death'• Consequences of disease in Europe• System of punishment and reward in Medieval society

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 \$25.

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

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 investigate:

- Components of a digital information system including hardware, software and peripherals
- Types of programming languages including basic webpage development using HTML and CSS
- Types of networks including wired, wireless and mobile
- Programmable Technologies including the use of Codebug, Q Scout, MircoBit, MaxBot and Sphero Spark+
- Privacy and security issues and legal obligations associated with these devices.
- Evaluation of programmable devices in terms of meeting needs, innovation and sustainability to improve the user experience.

RESOURCES/TEXTS: Students will be completing guided lessons via Stile, our schools online learning platform. Students are encouraged use their own smart device for the purpose of programming and controlling subject robots.

COSTS: Students may choose to develop digital solutions that require low-cost external materials.

ASSESSMENT: The Digital Technologies curriculum comprises of two strands; Knowledge and Understanding and Processes and Production Skills.

The individual assessment task is conducted in class over five weeks. The assessment allows students to demonstrate the two strands by;

- Explaining different types of networks and their defined purposes.
- Comparing the reliability and speed of transmitting data through wireless, wired and mobile
- Project management skills –prioritising and decomposition of projects. networks.
- Generating & designing, producing & implementing a digital solution using a programmable robot.
- Evaluating digital solutions for improved user experience.

CAREERS: Computer Programmer, Website Developer, Visual Designer, Software Developer, Android Technician and Information Technology Systems related positions

ECONOMICS AND BUSINESS

AIMS: Economics and business encourages students to explore how individuals, groups, businesses and governments interact with each other in markets. They also discover how producers interact with consumers by providing goods and services that meet their needs and wants.

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
- Characteristics and skills of an entrepreneur
- Individuals and work

RESOURCES/TEXTS: n/a

ASSESSMENT:

- A short-answer exam
- An inquiry project to propose alternative activity options that will enable a business to achieve its objectives and future business success

CAREERS: Economist, business owner, entrepreneur, financial planner, financial advisor

HOME ECONOMICS

AIMS: This course aims to begin to develop the skills required to successfully produce items made from food and fabric.

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

CONTENT: *Students will undertake the following study:*

INTRODUCTION TO FOOD STUDIES AND TEXTILES

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
- 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 construction skills

RESOURCES/TEXTS:

- Lunchbox/Container to carry cooking
- Pens

ASSESSMENT:

- Practical-Cooking and sewing
- Work Booklets

CAREERS: Hospitality based apprenticeships, cook/chef, seamstress, designer

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
<p><i>During the term students will focus on:</i></p> <ul style="list-style-type: none">• Introduction to Timber – Toy Boat• Introduction to Plastics – Photo Frame

RESOURCES/TEXTS:

- Workshop
- OnGuard Safety Database

ASSESSMENT:

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

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

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 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:*

STOP MOTION MAGIC

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:

- **MAKING (DESIGN):** Creating a storyboard individually for a stop motion animation using Lego
- **MAKING (PRODUCTION):** Producing a 1-minute stop motion animation using Lego in groups
- **RESPONDING:** Analysis of stop motion practices and representations of characters from an excerpt of an animation

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 (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 within the landscape genre. This unit focuses on forming answers to the following question, "Can beauty be found in the landscape around us and how do you create this beauty using mixed media techniques?"

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 and principles of design in two-dimensional art
- Experiments in drawing and painting media
- Learning how to analyse, evaluate and justify viewpoints on their own and other artworks
- Students will then create a portfolio of mixed media landscapes

RESOURCES/TEXTS:

- Black fine liner pen, HB lead pencils and basic stationery including colour pencils

ASSESSMENT:

- Worksheets and experimentation with elements and concepts.
- 4 mixed media landscape artwork A5 in size
- Theory Booklet explicitly designed to teach the elements and principles of art used in artworks

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