Dear Parents/Caregivers

This **Year 8 Booklet** has been designed to provide you and your student with information which we hope will explain the course of study your student will take in Year 9.

Woree State High School has a proud tradition in the development of fine young Australians who contribute significantly to the local and global community in which we live. Our school has a commitment to quality curriculum and quality teaching.

The learning framework articulated below reflects our commitment to quality curriculum design through a seamless responsiveness to the needs of our students, community, industry and government.

At Woree we actively work to prepare students for their future through focusing on skills for successful participation in the 21st Century.

In 2013, the Australian Curriculum was introduced from Prep to Year 10 in English, Mathematics, Science and History. In 2014, Geography was introduced to Queensland schools. In other subject areas the Essential Learnings from the Queensland Curriculum, Assessment and Reporting Framework will continue to be used. The Australian Curriculum, Assessment and Reporting Authority (ACARA), an independent statutory body, is responsible for the development and administration of this national curriculum, the national assessment of student achievement and the reporting of school educational outcomes.

The Australian Curriculum has been introduced in response to an agreement between all Australian Ministers for Education in which they commit ‘to supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens’ and to promoting equity and excellence in education.

The Years 7, 8 and 9 curriculum is delivered through 8 Key Learning Areas (KLAs) to ensure students receive a challenging, engaging and comprehensive education.

The Australian Curriculum describes what young Australians should learn as they progress through schooling. It is the foundation for their future learning, growth and active participation in the Australian community. It sets out essential knowledge, understanding, skills and capabilities and provides a national standard for student achievement in core learning areas. To this end, students have the opportunity to study a wide range of subjects and this experience will assist them to choose subjects wisely now and in the future.

The **Subject Curriculum Trees booklet**, an overview of all subjects offered at Woree State High School, shows the transition from Year 7 to Year 12. It provides possible career options via TAFE or via university entry. The aim of this SCT booklet is to assist both students and parents/guardians in developing an understanding of courses available and possible career choices.

I urge you and your student to read this booklet carefully.

Tim Black  
**Deputy Principal**
JUNIOR SECONDARY PHILOSOPHY

Our Junior Secondary Philosophy is embedded within the overall school vision of “Quality and Equality”: Quality in teaching and learning and Equality in educational opportunity.

The Junior Secondary Philosophy is based around the provision of a seamless curriculum supported by strong, positive relationships with increased opportunities and learning outcomes for students.

Our aims are to maintain student enthusiasm for learning and build self-esteem so that school and learning is a positive and meaningful experience, preparing the student for the multiple pathways of senior schooling.

There are 6 key principles to Junior Secondary

1) Distinct Identity

Junior Secondary students at Woree State High School engage, achieve and excel through a strong sense of belonging and group identity within the wider school.

Year 7 students will:-
• belong to and mostly learn in the Junior Secondary Precinct – C Block. This area contains 6 refurbished classrooms equipped with interactive data projectors
• have core classrooms where their core subjects will be taught.
• have a dedicated eating and play area within the co-locations of year 7 classrooms to be located around C block

Year 7 – 9 Students will:-
• have a distinctive uniform for Junior Secondary.
• have fewer Core (Maths, Science, English, Humanities, HPE) teachers through Junior Secondary to enhance relationships and stability, transitioning into the Senior School. (Year 11 &12)
• be in year level form classes
• have success celebrated and recognised at the Junior Secondary level as well as across the whole school when appropriate
• be offered regular break time activities

The Junior Secondary Leadership Team will run:-
• Junior Secondary school parades
• assist WSHS sports captains in running of annual sports’ events i.e. swimming carnival, cross country and athletics day
• assist with the Year 7 Welcome BBQ and Information Evenings

2) Quality Teaching

Research-based Teaching and Learning is a key priority in Woree State High School’s Explicit Improvement agenda. An in depth knowledge of the students’ learning requirements will determine the optimum mix of Explicit Teaching, Foundation Learning, Direct Instruction, Embedded Direct Instruction Programs and Inquiry-based learning to optimise student learning outcomes.

Junior Secondary staff at Woree State High School are organised into a professional teaching team that has specific knowledge about working collaboratively with the early adolescent student.

The Junior Secondary Teaching Team will:
• employ collaborative practices in developing and implementing quality teaching programs
• use data collected from NAPLAN, PAT-r, PAT-m, TORCH and OneSchool to have an extensive knowledge of the learner
• have an explicit understanding of the needs and concerns of adolescent learners within their curriculum design and delivery.
• engage students using ICT resources and tools that complement learning and assessment experiences
• implement the Australian Curriculum, and provide a structure that ensures coverage of curriculum areas, a ‘rounded’ curriculum, access to electives and an engaging curriculum program for students
• draw on their knowledge of the needs and issues that face early adolescence
• ensure that students transitioning to high school, participate in appropriate learning experiences, within clearly defined academic and behavioural expectations and thus enjoy success that extends beyond that of their primary schooling.
• use the shared language and pedagogical framework of Dimensions of Learning to underpin all teaching and learning
• develop explicitly structured lessons that cater for early adolescence
• connect with a wide variety of programs aligned to the differentiated needs of students, programs including Accelerated Learning in Numeracy and/or Literacy & the Special Education Program

3) Student Wellbeing

Student wellbeing can be defined as a sustainable state characterised by:-
• predominantly positive feelings and attitudes,
• positive relationships at school,
• resilience,
• self-optimisation and
• a high level of satisfaction with learning experiences.

Woree State High School has a “Code of Behaviour” that identifies

**Effort, Self-responsibility, Safety and Respect.**

As a place of learning, Woree State High School values

*Respect, Responsibility, Fairness, Honesty, Commitment and Quality.*

The embedding of this “Code of Behaviour” and these “Values” has at its’ core, the expressed desire of creating a school culture of students interacting with respect, and of creating caring relationships. This culture is driven by our Positive Behaviour for Learning (PB4L) Team.

At Woree State High School, there is an observable commitment to supporting the emotional health and wellbeing of all students.

The transition from primary to lower secondary is a time when some students can become less engaged with their schooling. Consequently, the systems and support networks in place at Woree State High School have the critical goal of assisting students to feel connected, and ultimately be a “Woree Warrior”.

The school’s curriculum and learning environment has been aligned with the ‘Learning and Wellbeing Framework’ which acknowledges individual differences and provides opportunities for individual students to succeed through :-
• the Positive Behaviour for Learning (PB4L) Team providing lessons to teachers that clearly sets the school’s vision for expected behaviour (Ongoing process)
• Rewarding good behaviour through our planner and end of term/weekly ‘VIVO’ rewards system
• The School Captains running an anti-bullying and cyber safety agenda
• The Personal Development Program (PNL) run as part of HPE.

Student wellbeing at Woree State High School caters for a rich diversity of cultures and is nurtured through a wide range of extracurricular programs and activities including:-
• “11s 4 7s” peer mentoring program run by Year 11 students explicitly for Year 7 students
• a comprehensive **Student Support Services Team** of key professional and para professional support staff in the school, which meets weekly to respond to and act upon referrals made concerning individual students’ learning and/or emotional health and wellbeing.
• STOP, WALK, TALK…. acting on reports of bullying.
• daily form group, to allow a supportive relationship to develop with their form teacher, enhance the pastoral care of the group
• home rooms - minimal movement of the Year 7 classes away from their home classroom
• Year 7, 8 and 9 **Student Support Services Officers** (SSSOs)
• Stage Band and Marching Band
• Sporting Teams
• Student Council
• Study Centre
4) Parent and Community Involvement

High levels of parent and community involvement are identified as one of the key characteristics of an effective school. To this end, Woree State High School encourages parents to take a genuine and close interest in the work of the school and their children.

Parents and community members can do this by:
- Attending Information evenings
- Joining the Parents and Citizens Association
- Engaging with the Woree State High School website and phone app
- Engaging with letters, mail outs and newsletters containing relevant information
- Taking a role in their student’s learning through discussing, monitoring and supporting our transition process. Family involvement in the transition events (as outlined earlier) is an important factor in producing a successful and positive transition process

5) Leadership

Woree State High School recognises the importance of adolescents having opportunities to:
- Take on new challenges
- Take on Leadership Roles
- Build self-esteem through success
- Mentor others
- Become a Student Council Representative

6) Local Decision Making

It is common practice at Woree State High School for Junior Secondary students to participate in an induction program, learning our history and the “Woree 4”.

*Respect, Effort, Safety and Self Responsibility*

This commences a lifelong sense of belonging to the school and acknowledgement of the saying, “Once a Woree Warrior, always a Woree Warrior.”.

The personal and civic qualities of a Woree Warrior have evolved through the school developing policies and practices in response to the perceived particular needs and aspirations of the students, the school and of the wider community.

The Head of Department Junior Secondary will chair the team of curriculum Heads of Department and will lead the Junior Secondary Teaching Team to review and develop the Junior Secondary Curriculum.
Woree State High School Junior Secondary teachers will use a range of individualized assessment instruments (PAT-r, PAT-m, NAPLAN, TORCH, OneSchool Dashboard) to assess where our students are up to in their learning, including identification of:

- their current knowledge & skills,
- any learning difficulties and
- misunderstandings,

to identify entry points for teaching.

This data will enable Junior Secondary teachers to:-

- “teach to the learner”
- accelerate individual learning in preparation for Secondary Schooling
- continue with the established programs currently embedded in the local primary schools e.g. Reading Strategies, Spelling Mastery and Foundations Mastery Programs.

**Year 7-12 CURRICULUM STRUCTURE**

Our curriculum is structured to provide a seamless learning experience from Year 7 to 12. The curriculum has been deliberately structured to provide progression to tertiary study, further education or work.
CONTACT: Head of Special Education Services – Mrs Jill McFarlane

Special Education teaching staff design highly individualised programs for students who qualify for assistance. The programs will be negotiated with the Head of Special Education Services. An appointment with the Head of Special Education Services is essential so as to plan a student’s program prior to the commencement of the school year. Individual student programs may be entirely mainstream, that is consisting of the subjects listed in this booklet. Other student programs may be delivered by Special Education staff; some Special Education Programs are designed with a combination of both. Students working within the Special Education Program will be supported by Special Education teachers and teacher aides where necessary.

Special Education Programs have been developed using the Australian Curriculum and the Curriculum to Classroom programs, as well as the implementation of research relating to the learning needs of students with special learning needs.

The Special Education Programs include:
- Literacy - including communication
- Numeracy
- Life Skills – including community access, cooking, first aid, home management skills
- Personal Development including hydrotherapy, information communication and technology skills, health and physical education
- Study Skills – including assignment and homework support
- The Arts – including music, drama and movement
- Work Related Skills – including work experience, enterprise programs, volunteering skills, transport training

Student programs are monitored and transition from school to life after school pathways planning begins formally in Year 10. Discussions around student futures begin when young people are transitioning in to secondary education.

Students who undertake a mainstream program are monitored by a case manager. The case manager works with teaching staff to ensure mainstream subjects are adjusted to meet the learning needs of the student.

Students whose programs are within the Special Education program work towards the attainment in Year 12 of a Queensland Certificate of Individual Achievement awarded through the Queensland Studies Authority.

Instrumental music is a wonderful creative outlet for students who are looking to broaden their musical experiences. Instrumental music is active and involved! Students participate in many special occasions and functions within the school and we also participate in many outside festivals and music camps. The course aims at students achieving a high level of competency on a chosen instrument as well as developing ensemble experience by participating in the school ensembles. Students wishing to continue music studies at university are strongly urged to take instrumental music. A small fee of $50.00 will cover registration to a specialist lesson program, departmental instrument (subject to availability & if required) and ensemble music for the year.

Planned Excursions:
Various public performances throughout the year (examples include, Cairns Show, Cairns Festival Parade & Edmonton ANZAC Day)
Contact: Ms Mary Clarke

Rationale:

Literacy and numeracy are essential skills for students in becoming successful learners at school, as a foundation for success in life beyond school, and in preparing them for their future roles as family, community and workforce members.

Aims

Using the P-10 Literacy and Numeracy Indicators which are informed by the Australian Curriculum we aim to develop, support and monitor students’ literacy and numeracy learning.

Content/Course Outline

Analysis of individual student data as they begin at Woree SHS determines if their level of literacy and numeracy is adequate for them to be able to access the secondary curricula. Existing data from their previous years or data collected by administering diagnostic tests is used to recommend identified students for additional literacy or numeracy classes. For these classes students are withdrawn from Humanities lessons with parents having a chance to opt out. Additional classes are created to close gaps in student knowledge or skills or to extend students already achieving at a high level. Classes are created on the basis of need and staffing availability.

In Literacy classes, the students will have the opportunity to improve their skills in spelling, reading and writing. The content of these lessons are based on the Literacy Indicators developed from the Australian Curriculum and on pre-testing that will indicate gaps in students’ skills and knowledge. In Numeracy classes the students have the opportunity to improve their knowledge, understanding and skills in number, measurement, space, algebra and statistics as well as basic mathematical problem solving.

Types of Assessment

Assessment for learning is the key focus in the literacy and numeracy classes. In assessment for learning, teachers use the classroom assessment process of Checking for Understanding and the continual flow of information about student achievement that it provides in order to advance, not just check on, student learning. Some assessment of learning is used to make judgments on students’ achievement for the purpose of deciding if the student has reached their negotiated goals and also for reporting achievements to parents.

Teaching: Lessons will be taught using Direct Instruction or Explicit Teaching with ongoing Consolidations so that students have the chance to develop automaticity in base skills. They will be taught by a team of Learning Support staff including teachers and teacher aides. All students in these classes will have set goals to achieve and these will be regularly reviewed. Where possible the programs are individualised to suit student needs. Students can be also supported by Learning Support staff in mainstream classrooms, in alternate programs or a combination of both.

Communication: Parents and Carers are very welcomed partners in the planning process for students and are actively encouraged to participate by communicating with the class teacher or the Head of Department. It is especially useful for us to know of any prior assistance your child has received in other schools or any assessment of learning difficulties that has been carried out by external agencies for example, a paediatrician or occupational therapist. So please let us know any extra important information about your student on enrolment. If your child is assessed as needing additional literacy or numeracy classes you will be notified by letter.

To find out more about how the Literacy Program at Woree State High School may assist your child please contact the Head of Learning Support for an appointment on 40815222.

Planned Excursions: nil
Year 8

CORE SUBJECTS

Students must study:

- English  ENG
- Mathematics  MAT
  - Mathematics  MAX
  - Mathematics Extension  MAX
- Essential Mathematics Course  EMC
- Science  SCI
- Humanities (History & Geography)  HUM
- Health and Physical Education  HPE
- Personal Development Plan  PNL
**Contact:** Mrs Linda Jones  
**Timetable Code:** ENG

**Rationale:** The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. The study of English assists individuals to learn to analyse, understand, communicate with and build relationships with others and with the world around them. It also helps young people develop the knowledge and skills needed for education, training and the workplace while assisting them to become ethical, thoughtful, informed and active members of society. Participation in many aspects of Australian life depends on effective communication in **Standard Australian English**. English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. English values, respects and explores the contribution of Aboriginal and Torres Strait Islander peoples, their literature and literary heritage. It also emphasises Australia’s links to Asia.

**Aims:** The Australian Curriculum: English aims to ensure that students:
- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

**Year 8 Content/Course Outline**

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support growing understanding and use of Standard Australian English (English). Together the three strands focus on developing student knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:
- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literature
- **Literacy:** expanding the repertoire of English usage.

In Year 8, students communicate with peers, teachers, individuals, groups and in a range of face-to-face and online environments, in both familiar and unfamiliar contexts. They will understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students will explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students will interpret texts, questioning the reliability of sources of ideas and information. They will select evidence from the text to show how events, situations and people can be represented from different viewpoints. Students will listen for and identify different emphases in texts, using that understanding to elaborate on discussions.

Extra time for the systematic delivery of both Embedded Direct Instruction Programs (EDIP) and the Australian Curriculum have been provided for students studying English for both year 7 and 8 students at WSHS. Explicit Teaching, chunking information, peer conferencing, using language orally and practicing of English language skills are used in order to ‘build English language skills while simultaneously delivering the content of the Australian Curriculum.’ (Australian Curriculum, 2016).

The following is a list of units studied in Year 8:
- **Unit 1:** Understanding how texts represent culture, values and the human experience
- **Unit 2:** Imaginative response to novel
- **Unit 3:** Understanding how meaning is created in a television drama text
- **Unit 4:** The Short Story

**Types of Assessment include:** In-class tests, Oral Deliveries and Written Assignments

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**Planned Excursions:** Nil
Rationale: Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Aims: The Australian Curriculum: 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.

At Woree State High School, students will develop a strong grounding in the basics of numeracy and have the opportunity to maximise their ability through a range of different teaching and learning strategies. Tasks and investigations are planned and implemented with an emphasis on life related situations, preparing students for everyday maths decisions they will encounter later in life. Students are given the opportunity to appreciate and experience technology as it is used to help understand mathematical concepts. The Year 8 Mathematics course helps students to develop positive attitudes towards mathematics and provides them with the skills and aptitudes necessary for further study in Mathematics.

Year 8 Content/Course Outline:

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Students study two topics per term. The following is a list of topics studied in Year 8:

- Unit 1: Index Laws and Integers
- Unit 2: Algebra and Probability 1
- Unit 3: Read Numbers and Congruence 1
- Unit 4: Data 1 and Circles
- Unit 5: Ratio & Rate and Linear Equations
- Unit 6: Data 2 and Time
- Unit 7: Linear Relationships and Measurement
- Unit 8: Probability 2 and Congruence 2

The mathematics course offered at Woree State High School considers the needs and abilities of students. Students will be organised into classes that will ensure maximum learning and relevance. To facilitate this, the pace, content and the methods of learning will vary across the classes. Initially students will be placed in classes based on their year 7 results. The system is flexible so students who progress at a different rate will be moved to a class that best suits their needs.

The year 8 course develops student’s abilities to ensure they can successfully undertake one of the two different strands of mathematics in year 9. One hour of homework per week is expected.

Types of Summative Assessment include: Exams, Assignments/Projects and in Class Tasks.

Planned Excursions: Nil
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High achieving students are selected using a number of criteria including the Year 7 NAPLAN results. They will be enrolled into the Year 8 Extension Maths course and challenged in the classroom with extension activities additional to the existing curriculum. Students possessing special interests and capabilities in this subject will gain the confidence to extend their skills by exploring problem solving strategies via inquiry-based learning. Also, all students are encouraged to enter various competitions such as:
- Australian Mathematics Competition
- Queensland Association of Mathematics Teachers Year 8 Mathematics Quiz.

Year 8 Content/Course Outline: The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling. Students study two topics per term from the list of topics:

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The mathematics course offered at Woree State High School considers the needs and abilities of students. Students will be organised in to classes that will ensure maximum learning and relevance. To facilitate this, the pace, content and the methods of learning will vary across the classes. Initially students will be placed in classes based on their year 7 results. The system is flexible so students who progress at a different rate will be moved to a class that best suits their needs. The year 8 course develops student's abilities to ensure they can successfully undertake one of the two different strands of mathematics in year 9.

One hour of homework per week is expected.

Types of Summative Assessment include: Exams, Assignments/Projects and in Class Tasks.

Planned Excursions: Nil
Rationale: Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

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- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

At Woree State High School, students will develop a strong grounding in the basics of numeracy and have the opportunity to maximise their ability through a range of different teaching and learning strategies. Tasks and investigations are planned and implemented with an emphasis on life related situations, preparing students for everyday Mathematics decisions they will encounter later in life. Students are given the opportunity to appreciate and experience technology as it is used to help understand mathematical concepts. The Year 8 Mathematics course helps students to develop positive attitudes towards mathematics and provides them with the skills and aptitudes necessary for further study in Mathematics.

Some students are selected, using a number of criteria including the Year 7 NAPLAN results, and will be advised to enrol into the Year 8 Essential Mathematics Course and assisted in the classroom with foundation activities within the existing curriculum. Students build their capabilities in this subject gaining the confidence to hone their skills to achieve at a satisfactory level in mathematics.

Year 8 Content/Course Outline:
The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling. Students study two topics per term from the list of topics:

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The year 8 course develops student’s abilities to ensure they can successfully undertake one of the different strands of Mathematics in year 9.

One hour of homework per week is expected.

Types of Summative Assessment include: Exams, Assignments/Projects and in Class Tasks.

Planned Excursions: Nil
Rationale

The Science Inquiry Skills and Science as a Human Endeavour strands are described across a continual band. In their planning, schools and teachers refer to the expectations outlined in the achievement Standard and also to the content of the Science Understanding strand for the relevant year level to ensure that these two strands are addressed over the period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The Science as a Human Endeavour strand can provide relevant contexts in which science can be taught. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Aims

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts. In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

Year 8 Content/Course Outline

<table>
<thead>
<tr>
<th>Unit 1: Chemical and Physical Change</th>
<th>Unit 2 The Rock Cycle</th>
<th>Unit 3 Energy Types</th>
<th>Unit 4: Cells, Systems and Reproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials for a use</td>
<td>Understanding rocks</td>
<td>Defining energy</td>
<td>Discovering the cell</td>
</tr>
<tr>
<td>The particle model of matter</td>
<td>Classifying rocks and minerals</td>
<td>Classifying energy</td>
<td>Examining the Building Blocks of Life</td>
</tr>
<tr>
<td>Chemical change</td>
<td>Demonstrating unit concepts</td>
<td>Modelling energy flow</td>
<td>Demonstrating unit concepts</td>
</tr>
<tr>
<td>Demonstrating unit concepts</td>
<td>Exploring chemical change</td>
<td>Evaluating energy efficiency</td>
<td>Specialised cells</td>
</tr>
<tr>
<td>Exploring chemical change</td>
<td></td>
<td>Producing sustainable energy</td>
<td>Reproductive systems</td>
</tr>
</tbody>
</table>

Types of Assessment

- Exams
- Experimental Investigations

Planned Excursions:

Term 2 – Geology Excursion
Contact: Mrs Gail Beggs

Timetable Code: HUM

Rationale:
Through the study of Humanities students will learn about the world around them. Humanities helps students develop qualities required to become informed citizens of the future world they will inherit. The study program assists students’ to become more interesting, informed, active people with a wide range of interests and the ability to cope with and understand our changing world.

Aims:
Year 8 Humanities includes a wide variety of core-skills relevant to everyday life. The program of study has been designed to provide grounding in many topics essential to the study of Humanities in year 9. History at Woree SHS uses the ‘Social Investigation’ model, an inquiry-based approach to subject matter and is delivered through an explicit teaching approach to student learning. The teaching team are committed to the principles of social justice and as a result the strands are designed to cater for students with a wide range of educational needs. Through the study of geography students learn to question why the physical world around us is the way it is, reflect on their relationships with and responsibilities for the environment and world we live in and develop an understanding of a sustainable world.

Year 8 Content/Course Outline - Humanities includes the disciplines of History and Geography

History Unit: The Ancient to the Modern World

The year 8 History unit provides a study of history from the end of the ancient period to the beginning of the modern world c. 650 AD to (CE) 1750 as part of an expansive chronology that helps students understand broad patterns of historical change. This was when major civilizations around the world came into contact with each other, social, economic, religious and political beliefs were often challenged and significantly changed. It was a period when the modern world began to take shape. The study of the ancient to the modern world includes the Western and Islamic World, expanding contacts and the Asia Pacific World. The history content at this year level involves historical knowledge and understanding and historical skills. A framework for developing these skills in students’ are provided by posing “how did”, “what were” and “why”, historical questions to stimulate and foster curiosity and imagination in the subject.

History course content is based on three term-long depth studies:
1. Medieval Europe
2. The Black Death/ or Mongol Expansion
3. The Polynesian Expansion across the Pacific

Geography Unit: Landforms and Landscapes

The Year 8 Geography unit focuses on investigating geomorphology through the study of landscapes and their landforms. The unit develops a student’s understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.

Types of Assessment:
Assessment items are drawn from the activities completed in class. Students are also provided with regular activities that can be completed by the student at home. These activities are used to reinforce learning, knowledge and understanding, and their confidence in their own abilities. Assessment items include a range of diagnostic tools:

- Short answer tests.
- Extended written and non-written responses.
- Multi-modal presentations.
- Projects and assignments.

Planned Excursions:

Geography Excursion – Esplanade Field Report
Rationale

The Year 8 curriculum expands students’ knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others’ health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people’s beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Aims

The Australian Curriculum: HEALTH AND PHYSICAL EDUCATION, aims to ensure that students: Refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Year 8 Content/Course Outline

**Term one:** You are what you eat – diet and nutrition covering focus areas of, food and Aquatics and Minor Games covering the focus areas of swim and survival and minor games.

**Term two:** My Decisions, My Life unit covering focus areas of They will identify the decision making and how to communicate and support peers in situations under drugs. Athletics and team sports covering focus areas of fundamental movement sports and lifelong physical activities.

**Term three:** Supporting Others – covering focus areas of exploring being safe and identifying risks and risk-taking behaviours and decisions and strategies, D program Team sports & Team challenges and camp covering the focus areas of activities and challenge and adventure activities.

**Term four:** Sharing communities covering the focus areas of identifying behaviours that enhance the health and wellbeing of communities, and identifying family groups in own and other cultures. Team games covering focus areas of games and sports.

Types of Assessment

Students will be assessed each term in both the theoretical and practical aspects of this subject. In the physical activity units, students will be assessed on their participation, development of skills, application and evaluation of practical performance. In the classroom, students will encounter both assignment and examination assessment tasks with an emphasis on initiative and problem-solving in the development of life-skills.

**Special Subject Advice:** All students are expected to participate in both practical and theoretical aspects of the course. Non-participation due to injury/illness requires a note/medical certificate.

**Planned Excursions:**

Aquatics program – 8 lessons at Woree Aquatic Center – admission to pool costs Year 8 camp to Daradgee to complete the Challenge and Adventure component of the national curriculum.
Contact: Mrs Trish Goodwin
Timetable Code: PNL

Rationale:

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

Aims:

Explicitly teach personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. Develop, effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Within the program the words 'personal/emotional' and 'social/relational' are used interchangeably throughout the literature.

Year 8 Content/Course Outline

Topics to be covered:

a) **Self-awareness** - This element involves students in recognising, understanding and labelling their own emotions, values, strengths and capacities. It involves students in knowing what they are feeling in the moment, having a realistic assessment of their own abilities and a well-grounded sense of self-worth and self-confidence. In summary, Self-awareness primarily consists of: recognition of emotions, self-knowledge, self-perception, self-worth and reflective practice.

b) **Self-management** - This element involves students in effectively managing and regulating their own emotions and behaviour, and persisting in completing tasks and overcoming personal obstacles. It includes learning self-discipline and self-control, and setting personal and academic goals. This is achieved through learning to be conscientious, delaying gratification and persevering in the face of setbacks and frustrations. In summary, Self-management primarily consists of: appropriate expression of emotions, self-discipline, goal setting and tracking, working independently and showing initiative and confidence, resilience and adaptability.

c) **Social awareness** - This element involves students in perceiving and understanding other people's emotions and viewpoints, and showing understanding and empathy for others. It includes appreciating and understanding what others are feeling, being able to consider their perspective and interacting positively with diverse groups of people. In summary, Social awareness primarily consists of: empathy, appreciating diverse perspectives, contributing to civil society, advocacy for and service to others and understanding relationships.

d) **Social management** - This element involves students in forming strong and healthy relationships, and managing and positively influencing the emotions and moods of others. It includes learning how to cooperate, negotiate and communicate effectively with others, work in teams, make decisions, resolve conflict and resist inappropriate social pressure. In summary, Social management primarily consists of: communication, working collaboratively, decision making, conflict resolution and negotiation, building and maintaining relationships and leadership.

Types of Assessment:

Assessment will occur throughout the course and will be Informal observation and participation.

Planned Excursions: Nil
Year 8

ELECTIVES SUBJECTS

Students will be offered a combination of

- Art
- Digital Art
- Drama
- Graphics
- Home Economics
- Home Economics – Fancy Food
- Home Economics – Sensational Sewing
- Industrial Technology and Design
- Music

ART
DRT
DRA
GPP
HEZ
FFD
SSW
ITD
MUS
Rationale

The Visual Arts curriculum is built around the two interrelated strands, Making and Responding. Teaching and learning programs should balance and integrate these two strands. Together the strands focus on developing students’ knowledge, understanding and skills as artists, designers, craftspeople, critics, historians and audiences.

Aims

The Australian Curriculum aims to ensure that students in Years 8 develop knowledge, understanding and skills to make art works informed by their understanding of practices and viewpoints. They make and respond to visual arts works independently, with their peers, teachers and community. Students will use available materials, media and technologies to make visual arts works in a range of forms and practise the particular artistic traditions. They investigate the way techniques and processes are embedded in materials, media and technologies. They understand that artists have different reasons and motivations for making art. They acknowledge that different types of people view art and interpret it in different ways and that there are different opinions about the significance of art works.

Year 8 Content/Course Outline

In this Art Course you will look at the concept of “Identify”. Through three different tasks you will be encouraged to explore your identity, personality, and culturally.

1. Your initial task will be a design based on your own name (or nickname) and personality. The focus of this first task will develop an understanding of lettering design and fonts through shape and line.
2. Your second task will see you develop your own self-portrait in which you express aspects of your personality, interests and cultural background.
3. Finally, in the third task, you will create a sculptural assemblage based on explorations of totems in different cultures.

Types of Assessment

By the end of Year 8 students demonstrate skills, techniques, processes, materials and technologies to plan and create visual arts works. They reflect upon and refine their visual arts works. They display visual arts works for different audiences.

Students recognise the interrelationship between practices and viewpoints. They research and analyse practices and viewpoints. They use visual arts language to describe and justify their understanding of their own and others’ practices.

Planned Excursions: Nil
Contact: Mr Robert Crookes  
Timetable Code: DRT

Rationale

The Visual Arts curriculum is built around the two interrelated strands, Making and Responding. Teaching and learning programs should balance and integrate these two strands. Together the strands focus on developing students’ knowledge, understanding and skills as artists, designers, craftspeople, critics, historians and audiences.

Aims

The Australian Curriculum aims to ensure that students in junior secondary develop knowledge, understanding and skills to make art works informed by their understanding of practices and viewpoints. They make and respond to visual arts works independently, with their peers, teachers and community. Students will use available materials, media and technologies to make visual arts works in a range of forms with a focus on digital media. They investigate the way techniques and processes are embedded in materials, media and technologies. They understand that artists have different reasons and motivations for making art. They acknowledge that different types of people view art and interpret it in different ways and that there are different opinions about the significance of art works.

Junior Secondary Content/Course Outline

In this Digital Art Course you will look at the elements and principles of design in relation to photography and animation. Through three different tasks you will be encouraged to explore ways in which you can create an image using digital media and computer software.

1. Your initial task will be to create a portfolio of images demonstrating a different element and principle in each image. These images are then further manipulated using Photoshop to resolve final work.
2. Your second task is a written response to a given image, critically analysing elements and principles of design and photography.
3. Finally, in the third task, you will create a stop-motion animation. This will involve constructing storyboards, miniature sets and characters, which will be photographed and edited through Movie Maker to create a final animated film.

Types of Assessment

By the end of Year 8 students demonstrate skills, techniques, processes, materials and technologies to plan and create digital arts works. They reflect upon and refine their digital arts works and display these works for various audiences.

Students recognise the interrelationship between practices and viewpoints. They research and analyse practices and viewpoints. They use visual arts language to describe and justify their understanding of their own and others’ practices.

Planned Excursions: Nil
Rationale

The aim of the Year 8 program is to build student’s knowledge and skills in Drama from the foundations up as well as engaging students from the get go. The program begins by developing student’s skills within all areas of the theatre giving them a broader knowledge of what the theatre entails. It then goes on to develop student’s knowledge and skills in performance, costume and makeup. The program focuses on building student’s knowledge and skills so that they have an understanding of concepts studied in future years of Drama. The units allows for students to develop skills within each of the assessable elements so that they are able to develop wide and varied skills by the end of the program of work.

Aims

The study of Drama aims to help students develop skills in the areas of performing drama, creating drama and responses to drama. Drama also facilitates the development of skills such as self-confidence, social interaction skills, co-operation and collaboration skills, peer support, development of memory and concentration, active participation, self-discipline and self-awareness.

Year 8 Content/Course Outline

The course is organised into five areas
1. Knowledge & Understanding
2. Creating
3. Presenting
4. Responding
5. Reflecting

Students will participate in a variety of activities aimed at developing their skills in Movement, Characterisation, Performance skills, Ensemble work and Theatre technologies. They will also engage in a range of Performance Skills such as acting, costuming, stage design, and set design.

Types of Assessment

Assessment will occur throughout the course in the form of:
- Performances
- Exams.

Special Subject Advice:

Students who have had little background in Drama but are willing and motivated to develop new knowledge and skills may choose Drama. As many activities are done in groups or working co-operatively with others it is important to be aware of this.

Students are advised to wear or bring shorts on days they have Drama.

Planned Excursions: Nil
Rationale

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences, including corporate and end-user clients. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design).

In the development of solutions to design problems, students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically.

Aims

Graphics contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including the fields of:

- graphic design,
- industrial design,
- built environment design (architecture, landscape architecture and interior design),
- engineering,
- urban and regional planning,
- surveying and spatial sciences,
- and building paraprofessionals

Year 8 Content/Course Outline

The typical course content is demonstrated in the following contextual units:

- **Industrial Design**- for example -Fashion, Home wares, Machinery, Commercial, Transport, Communication
- **Built environment Design**- for example- Residential, Commercial, Civil
- **Graphic Design**- for example- Corporate identity, Marketing/advertising , Packaging, Charts

Types of Assessment

- Assessable Class Tasks
- Design Folios
- Exams
- 3D printed and laser cut products

Special Subject Advice:

This course of study requires a sound commitment and application to achieve desirable results.

It is strongly recommended that students enroll in Year 8 Graphics if they wish to continue to study Graphics in Years 9 – 12.

Planned Excursions: Nil
Contact: Mr Steve Camilleri  
Timetable Code: HEZ

Rationale

The study of Home Economics promotes the development of student knowledge, processes, skills and attitudes necessary to make informed decisions, take action and advocate in order to enhance personal and community health, especially as it relates to food and nutrition. There are alarming statistics in relation to the health and wellbeing of Australians. It is essential that students develop and practice skills to enable the selection and preparation of nutritious, healthy meals.

Learning in Home Economics is drawn from the Health and Physical Education area of the Australian Curriculum. This focuses on developing the knowledge, understanding and skills to make healthy choices about food and nutrition. Students learn about this by exploring the range of influences on these choices and building the skills to access and assess nutritional information that can support healthy choices.

Aims

Home Economics in Year 8 provides students with a variety of learning activities to develop skills in food preparation, food selection and nutrition.

Year 8 Content/Course Outline

a) Hungry Kids - In this unit students will learn basic hygiene, safety and kitchen skills. They will:
   - Focus on identifying hygiene and safety risks in the kitchen.
   - Develop behaviours and actions to manage and minimise the risk of accidents and food contamination in the preparation and handling of foods in a safe kitchen.
   - Practice cookery techniques to produce food products that meet their nutritional needs.
   - Learn kitchen terminology, basic recipe procedures, and correct use of equipment and utensils.

b) Healthy Snacks - Students will focus on ways adolescents can meet their nutritional needs through eating snacks that reflect the Australian Guide to Healthy Eating.
   - Food labels and nutrition panels will be investigated to encourage them to select snack foods that promote their health and well-being now and into the future.
   - They will develop behaviours and actions to manage and minimise the risk of accidents and food contamination in the preparation and handling of foods in a safe kitchen.
   - They will practice cookery techniques to produce food products that meet their nutritional needs.

Types of Assessment

For each unit the students will undertake:

- A culminating practical activity
- Written Theory Exam

Special Subject Advice:

- Students will undertake both practical and theoretical lessons each week.
- Ingredients for weekly practical activities are covered in the Subject Fee as per Student Resource Scheme.

FOOTWEAR (Closed in & impervious leather footwear) providing adequate protection must be worn at all times - NO EXCEPTIONS

Planned Excursions: Nil
**Contact:** Mr Steve Camilleri  
**Timetable Code:** FFD

**Rationale**

The study of Home Economics promotes the development of student knowledge, processes, skills and attitudes necessary to make informed decisions, take action and advocate in order to enhance personal and community health, especially as it relates to food and nutrition. There are alarming statistics in relation to the health and wellbeing of Australians. It is essential that students develop and practice skills to enable the selection and preparation of nutritious, healthy meals.

Learning in this strand of Home Economics is drawn from the Design Technologies area of the Australian Curriculum. This focuses on developing the knowledge, understanding and skills to analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for Healthy Eating.

**Aims**

This elective in Year 8 provides students with a variety of learning activities to develop skills in food preparation, food selection, nutrition and design related solutions to food based problems.

**Year 8 Elective – Fancy Foods Content/Course Outline**

a. In this unit students will revise basic hygiene, safety, kitchen skills and procedures and knowledge of healthy eating using the Australian Guide to Healthy Eating. They will:
   - Explore the variety of sandwich products available at Cafes, Coffee Shops and other food eateries.
   - Develop knowledge of the variety of ingredients, preparation methods, garnishes and packaging of sandwich products.
   - Develop behaviours and actions to manage and minimise the risk of accidents and food contamination in the preparation and handling of foods in a safe kitchen.
   - Practice cookery techniques to produce a selection of sandwich products.
   - Learn kitchen terminology, basic recipe procedures, and correct use of equipment and utensils.

b. Students will undertake a food design challenge that requires them to identify the needs of a specific client base and design a sandwich product that fulfills their requirements.
   - They will research, design, trial, analyse, and evaluate their designs and then apply practical skills to produce a quality product.

**Types of Assessment**

For each unit the students will undertake:

- Practical exam
- Written Theory Exam
- Design based Assignment with a practical task

**Special Subject Advice:**

- Students will undertake both practical and theoretical lessons each week.
- Ingredients for weekly practical activities are covered in the Subject Fee as per Student Resource Scheme.

**FOOTWEAR** (Closed in & impervious leather footwear) providing adequate protection must be worn at all times - NO EXCEPTIONS

**Planned Excursions:** Nil
Contact: Mr Steve Camilleri

Timetable Code: SSW

Rationale

Learning in this unit of Home Economics, draws from the Design and Technology Curriculum. It will provide students with the opportunity to create a practical product that meets human needs and wants. This is an introductory unit that has its foundation in practical work.

Aims

Home Economics in Year 8 provides students with a variety of learning activities to develop skills in the use of a sewing machine, and some simple hand sewing techniques. After learning these skills, students will make decisions, and apply management skills to plan and produce a quality product; a personalized bag.

Year 8 Content/Course Outline

a) Sewing Basics – In this unit students will learn basic sewing skills and safe work practices. They will:
   - Learn simple hand sewing stitches,
   - Attach a button,
   - Practice threading a sewing machine.
   - Practice machine sewing skills (straight sewing, zig zag stitch).

b) Bag Production - In this unit students will learn how to produce a decorated bag. They will:
   - Create a personal design.
   - Decorate the design – using buttons and hand sewing stitches.
   - Complete a plan for the task.
   - Sew seams and a hem.
   - Attach a strap to the bag.
   - Complete a reflection.

Types of Assessment

For this unit the students will undertake:

- Producing a personalized bag.
- Producing a design, project plan and final reflection of the finished product.

Special Subject Advice:

- Students will undertake both practical and theoretical lessons during the course of study.
- Materials provided for the practical activities are covered in the Subject Fee as per Student Resource Scheme.

FOOTWEAR (Closed in & impervious leather footwear) providing adequate protection must be worn at all times.

Planned Excursions: Nil
Contact: Mr Steve Camilleri

Timetable Code: ITD

Rationale

The Technology learning area focuses on the purposeful use of technologies knowledge, understanding, and skills including the creative processes that assist people to select and utilise materials, information, systems, tools and equipment to design and realise solutions. These technologies solutions address personal, community and global needs and opportunities that improve quality of life while taking into account societal values and economic, environmental and social sustainability.

Industrial Technology and Design will have students learning to develop and apply technologies knowledge, processes and production skills to design, produce and evaluate solutions using traditional, contemporary and emerging technologies for real-world needs, opportunities, end-users, clients or consumers in a range of technologies contexts.

Aims

Industrial Technology and Design will aim to develop students who:

- effectively and responsibly select and use appropriate technologies, materials, information, systems, tools and equipment when designing and creating socially, economically and environmentally sustainable products, services or environments
- critique, evaluate and apply thinking skills and technologies processes that people use to shape their world, and to transfer that learning to other technology situations
- individually and collaboratively plan, manage, create and produce solutions to purposeful technology projects for personal, local, national and global settings

Year 8 Content/Course Outline

- Practical skills in the workshop as they relate to the manipulation of Woods, Metals, Plastics and Composites.
- Safe operation of basic hand and power tools
- The ability to read and interpret working drawings
- Workplace Health and Safety workshop and equipment procedures
- The Design process and the Design, Make and Appraise methodology.

Types of Assessment

Project based (such as Pencil Case, BBQ Slice, Nut Tray etc.)
- Design Folio (written work including sketches, ideas and drawings)
- Student Worksheets or workbooks
- Written examination

Special Subject Advice:

Safety is a major concern with Industrial Technology & Design and students must adhere to Department Policy in order to participate.

- FOOTWEAR (Closed in & impervious leather footwear) providing adequate protection must be worn at all times - NO EXCEPTIONS
- SAFETY GLASSES must be worn at all times – NO EXCEPTIONS
- SHIRTS must be tucked in at all times – NO EXCEPTIONS
- LOOSE CLOTHING, HAIR OR JEWELLERY must be secured- NO EXCEPTIONS
- PERSONAL PROTECTIVE EQUIPMENT (Face Shields, Earmuffs, Gloves etc.) must be worn under teacher direction.

Planned Excursions: Nil
Rationale:
In Years 7 and 8, learning in Music involves students making and responding to music independently, and with their classmates, teachers and communities. They explore music as an art form through listening, composing and performing.

Aims
The Australian Curriculum: Music aims to ensure that students: build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture. They sing and play independent parts against contrasting parts. They recognise rhythmic, melodic and harmonic patterns and beat groupings. They understand their role within an ensemble and control tone and volume. They perform with expression and technical control. They identify a variety of audiences for which music is made.

Year 8 Content/Course Outline
As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples. As they explore form in music, students learn that over time there has been further development of techniques used in traditional and contemporary styles of music.

Term one, a focus on the science of sound and the introduction to the music elements as students explore sound making, music literacy and graphic score composition.

Term two, the focus is on exploring Australian music and its place in the world of music. Students will develop musicianship skills in analysis, composition and performance on a variety of instruments including vocal technique.

Types of Assessment
Assessment Includes:
- performances
- compositions
- projects
- exams

Special Subject Advice:
Students who have had little background in music but are willing and motivated to develop new knowledge and skills may select music. However, the ability to play an instrument, read music or to sing offers a significant advantage in which to achieve in this subject.

Planned Excursions: Nil
“Accept the opportunity of a lifetime at a great Cairns school where “every student counts””