



# **SHAILER PARK STATE HIGH SCHOOL**

## **MIDDLE SCHOOL (Yr 8 & 9) CURRICULUM & COURSE OUTLINE 2009**

*Creating Bright Futures*

# Index

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Middle School Curriculum Outline ..... Page 2-4

Subjects:

English ..... 5-8

Health and Physical Education ..... 9-10

Languages Other Than English ..... 11-14

Mathematics ..... 15

Science ..... 16-18

Studies of Society and Environment ..... 19-21

Technology ..... 22-28

- Business Enterprise
- Home Economics
- Industrial Technology and Design
- Information and Communication Technology

The Arts ..... 29-34

- Dance
- Drama
- Music
- Visual Arts

# Shailer Park State High School

At Shailer Park State High School, we focus on outcomes for every student and firmly believe that every student can succeed by providing them with:

- foundational skills and knowledge that set them up for progression to the next level of curriculum experience and finally to achieving a Queensland Certificate of Education, vocational Certificate leading to trade or employment, and/or Tertiary study
- opportunities for extension, enrichment and support are provided to ensure schooling at Shailer Park SHS is enjoyable, challenging and productive
- specialization is progressive, tailored and targeted to provide opportunity to develop multiple intelligences and skills as well as serving post-school aspirations.

## Middle School

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It is now recognized that educational programs for the young adolescent need to focus on engagement, relevance and academic rigor and that the development of good relationships with a key number of teachers facilitates this learning.

Our Middle School philosophy and approach to student learning is therefore to develop in our daily practices:

- Engagement:** Knowing the learner's needs, making learning interesting, experiential, hands on and fun.
- Rigor:** High expectations of effort and application. Learning that is challenging requiring high order thinking problem-solving and creativity.
- Relevance:** Making learning connected to the real world and using tools and skills sets that young people in the 21<sup>st</sup> century can relate to.
- Relationships:** Building rapport and understanding between teachers and students to ensure learning can occur in a supportive environment.

Our **Middle School** curriculum (Years 8 and 9) provides a seamless and increasingly individualized pathway, engaging students in essential learnings, with the scope for extension of individual talents and interests. The curriculum is:

- based on the eight (8) Key Learning Areas of the National Curriculum and
- encompasses the Essential Learning's required by the Queensland Curriculum and Reporting Framework
- is designed to provide all students with a broad education maximizing future choices
- provides scope for studies that lead into Senior schooling (Yrs 10-12)

## **Technology**

Interactive technologies and learning plays a significant role in engaging students across the curriculum. The school made significant investment in computer technology and is rolling out integration of interactive whiteboard technologies into and across all curriculum areas.

## **LAN**

Recognizing the importance of life long skills, students also have specific curriculum time daily devoted to enhancing

- Literacy and Numeracy
- Fitness & Healthy Lifestyle Education

## **Sport:**

All students in Years 8 and 9, whether or not participating in Sports Excellence are offered interschool sport. Interschool sport is held on four days throughout the year in the form of a Round Robin. These are whole day activities and student attendance is expected. All students study Health and Physical Education to the end of Year 9. Some students may wish to participate in the HPE Sports Excellence program while others may wish to study general HPE as an elective.

## **Special Programs**

### **INSPIRE**

High achieving academic students will be given the opportunity to be extended and challenged within the INSPIRE class. This class offers students the prospect of learning in an environment with an elevated level of learning in core subjects, a focus on higher order thinking skills, like minded students and an enthusiastic home room teacher as mentor. Identified students will be invited to sit the ACER test and depending on results an invitation to join our **INSPIRE** program in Year 8 will be made.

### **Sports Excellence:**

Students who have an aptitude for and are keen to play school representative sport in Volleyball, Futsal, or Basketball are encouraged to apply for the school's **Sports Excellence Program**. Invitation to the program is via the application form, trials and an interview held in the last two weeks of the school year *prior* to the *year of entry*. Students are required to demonstrate (or be considered to possess) the necessary skill level to be admitted to the program. Above all a passion and love of sport is important.

## Year 8

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All Year 8 students will study:

- English
- Mathematics
- Science
- Health and Physical Education
- Study of Society and the Environment and Cultural Studies (Japanese)
- The Arts – one term each of
  - Dance, Music, Drama, Visual Arts
- Technology – one term each of
  - Information and Communication Technology, Industrial Design, Home Economics, Business Enterprise
- An elective extension or enrichment subject chosen by the student, from options within the Key Learning Areas

Students requiring consolidation in Literacy and Numeracy and Special Needs support are also catered for.

## Year 9

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In Year 9 students are introduced to specialist electives that they may wish to study in Year 10 and beyond.

All Year 9 students study:

- English
- Mathematics
- Study of Society and the Environment
- Science
- Health and Physical Education.

Students may choose two (2) elective subjects from a range of specialist disciplines drawn from the 8 Key Learning Areas. These electives will be **major** electives.

Students are required to nominate one (1) further elective for study in Year 10. This elective is a **minor** elective.

The range of electives offered by the school

- as a strategy to “future-proof” our students electives may vary from year to year in response to changes in curriculum, social and technological innovation
- link into Senior School via Year 10 selections

Please Note: Year 9 electives are generally **not** prerequisites to subjects in Years 11 and 12. This allows a measure of flexibility where aspirations and capacities may change as students mature.

A student’s Senior School and post-school aspirations are **not** determined by subject choice at this time.

Students may also select an Elective subject that is an extension, enrichment or support from a Key Learning Area in which they have a special interest, aptitude or passion.

**For details of Year 10 course information in each of the key learning areas, please refer to the Senior Schooling Handbook.**

## Year 10

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Year 10 is the transition Year to Senior Schooling, however very few *pre-requisites* exist for subject choice in Year 11 and 12.

Year 10 provides more scope for specialization where a third elective is added to the two continuing electives from Year 9. Students generally have developed skills and interests in fields that they are considering for Year 11 and 12.

All Year 10 students will study:

- English
- Mathematics
- Science – one semester
- Study of Society – one semester

Electives include:

- All of those offered in Year 9
- Health & Physical Education (Core or Sports Specialist)
- LOTE (Japanese)

Science and Study of Society and the Environment are offered in units of study that build necessary skills for successful entry and completion of the Senior subject disciplines such as Chemistry, Biology, Physics, Modern and Ancient History, Legal Studies etc requiring them to be studied in Year 10.

### **Literacy and Numeracy:**

Students must be literate and numerate, as these skills are the keys to success not only in school but in life generally. Dedicated Literacy and Numeracy time is provided to all students in Years 8 to 12 quite apart from programmed English and Mathematics subjects.

### **English and Mathematics – Geared for Success:**

Classing of students is according to need and ability. Course work is structured to provide students with the building blocks for success while providing able and gifted students opportunity to excel.

# English

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## **Introduction**

The primary aim of the English Department is to provide a quality language program for all students to prepare them for future education, employment opportunities and full participation in society as active and critically informed citizens. To function effectively in the modern world, young people need a wide range of communication skills. Specifically then, our goal is to develop and refine students' ability to compose and comprehend spoken and written English for a wide range of genuine personal and social purposes.

In addition, we hope students will learn to value, enjoy and appreciate all forms of communication as well as develop an explicit knowledge and understanding of how language operates in its various modes. In all that we do, we seek to provide a warm, supportive and cooperative learning environment where students are encouraged to reach their potential.

## **Overview**

In Year 8 English, a different theme is investigated each term. The study of English is partly integrated with the Key Learning Areas of Study of Society and the Environment and Languages Other Than English (Integrated Cultural Studies)

In Years 9 and 10, the English course can be studied at four different levels according to the specific needs, interests and abilities of students. Level One is the easiest with Level Four the most challenging. At the end of each term, students may move from one level to another. Placement in a particular level is decided after wide consultation within the school. Parent input is also welcome. Students at each level undertake basically the same unit of study but in varying degrees of difficulty. We believe students have a greater chance of success when the curriculum is tailored in this way. All work must be attempted genuinely before students can progress to the next unit of study.

Students undertaking studies at Level One are part of a smaller class in which students undertake a modified program to cater for their particular language and learning needs. Often such students have been formally appraised.

Students studying English at Levels Two, Three or Four address essential learnings in literacy, literary analysis, media awareness, decision making and problem solving processes and personal and interpersonal skills.

In each Year an INSPIRE class will operate to extend and enrich students who show promise in English.

A level of Sound Achievement in English is a prerequisite for almost all TAFE associate diploma courses.

***English is studied each semester.***

## **Unit studies**

Students will study all six (6) core units listed. The order in which the units are completed may vary from class to class to maximise the use of resources.

## English continued

UNIT CODE	UNIT TITLE	UNIT DESCRIPTION
EN1081 EN2081 EN3081 EN4081	Year 8 Semester 1	<p><b><i>Children of the World</i></b>            As you move through Year 8, the issues that you face will change accordingly. This includes the transition from primary to secondary schooling, plus a growing awareness of your own community. To participate effectively in these changing times you should be involved in comprehending and composing texts related to the issues faced by young people in both the domestic and international communities.</p> <p>Potential mediums include novels, poetry, documentaries, news and feature articles, personal accounts and diaries.</p> <p><b><i>Heroes</i></b>            In this unit, you will explore the concept of the Hero (both in fiction and fact) in order to gain an appreciation of the nature of heroism. You will be involved in comprehending and composing texts that demonstrate your understanding of heroic behaviour and attitudes.</p> <p>Potential mediums include novels, poetry, myths and legends, short stories, cartoons, film, biography, news and feature articles.</p>
EN1082 EN2082 EN3082 EN4082	Year 8 Semester 2	<p><b><i>Time Machine</i></b>            In this unit the concept of 'the past' will be considered and you will examine the events and forces that have helped the development of today's society. You will be involved in comprehending and composing texts related to a range of historical periods. This will enable you to appreciate the links between the historical and contemporary worlds.</p> <p>Potential mediums include legends, film, documentaries, historical documents, poetry and storytelling.</p> <p><b><i>Survival</i></b>            This unit enables you to examine the problems facing species of animals in the world and the role played by humans. You will be involved in comprehending and composing texts that enable you to express your concerns about particular endangered species.</p> <p>Potential mediums include novels, news and feature articles, documentaries, statistics and poetry.</p>

## English continued

UNIT CODE	UNIT TITLE	UNIT DESCRIPTION
EN1091 EN2091 EN3091 EN4091	Year 9 Semester 1	<p><b><i>Language of the Changing Self</i></b>            At this stage of your development, you undergo many changes. The emphasis here is on the emergence of the individual - full of possibilities and promise. You would be involved in comprehending and composing texts that highlight the development of an individual in some way. You also are to be encouraged to experiment with the various modes of language, to move from the familiar to the unfamiliar, and hopefully gain confidence in language usage.</p> <p>Potential mediums include short story, performance poetry, radio play, and novel.</p> <p><b><i>Language of Today</i></b>            To an extent your participation in society stems from information you receive from the media. Your attitudes and beliefs are often shaped by what you read, hear or view. This unit examines the language of familiar media - in particular, that of the magazine - so you are able to recognise and decipher meaning more readily. This unit should involve you in composing and comprehending texts that are of present interest to students and have a real purpose.</p> <p>Potential mediums include magazine, computers, reviews, picture books, cartoons and feature articles.</p>
EN1092 EN2092 EN3092 EN4092	Year 9 Semester 2	<p><b><i>Language of Adolescence</i></b>            As you progress through High School, you face the many demands of adolescence. This may be a challenging prospect at times. During this time the peer group also exerts an increasing influence in your daily lives. In this unit you should be encouraged to comprehend and compose texts which reflect the concerns and experiences of adolescents.</p> <p>Potential mediums include documentaries, film, novel, poetry, plays, diaries, feature articles, and radio.</p> <p><b><i>Language of the Changing Environment</i></b>            As you mature, you are faced voluntarily or involuntarily with increasingly unfamiliar environments in which you need to make your way. In this unit you will explore ways and means of coping with challenging situations. You will be exposed to environments different from your own. You should compose and comprehend texts that reflect on worlds outside your experience.</p> <p>Mediums include documentaries, novels, newspapers, plays, magazine articles.</p>

# Health and Physical Education

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## The Nature of the Health and Physical Education Key Learning Area

In our rapidly changing society, there is increasing community awareness of the importance of healthy lifestyles and a growing recognition of the need for people to be active. Individuals lead a healthy lifestyle when they live in a way that allows them the greatest chance of achieving and maintaining emotional, mental, physical, social and spiritual wellbeing.

The Health and Physical Education Key Learning Area reflects the dynamic and multi-dimensional nature of health and the significance of participation in physical activity in the lives of individuals and groups in contemporary Australian society. It provides a foundation for developing active and informed members of society capable of managing the interactions between themselves and their social and physical environments. They are able to take action with respect to the health and well-being of themselves and others, as well as promoting structures in society which are supportive of both their own and others well-being.

### Units offered:

UNIT CODE	UNIT TITLE	PRE REQUISITES	UNIT DESCRIPTION
HPE081	Year 8 Semester 1  <i>Foundation Unit</i>	Compulsory	Modified Games / Athletics <ul style="list-style-type: none"> <li>• <i>Personal Diet and Fitness Profile</i></li> <li>• <i>Self-esteem unit</i></li> </ul>
HPB081 HPF081 HPV081	Year 8 Semester 1  <i>Introductory Specialist Sports Unit</i>	Compulsory	Specialist Sport (Basketball, Futsal, Volleyball) / Athletics <ul style="list-style-type: none"> <li>• <i>Personal Diet &amp; Fitness Profile</i></li> <li>• <i>Self-Esteem Unit</i></li> </ul>
HPE082	Year 8 Semester 2  <i>Field Sports Unit</i>	HPE081	Field Sports / Athletics <ul style="list-style-type: none"> <li>• <i>Circulatory / Respiratory Systems &amp; Smoking</i></li> <li>• <i>Growth &amp; Development Unit</i></li> </ul>
HPB082 HPF082 HPV082	Year 8 Semester 2  <i>Developmental / Specialist Sports Unit</i>	By invitation OR HPB081 HPF081 HPV081	Specialist Sport (Basketball, Futsal, Volleyball) / Athletics <ul style="list-style-type: none"> <li>• <i>Circulatory / Respiratory Systems &amp; Smoking</i></li> <li>• <i>Growth &amp; Development Unit</i></li> </ul>

## Health and Physical Education continued

UNIT CODE	UNIT TITLE	PRE REQUISITES	UNIT DESCRIPTION
HPE091	Year 9 Semester 1  <b><i>Indoor Sports Unit</i></b>		Indoor Sports <ul style="list-style-type: none"> <li>• <i>Skeletal / Muscular Systems</i></li> <li>• <i>First Aid / CPR &amp; Risk Taking Behaviours</i></li> </ul>
HPB091 HPF091 HPV091	Year 9 Semester 1  <b><i>Developmental II Specialist Sports Unit</i></b>	By invitation OR HPB082 HPF082 HPV082	Specialist Sport (Basketball, Futsal, Volleyball) <ul style="list-style-type: none"> <li>• <i>Skeletal / Muscular Systems</i></li> <li>• <i>First Aid / CPR &amp; Risk Taking Behaviours</i></li> </ul>
HPE092	Year 9 Semester 2  <b><i>Team Sports Unit</i></b>	HPE091	Team Sports <ul style="list-style-type: none"> <li>• <i>Sport in Australian Society</i></li> <li>• <i>Drugs &amp; Alcohol Unit</i></li> </ul>
HPB092 HPF092 HPV092	Year 9 Semester 2  <b><i>Advanced Specialist Sports Unit</i></b>	By invitation OR HPB091 HPF091 HPV091	Specialist Sport (Basketball, Futsal, Volleyball) <ul style="list-style-type: none"> <li>• <i>Sport in Australian Society</i></li> <li>• <i>Drugs &amp; Alcohol Unit</i></li> </ul>

## Languages Other Than English (LOTE) - Japanese

### Introduction

Australia is a part of Australasia. In this climate of globalisation, it is becoming more and more important that we are able to communicate with our Asian neighbours. The study of Japanese helps you develop your ability to communicate across cultures and better understand the difference between socio-cultural groups in this Global Society of the new millennium. It is fun to be able to understand what someone is saying in a language other than your own native one. Having a second language will also broaden your opportunities in the job market in the future.



In learning Japanese students will be involved in:

- Developing a better knowledge of Japanese culture, its people and the way they relate to the world
- Working with fellow students in developing your language skills
- Meeting and getting to know Japanese students and their teachers
- Creative and imaginative learning experiences

Knowing other languages increases choices. Imagine travelling around the world, perhaps even living and working in other countries, meeting new and interesting people. Once one language is mastered it is easier to learn another. In fact learning another language helps the understanding of English.

Australia needs people who understand other cultures and who can use their language skills in diplomacy, business, trade and in tourism. If you wish to expand your worldview and broaden your future opportunities this is the subject for you.

### Overview

Japanese is studied by all students for one lesson per week and basic language skills are taught within a cultures context supplemented by studies in Study of Society and the Environment program. Students wishing to specialize further in Japanese may take up the option of Japanese in the Elective offering. Students considered of a literate/numerate standard may also access Literacy/Numeracy time to further enhance their exposure to Japanese as a language study.

UNIT CODE	UNIT TITLE	DESCRIPTION	ASSESSMENT TECHNIQUES
LJA081	Year 8 Semester 1 <b><i>Children of the World</i></b>	<p>In this unit students will look at issues relating to teenagers in Japan and around the world. In doing so they will encounter essential basic language skills including:</p> <ul style="list-style-type: none"><li>• Reading and writing Hiragana, greetings, formalities and self introductions.</li></ul> <p>They will then create a poster booklet describing a child's life in a country of their choice.</p>	<p>Hiragana booklet</p> <p>Role play</p> <p>Poster book</p>

## Languages Other Than English (LOTE) - Japanese

UNIT CODE	UNIT TITLE	DESCRIPTION	ASSESSMENT TECHNIQUES
LJA081	Year 8 Semester 1 (continued)  <b>Time Machine</b>	Feudal Japan is the focus of this unit. Students will consider how this era of Japan's history has impacted on modern day life. They will also be given the opportunity to make comparisons between feudal Japan and medieval Europe. In doing so they will engage with language relating to: <ul style="list-style-type: none"> <li>Peoples, places and foods of Japan, and language associated with travel.</li> </ul>	Writing task ( <i>treasure hunt journal</i> )  Listening test  Reading test  Speaking test
LJA082	Year 8 Semester 2  <b>Survival</b>          <b>Heroes</b>	The Endangered Species unit introduces students to language related to animal species, their habitats, native countries, eating habits and reasons for endangerment. Students will use their language skills to raise awareness of their chosen animal's plight.  The LOTE component of this unit will use as its base Manga and Anime superhero characters featuring heavily in Japanese pop-culture. Students will learn language to help them describe these characters with a focus on vocabulary and sentence patterns relating to: <ul style="list-style-type: none"> <li>Numbers, age, countries, height, weight, likes and dislikes.</li> </ul>	Speaking task ( <i>presentation</i> )  Writing task ( <i>campaign brochure</i> )  Listening test  Reading test  Speaking task ( <i>interview</i> )  Writing task ( <i>bio card</i> )  Listening test  Reading test
LJA091	Year 9 Semester 1  <b>Healthy Eating</b>	Students start off the Year with a quick revision of Hiragana followed by an in-depth study of Katakana. They then start to look at food groups, focusing on foods that are good for you and those that aren't. This unit looks at Japanese foods as well as western-style dishes and their ingredients. It includes: <ul style="list-style-type: none"> <li>Likes and dislikes, descriptions, numbers (prices and counters), useful expressions used in a restaurant, and making plans.</li> </ul>	Writing: Menu  Speaking ( <i>restaurant role play</i> )  Reading: Menu test ( <i>Katakana</i> )  Listening: ( <i>Passage on eating habits</i> )

## Languages Other Than English (LOTE) - Japanese

UNIT CODE	UNIT TITLE	DESCRIPTION	ASSESSMENT TECHNIQUES
LJA091	Year 9 Semester 1 ( <i>continued</i> )  <b><i>Dream House</i></b>	In this unit students let their imaginations run wild when developing a plan or model of their dream house. This unit starts with a brief look at family members and pets and then moves onto looking at house and furniture vocabulary, colours and other descriptive words, relative positions and how to express existence.	Writing ( <i>Labelling of model house</i> )  Writing test ( <i>construction sentences about houses</i> )  Speaking ( <i>Presentation of house</i> )  Reading ( <i>Passage about a dream house</i> )  Listening ( <i>Passage about a family and its home</i> )
LJA092	Year 9 Semester 2  <b><i>Scavenger Hunt</i></b>	This is a very full unit which takes us two terms. The idea is that the Japanese embassy has organized a scavenger hunt that involves applicants traveling to Japan, finding their way around, writing a travel journal and reporting back on their findings when they return home. It includes: <ul style="list-style-type: none"> <li>a look at major cities and attractions in Japan, items of cultural interest, types of transport, the sort of weather to expect and what to pack.</li> </ul>	Writing ( <i>Folio of material including itinerary and diary entries</i> )  Speaking ( <i>Reporting back on their travels and showing folio materials</i> )  Reading ( <i>Itinerary</i> )  Listening ( <i>Itinerary</i> )

# Mathematics

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## Introduction

Mathematics is involved in every aspect of our everyday life: in the work place, in the home, in consumer matters etc. Mathematics is a subject based on basic strands of number, space, measurement, algebra, chance and data and working mathematically derived from people's experience with objects and their position in the world around us. Mathematics makes several important contributions to a sound general education by providing the following range of skills and areas of understanding which are:

- associated with a wide definition of numeracy
- necessary for present roles in society
- required for other subject areas
- useful in a technological society
- important as a basis for further studies in mathematics
- essential for communication
- historically significant



The importance, relevance and necessity of Mathematics is recognised as it is a key learning area in the school's curriculum and **must be studied for six semesters in the junior school.**

## Overview

- The Mathematics curriculum has been designed to accommodate a wide range of students' abilities, interests and work rates. The content of the junior mathematics course based on the 1 to 10 syllabuses has been divided into a series of units bases on students ability.
- The subject matter, theories, concepts and mathematical applications are structured and presented where students are classed according to demonstrated capacity for success.
- Mathematics is presented in levels with MA1081 being Support Mathematics while MA3081 contains extension and enrichment for students with significant aptitude.

**Level 1:** Designed for students experiencing major difficulties with mathematics. Classes have additional support and only cover the core content.

**Level 2:** Designed for students who have shown some success at mathematics but experience difficulties with extension topics.

**Level 3:** Designed to provide extension for students who are successful at mathematics.

**Level 4:** Only offered in semester 2 Year 10 for students who have completed the 1 to 10 syllabus and start senior in Year 10.

# Science

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## Learning

The modern world is a product of scientific imagination and application. Science has at its heart the goal of having students:

- understand and appreciate the evolutionary nature of scientific knowledge
- understand the nature of science as a human endeavour, its history, its relationship with other human endeavours and its contribution to society
- understand that scientific knowledge has been organised by the scientific community into disciplines based on recognisable patterns in the phenomena studied
- apply scientific knowledge to explain and predict events and to reconstruct their understandings of the physical and biological worlds
- use the practices and dispositions of scientific investigation, reflection and analysis to refine knowledge and pose new questions
- develop dispositions such as intellectual honesty and commitment to scientific reasoning
- use scientific language to communicate effectively
- use decision-making processes that include ethical considerations of the impact of science on people and the environment
- use the practices and dispositions of 'working scientifically' in all the disciplines of scientific enterprise.



## Introduction

Science is a *way of knowing and doing* that helps students gain a deeper understanding of the world. Scientific knowledge is a set of explanations for things in the world that are continually tested and changed in the light of current evidence.

Scientists work in ways that influence the conclusions they make. People who understand how scientists work are more likely to make thoughtful and critical decisions about lifestyle, health and environment. Working scientifically involves investigating, understanding and communicating. The Science KLA is divided into 4 strands with a Science and Society component embedded into each strand.

- |                                    |  |
|------------------------------------|--|
| ▪ Earth and Beyond:                | Explores ideas about the nature of the Earth, Solar System and universe.         |
| ▪ Energy and Change:               | Studies the effects of forces, motion and energy in our lives.                   |
| ▪ Life and Living:                 | Collects and investigates information about the way organisms live and function. |
| ▪ Natural and Processed Materials: | Investigates the structures and properties of materials.                         |

Students study Science from Year 8 through to Year 10. Students must study at least one semester of Science in Year 10. Students not going onto Senior Science study the core unit SCI101. Students wishing to continue with Science subjects in Years 11 and 12 must study two semesters of Science in Year 10. These units are SCI102 and SCI103. Core and Transition units in Year 10 are mutually exclusive. That is, a student can choose to do SCI101 in either Semester of Year 10 or SCI102 and SCI103 sequentially in both Semesters.

# Science

UNIT CODE	TYPE	UNIT TITLE /STRAND	UNIT DESCRIPTION
SCI081	Year 8 Semester 1  <b>Core</b>	<b><i>What's the Matter</i></b> Natural and Processed Materials  <b><i>A Wonderful World</i></b> Earth and Beyond	<ul style="list-style-type: none"> <li>• Classifying chemicals</li> <li>• The particle theory</li> <li>• Chemical reactions</li> <li>• Types of chemical reactions</li> <li>• Rates of chemical reactions</li> <li>• Atmosphere</li> <li>• Hydrosphere</li> <li>• Geosphere and mining</li> <li>• Survival of planet Earth</li> <li>• Renewable and non-renewable resources</li> </ul>
SCI082	Year 8 Semester 2  <b>Core</b>	<b><i>Survival</i></b> Life and Living  <b><i>Time Machine</i></b> Energy and Change	<ul style="list-style-type: none"> <li>• Organisms</li> <li>• Dead or alive</li> <li>• Organism requirements for survival</li> <li>• Food chains and food webs</li> <li>• Survival of species</li> <li>• Weapons in time</li> <li>• Motion</li> <li>• Balanced and unbalanced forces</li> <li>• Energy forms</li> <li>• Energy transfers and transformations</li> </ul>
SCI091	Year 9 Semester 1  <b>Core</b>	<b><i>It's a Chemical World</i></b> Natural and Processed Materials  <b><i>A Fragile Earth</i></b> Earth and Beyond	<ul style="list-style-type: none"> <li>• Properties of chemicals</li> <li>• Chemical bonding</li> <li>• Mixtures and compounds</li> <li>• pH and indicators</li> <li>• Acid and base reactions</li> <li>• Volcanoes</li> <li>• Earthquakes</li> <li>• The rock cycle</li> <li>• Fossils</li> <li>• Earth in space</li> </ul>
SCI092	Year 9 Semester 2  <b>Core</b>	<b><i>Adapting to Life</i></b> Life and Living  <b><i>On the Move</i></b> Energy and Change	<ul style="list-style-type: none"> <li>• Ecosystems and biodiversity</li> <li>• Functioning and behaviour of organisms</li> <li>• Variations in external and internal conditions</li> <li>• Genetics</li> <li>• Natural selection</li> <li>• Velocity and acceleration</li> <li>• Momentum and impulse</li> <li>• Work and power</li> <li>• Mirrors and reflection</li> <li>• Lenses and refraction</li> </ul>

# Studies of Society and Environment

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## Introduction

Studying society and environment introduces students to a world of ideas and experiences that will add to knowledge and assist, participating in the world. The learning area assists students understand world, Australian and local societies and environments, and to participate in and contribute to them in ways that will build rewarding and productive futures.

Understanding how people's life experiences are the result of particular social, cultural, economic and environmental relationships that characterise communities at particular times and places helps make sense of a complex world.

The values, concepts and skills of the learning area are drawn from a range of traditions of inquiry. These include the subjects of history, geography, economics, politics, law, sociology, psychology and ethics.

## Course Requirements

- All Year 8 students study Studies of Society and Environment (SOSE) until the end of Year 10.
- Students may elect a SOSE subject elective in Year 10 as well and if considering selecting a Social Science subject in Years 11 and 12 should consider this option. (Year 11 and 12 Social Science subjects are Ancient History, Legal Studies, Modern History, Study of Society, and Tourism Studies).

## About the course

- As far as possible, students will learn in class groupings based on ability levels. Usually, this will mean two, three or four different groupings of students learning the same unit. This enables teachers to better cater for the individual needs of students within their classroom.
- For students who are considered to be gifted and talented, and for students with specific learning difficulties, courses will be negotiated after consultation between student, parents and Head of Social Science.
- There are four themes that you must cover in your study of the learning area. These are :
  - Time, Continuity and Change: which emphasises past events, ideas and actions.
  - Culture and Identity: which emphasises identity and cultural diversity.
  - Place and Space: which emphasises understandings of places and the causes and consequences of human impact on the environment.
  - Systems, Resources and Power: which emphasises the role of government and differences within and between societies.
- The topics that you study in each unit will be chosen by your teacher in consultation with the students in the class.
- Many semester units will include a field study as a learning experience/assessment task.
- Assessment takes many forms (essays, field study reports, individual and group tasks, response to stimulus exercises, orals etc).

## Studies of Society and Environment

UNIT CODE	UNIT TITLE	TYPE	UNIT DESCRIPTION
SSE081	Year 8 Semester 1  <i>Field Study</i> (cost range \$15-\$20)	Trans-disciplinary Studies	<b>This is the first of the Level 5 units.</b> Topics you will encounter are: <ul style="list-style-type: none"> <li>• Children of the World</li> <li>• Heroes</li> </ul>
SSE082	Year 8 Semester 2  <i>Field Study</i> (cost range \$15-\$20)	Trans-disciplinary Studies	<b>This is the second of the Level 5 units.</b> Topics you will encounter are: <ul style="list-style-type: none"> <li>• Medieval Studies</li> <li>• Endangered Species</li> </ul>
SSE091	Year 9 Semester 1  <i>Field Study</i> (cost range \$15-\$20)	Spotlight on Australia	<b>This is the second of the Level 6 units.</b> Topics you will encounter are: <ul style="list-style-type: none"> <li>• Australian Cultures</li> <li>• Systems at Work (Parliament House excursion)</li> </ul>
SSE092	Year 9 Semester 2	The Global Village	<b>This is the second of the Level 6 units.</b> Topics you will encounter are: <ul style="list-style-type: none"> <li>• Australians at War</li> <li>• Globalisation</li> <li>• Current Events</li> </ul>



# Technology

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## Introduction

Technology is about creating products to meet human needs.

The application and development of technology clearly plays an important part in determining the future of Australia and the way of life of its citizens. Technology programs prepare students for living and working in an increasingly technological world and equip them for innovative and rewarding activity.



Technology programs integrate theory and practice by enabling students to develop skills, understanding and attitudes that are essential in the workforce. Many students find the practical and applied nature of technology particularly appealing. It provides special contexts in which ideas and principles from other learning areas can be applied and at the same time, the challenges of design and production tasks can be demanding and sophisticated. Technology programs and activities engage the full range of student abilities and aspirations over a wide range of subject matter.

Technology involves students working in teams to solve problems and design products appropriate to their interests and capabilities. To do this, students:

- **investigate** issues and problems,
- **generate ideas** and viable solutions,
- **produce a range of products** and prototypes,
- **evaluate and test** the effectiveness and appropriateness of their designs.

These four processes form the basis for all activities in Technology.

## Course requirements

At Shailer Park State High School, Technology has three major focus areas, they are:

Business Enterprise	Home Economics	Industrial Technology and Design	Information and Communication Technology
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Students are to choose one of the above subject areas in which to specialise in Year 9.

## Technology: Business Enterprise

Business Enterprise is about developing the knowledge, skills, and values associated with the world of business. Whether you are interested in running a small business, working for a business, aspiring to be a business leader and manager of the future, or wanting to help yourself make more informed and responsible consumer and financial decisions, Business Enterprise has something to offer you. This subject area takes you on an exciting journey into the world of business enterprise and wealth creation.



Business Enterprise includes:

- Finance
- Key business functions (business interdependence, operations, marketing, record-keeping and accounting)
- Running a small business
- What it means to be an entrepreneur
- Enterprise skills
- Participation in ABW (Australian Business Week ) competition and stock market game
- Personal finance
- Business plans and business planning
- Promoting and selling
- Investing
- Law
- E-commerce and the global consumer
- Work environments
- Consumer choice
- Towards independence
- Community participation – non-profit organizations, and active community participation

Students studying Business Enterprise will be required to participate in excursions to local businesses and participate in local business/community opportunities.

UNIT CODE	UNIT TITLE	UNIT DESCRIPTION
TBE081 TBE082	Year 8 Semester 1 and 2  <b><i>Business Enterprise</i></b>	This unit introduces students to the world of business. Students learn about different types of businesses and investigate a local business opportunity.
TBE091	Year 9 Semester 1  <b><i>Business Enterprise</i></b>	<b><i>Financing Your Future</i></b> In this unit students will look at personal finance and investment. <ul style="list-style-type: none"> <li>• Earning an income</li> <li>• Budgets and spreadsheets</li> <li>• Where to keep your money</li> <li>• Borrowing and lending – the trouble with credit</li> <li>• Investment strategies</li> <li>• Superannuation</li> <li>• Consumer choice, protection and redress</li> </ul>

## Technology: Business Enterprise continued

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UNIT CODE	UNIT TITLE	UNIT DESCRIPTION
TBE092	Year 9 Semester 2  <b><i>Business Enterprise</i></b>	<i>What's in a business and managing a business?</i> <ul style="list-style-type: none"><li>• Produce and sell a product</li><li>• Types of business enterprises</li><li>• Success and failure of small businesses</li><li>• What's an entrepreneur</li><li>• Life cycle of a business/product</li><li>• Business plans</li><li>• Marketing a business</li><li>• Keeping records</li><li>• Community participation</li></ul>

## Technology: Information and Communication Technology

Information and Communication Technology is part of just about everything in our lives and drives the innovations that make a positive difference to the world. It covers all forms of computer and communications equipment and software. In terms of a profession, ICT helps companies and community organizations improve their efficiency and interactions with people. Studying ICT helps develop your problem solving and creative skills.



Information and Communication Technology includes:

- Creating documents and developing desktop publishing skills
- Creating and manipulating digital images
- Creating multimedia presentations
- 2D animation, video clips, and short films
- Computer games and interactive entertainment
- Web site development
- Designing and controlling machines (robotics)
- Global communication including on-line communication with experts
- Using ICTs to access information and develop more effective search techniques
- Programming
- Team work and communication

UNIT CODE	UNIT TITLE	UNIT DESCRIPTION
TEC081 TEC082	Year 8 Semester 1 and 2  <b><i>Information and Communication Technology</i></b>	This is an introduction to programming. It is designed to make learning to program easy and fun. Students will be using computers and ICT tools to engage in problem solving activities. They will need to think creatively and use ICTs to develop projects.
TEC091	Year 9 Semester 1  <b><i>Information and Communication Technology</i></b>	The emphasis will be on students creating their own multimedia presentations. <ul style="list-style-type: none"> <li>• Digital imaging and presentations</li> <li>• Document production</li> <li>• Create your own trading cards</li> <li>• The WWW – web site development</li> </ul>
TEC092	Year 9 Semester 2  <b><i>Information and Communication Technology</i></b>	<b><i>Game Making and Multimedia</i></b> <ul style="list-style-type: none"> <li>• Create games using <i>GameMaker</i></li> <li>• Students will create a class CD/DVD of their games</li> <li>• Creating short films using video captured from game play and film - Machinima</li> </ul>

## Technology: Home Economics

The central focus of junior Home Economics is creating solutions and products that promote the well-being of individuals. Students are provided with relevant design challenges and multi-level learning activities that encourage students to investigate, ideate, create and evaluate.

Home economics successfully combines practical and problem solving skills in a broad range of situations that allow students to develop critical thinking skills.

Learning activities provides opportunities for students to work both independently and in teams thus building essential social skills.

Practical experiences in Food and Textile Studies allow students to build resilience and confidence necessary for an individual's success in both their personal and work life. In Home Economics, students gain valuable work and life skills.

The final units are designed to introduce the learner to related senior subjects:

- Early Childhood Practices
- Home Economics
- Hospitality Practices

UNIT CODE	UNIT TITLE	UNIT DESCRIPTION
THE081	Year 8 Semester 1  <b><i>Home Economics Foundations</i></b>	Learn basic cookery skills and gain an understanding of nutrition to make healthy food choices.  Learn about textiles and how design and create a simple garment/article.
THE082	Year 8 Semester 2  <b><i>Food and Nutrition</i></b>	Investigate the dietary habits and needs of adolescents and examine the factors influencing adolescent's food choices.  Devise strategies to address possible diet related health problems. Prepare suitable foods for adolescents.
THE091	Year 9 Semester 1  <b><i>Creative Cookery and Textiles</i></b>	Implement the design process to develop and produce food and textile items suitable for sale.  Practical cookery: Cakes, biscuits, jam, confectionery.  Practical textiles: Sewing and dyeing, applique work, patchwork, and/or embroidery.
THE092	Year 9 Semester 2  <b><i>Food and Textile Studies</i></b>	Investigate special dietary needs of individuals (vegetarian, athletics, pregnancy, diabetes). Recommend and prepare suitable foods for these individuals.  Explore textile properties, elements of design and construction techniques to design and make a cushion.

# Technology: Industrial Technology and Design

## Introduction

Industrial Technology and Design is involved in every aspect of our life (in the workplace, at home and at play). Under the banner of Industrial Technology sits three distinct areas of study:

- Graphics
- Wood Technology
- Metal Technology



While concentrating on lifelong learning, Industrial Technology and Design recognises that each student comes to us from a different environment and possesses individual abilities. Therefore each unit within Industrial Technology and Design has been produced so that the student's studies can lead to a successful completion of that unit and progress on to further studies in the senior Years.

The Key Learning Area of Technology is structured so each student after undertaking Technology in Year 8 will then follow specialist study in the areas of specific interest, in this case, Industrial Technology and Design.

Units (TIN081, TIN082, TIN091, and TIN092) are designed to introduce students to all areas of Industrial Technology and Design. This is designing a project on computer then manufacturing that product in the workshop, or utilising a computer-controlled lathe. This subject leads on to specialist training in those areas of interest to students.

UNIT CODE	UNIT TITLE	UNIT DESCRIPTION
TIN081 TIN082	Year 8 Semester 1 and 2  <i><b>Industrial Technology and Design</b></i>	Learn basic Industrial skills and gain an understanding of materials necessary to make simple projects. Using computer aided technologies, design and create those projects.
TIN091	Year 9 Semester 1  <i><b>Industrial Technology and Design</b></i>	Building on the knowledge from the previous unit students will investigate materials, systems and the factors influencing their design choices. They will devise strategies to address possible design problems and manufacture suitable projects.
TIN092	Year 9 Semester 2  <i><b>Industrial Technology and Design</b></i>	Implement the design process to develop and produce projects that would be suitable for sale. Practical class work includes computer-generated images and wood, metal and plastic projects.
TGR091 TGR092	Year 8 Semester 1 and 2  <i><b>Industrial Technology and Design</b></i>	Graphics provides opportunities for the development of visual communication. Students will collect, analyse and organise information in various forms, and plan and organise research and investigations. The study of graphics provides students with access to vocational areas such as computer graphics, drafting, surveying, manufacturing or higher studies in science, architecture and engineering.

# The Arts

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## Introduction

The Arts Key Learning Area encompasses those artistic pursuits that express and communicate what is to be human, through the strands:

- Dance
- Drama
- Music
- Visual Arts

Through The Arts we develop, share and pass on the understandings of ourselves, our histories, our cultures and our worlds to future generations. The Arts (separately and collectively) can balance and enrich student experience by fostering unique and significant skills and understandings. These are transferable to their working and recreational lives. Students become aware of the socialising influence of the arts and are motivated to participate in and enjoy the arts as discerning practitioners and consumers. As well, arts activities, museums, festivals, performances, organisations and industries contribute significantly to the Australian economy.

Valuable life skills are developed through the study of the arts. Creativity, self-expression and problem solving are central to learning experiences in all strands.

The Arts key learning area makes a unique contribution to lifelong learning. Our aim is to develop a person who is:

- A knowledgeable person with deep understanding
- A complex thinker
- A responsive creator
- An active investigator
- An effective communicator
- A participant in an interdependent world
- A reflective and self-directed learner

In Year 8 students will experience one term of each of The Arts strands. In Year 9 students will select a course of study from one of The Arts strand areas. This may then be continued in Year 10.

## The Arts: Dance

UNIT CODE	UNIT TITLE	UNIT DESCRIPTION
ADA081 ADA082	Year 8 Semester 1 and 2  <b><i>Welcome to Dance</i></b>	This is a term introductory unit in which students will not only perform a funk dance but choreograph their own moves in groups and learn to write about and appreciate Dance.  They are encouraged to develop their movement skills, creative expression and ability to work as part of a team.
ADA091	Year 9 Semester 1  <b><i>The Functions of Dance</i></b> (Social, Ritual and Artistic)	This unit introduces the three functions of Dance in a fun and interesting way.  Students will explore social dances from the past such as the Charleston and the Jive and learn how to manipulate them into more modern movements. They will also learn about the requirements of being an artistic dancer and performer.  Finally the students will discuss ritual dance, learn the movements from a certain culture and create their own ritual steps.
ADA092	Year 9 Semester 2  <b><i>Musical Theatre</i></b> (In the Spotlight) and (Funk, Space Time and Energy)	The first unit will allow students to combine elements of Drama and Dance and perform dances to songs from musicals such as 'Chicago' and 'Singing in the Rain'. The students will learn how to incorporate props and mime to tell a story through dance.  In the second unit, students will learn the elements of Space, Time and Energy whilst experimenting with the latest funk and hip-hop moves. They will also learn to analyse dance works and discuss factors such as movement qualities.

## The Arts: Drama

UNIT CODE	UNIT TITLE	UNIT CONTENT
ADR081 ADR082	Year 8 Semester 1 and 2  <b><i>Welcome to Drama</i></b>	<ul style="list-style-type: none"> <li>• Introduction to the Elements of Drama</li> <li>• Improvisation games, warm-ups and icebreakers – learning to create Drama</li> <li>• Physical Theatre and basic voice training</li> <li>• Process Drama: Drama from stimulus exploring an idea, concept or issue</li> </ul>
ADR091	Year 9 Semester 1  <b><i>Comedy, Myths and Legends</i></b>	<ul style="list-style-type: none"> <li>• In depth comedy study – satire, slapstick, mime, clowning and extended improvisation</li> <li>• Converting myths and legends into contemporary pieces of drama</li> <li>• Basic script writing conventions</li> </ul>
ADR092	Year 9 Semester 2  <b><i>Fairytales and Scriptwriting</i></b>	<ul style="list-style-type: none"> <li>• In depth fractured fairytale study – old and new</li> <li>• From basic to complex script writing conventions</li> <li>• Presenting drama to formal audiences</li> <li>• Introduction to the Actor's Workbook – Journal the Journey</li> <li>• Working with performance scripts</li> </ul>

## The Arts: Music

In Music, students will be grouped in classes based on their individual capabilities.

UNIT CODE	UNIT TITLE	UNIT CONTENT
AMU081 AMU082	Year 8 Semester 1 and 2  <b><i>Welcome to Music</i></b>	Students are to rotate through Music learning the basics. They will receive a taste of the instruments.
AMU091	Year 9 Semester 1  <b><i>Rock, Pop and All the Rest</i></b>          <b><i>How Did We Get Here?</i></b>	<p>During this first term of music, we will concentrate on the music that you listen to. The topics to be studied will be debated as a class, but will cover genres like: Heavy Metal, Rock 'n' Roll, Pop, R 'n' B, Rap, and Techno.</p> <p>You will have the opportunity to perform a cover from the band of your choice in groups, as one of your pieces of assessment. You will also learn how to read music, and begin composing music of your own in the style of your choice.</p> <p>During the second term in Music, we will study how music has progressed to where we are today. We will listen to composers like Bach and Mozart, and find out how Rock artists of today have used this <i>old</i> music into their music.</p>
AMU092	Year 9 Semester 2  <b><i>Go Aussie Go!</i></b>          <b><i>Film and Television Music</i></b>	<p>It is not just Australian Music we will study, from Botany Bay to The Veronicas, but also the music from other countries and how they influence us. You will have the opportunity to compose your own song that reflects your individual cultural identity.</p> <p>During this term, we will look at how music is used in Film and Television. How it portrays meaning, intensifies mood and supplies a subtle background. You will choose a film and create the music to accompany it yourself and perform a song from your favourite television show.</p>

## Strand: Visual Arts

UNIT CODE	UNIT TITLE	UNIT CONTENT
AVA081 AVA082	Year 8 Semester 1 and 2  <i>Welcome to The Arts</i>	Students will be introduced to a range of media and techniques which they will then use to create individual works.
AVA091	Year 9 Semester 1	Students work in the areas of Drawing, Painting, Printmaking and Ceramics.  They will contribute to the annual art exhibition. A book will be constructed from their painting experiment and research.
AVA092	Year 9 Semester 2	Students work collaboratively in the field of two or three-dimensional construction. A personal response to research ideas will lead the student to the completion of their construction.  After the exploration of a craft area in its historical context, students will produce and display their project.

