

LEARN LEAD SUCCEED

CURRICULUM HANDBOOK 2022
YEAR 8

North Lakes



STATE COLLEGE

Inspiring students to reach for their dreams and succeed now and in the future

TABLE OF CONTENTS

INTRODUCTION	3
CORE SUBJECTS	4
ENGLISH	4
MATHEMATICS	5
SCIENCE	6
HUMANITIES	7
HISTORY	7
GEOGRAPHY	7
ECONOMICS & BUSINESS.....	8
HEALTH & PHYSICAL EDUCATION	9
SELECTION SUBJECTS	10
ARTS SPECIALISATIONS.....	10
DANCE	10
DRAMA	11
MUSIC	12
VISUAL ART.....	13
TECHNOLOGIES	14
FOOD AND FIBRE PRODUCTION	14
DESIGN AND TECHNOLOGIES.....	14
DIGITAL TECHNOLOGIES	15
LANGUAGES	15
ITALIAN	15
CHINESE	16
SIGNATURE PROGRAM	16
DANCE.....	16
GOLF.....	17
BASKETBALL	17
RUGBY.....	17
ITALIAN IMMERSION.....	18

INTRODUCTION

At North Lakes State College, we are committed to the implementation of the Australian Curriculum. School programs, based on Australian Curriculum and Queensland Studies Authority resources are offered to all students in the eight key learning areas. Students will engage in all key learning areas of the Australian Curriculum as required by the Department of Education. These subjects are:

CORE SUBJECTS (COMPULSORY)	SELECTION SUBJECTS (CHOOSE ONE FROM EACH KEY LEARNING AREA BELOW)
ENGLISH	THE ARTS Dance Drama Music Visual Art
MATHEMATICS	TECHNOLOGIES Food and Fibre Production Design and Technologies Digital Technologies
SCIENCE	LANGUAGES Italian Chinese
HUMANITIES AND SOCIAL SCIENCE (includes: History, Geography, Economics & Business)	
HEALTH & PHYSICAL EDUCATION	

PLEASE NOTE

- Subjects on offer are conditional on staffing, resourcing and student numbers
- The implementation of the Australian Curriculum may result in changes to some of the subjects in this guide. All information is correct at time of publication

CORE SUBJECTS

COMPULSORY

ENGLISH

In the North Lakes State College Junior Secondary, we endeavour to prepare students to be literate critical thinkers in an ever changing global and technological society. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing student's knowledge, understanding and skills in listening, reading, viewing, speaking, and writing. In Year 8 students interact with peers, teachers, individuals, groups and community members and experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction and non-fiction, poetry, dramatic performances and multimodal texts. The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about the Asia-Pacific region.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>I NEED A HERO!</p> <p>Students examine the ways ideas and viewpoints reflect the values of groups. They examine how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody.</p> <p>Texts: <i>The Amber Amulet</i> by Craig Silvey</p>	<p>TEENAGE DIRTBAG</p> <p>Students analyse and explain how language and images create representations of adolescents. Students analyse and evaluate language and texts, and media texts and images.</p> <p>Texts: Media texts - <i>Mean Girls</i> (2004)</p>	<p>ROAM</p> <p>Students explore how literature shapes and reflects the culture of a country. They analyse visual texts to understand how these texts construct representations. Throughout this unit students will explore texts which reflect on the importance of place for Aboriginal and Torres Strait Islander peoples.</p>	<p>ELEMENTARY.</p> <p>Students recognise, explain and analyse the ways literary texts draw on other texts and enable new understanding & appreciation of aesthetic qualities.</p> <p>Texts: TBC <i>Moriarty</i> Anthony Howrowiz <i>A Study in Charlotte</i> by Brittany Cavallaro <i>The Final Solution</i> by Michael Chabon <i>The Case of the Missing Marquess</i> by Nancy Springer <i>Enola</i> Film (2020)</p>

English assessment in Year 8 consists of a minimum of two written and two spoken tasks.

MATHEMATICS

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

COURSE OUTLINE AND ASSESSMENT SUMMARY

Students at North Lakes State College will study mathematical units of work from the Australian Curriculum which:

Collaborate in learning environments that are inclusive and academically rigorous	Reflect the development stage of their mathematical learning	Connect to the real world and their interests	Show thorough mathematical investigation and deep understanding of number and algebra, measurement, and geometry, statistics and probability.
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Assessed via completion of written tests and assignments

SCIENCE

At North Lakes State College Junior Secondary, we aim to prepare students to be active citizens who make thoughtful and critical decisions about scientific claims which influence their own lifestyle, health and environment, and to become citizens of a global community who make sustainable choices in their everyday lives.

The study of Science establishes a place in the curriculum for the innate human desire to understand the world in which we live. It affords learners the opportunity to observe, to wonder, to question, to investigate and to explain their surroundings.

Science will centre upon constructing new understanding and comparing students' current ideas with those of the scientific community. It will:

- Comprise of opportunities for deep understanding of physical, chemical, biological and earth sciences through scientific investigation.
- Provide situations to examine and discuss scientific social issues.
- Present occasions to '*work scientifically*' by investigating and communicating findings.
- Offer learning experiences which are connected to (a) the real world and (b) the interests of the middle school student.
- Create collaborative learning environments that are inclusive and academically rigorous.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
CHEMISTRY Particles Matter	EARTH SCIENCE The Changing Earth	PHYSICS Energy in my Lifestyle	BIOLOGY Building Blocks of Life
<p>Students are assessed under the two criteria of:</p> <p>UNDERSTANDING DIMENSION</p> <p>SKILLS DIMENSION</p> <p>Students will:</p> <ul style="list-style-type: none"> • Carry out experiments and analyse results. • Report on experimental findings. • Learn scientific theory and explore contextual applications of scientific theories in real-life situations. <p>Science assessment in Year 8 consists of one exam or one assignment per term.</p>			

UNIFORM REQUIREMENTS

Students **MUST** wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will result in restricted access to the laboratories.

HUMANITIES

Students in Year 8 will study units in History, Geography, Economics and Business, Civics and Citizenship throughout the year. The content knowledge, understanding and skills gained in these subjects are essential for the senior phase of learning in Humanities. The assessment in Year 8 will provide students the opportunity to experience a range of assessment techniques that will also prepare them for their senior assessment requirements.

HISTORY

History is the imaginative reconstruction of the past from the remaining evidence. This evidence exists in the form of primary and secondary sources. Primary sources were created at the time of the event; secondary sources were created after the event and comment on the event. In this course students will learn from the lessons of the past so that they can make informed judgments in the future. History is not a single version of the past. There are many different perspectives. Students will learn to understand these differences and speculate on why people see things differently.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3
<p>THE WESTERN AND ISLAMIC WORLD MEDIEVAL EUROPE (C590 - C1500)</p> <ul style="list-style-type: none"> The way of life in Medieval Europe (<i>social, cultural, economic and political features</i>) and the roles and relationships of different groups in society. Significant development and/or cultural achievements, such as changing relations between Islam and the West (<i>including the Crusades</i>), architecture, medieval manuscripts and music. 	<p>EXPANDING CONTACTS THE BLACK DEATH IN ASIA, EUROPE AND AFRICA (14TH CENTURY PLAGUE)</p> <ul style="list-style-type: none"> The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries. The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague. 	<p>THE ASIA-PACIFIC WORLD JAPAN UNDER THE SHOGUNS (C794 - 1867)</p> <ul style="list-style-type: none"> The way of life in Shogunate Japan, including social, cultural, economic and political features (<i>including the feudal system and the increasing power of the shogun</i>).
Research based museum display & Stimulus Response Exams.		

GEOGRAPHY

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
<p>LANDSCAPES AND LANDFORMS</p> <p>This unit investigates:</p> <ul style="list-style-type: none"> The ways the earth's surface is shaped from natural forces. The importance of mountains to communities. The best way to manage unique environments. 	<p>CHANGING NATIONS</p> <p>Students will investigate:</p> <ul style="list-style-type: none"> The reasons why so many people live in urban areas. The effects urbanisation on the environment. Strategies to accommodate a growing population into an Australian community
Multi Modal Presentation, Short Response and Data Response Exams	

ECONOMICS & BUSINESS

The Year 8 curriculum allows students to develop an understanding of the way the market system operates in Australia, the interdependence of consumers and producers in the market, and why governments may influence the market's operation. Students consider factors that influence individual, business and financial success. They examine the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are also introduced as students consider why people work, how they derive an income and the influences on the way people work now and in the future.

By the end of Year 8, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist. Students explain how markets operate and recognise why governments may influence the market's operation; explain the rights and responsibilities of consumers and businesses; why different types of businesses exist; describe the different ways businesses and can respond to opportunities in the market. Students describe influences on the way people work, and factors that may affect work in the future.

When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.

The assessment in Year 8 will provide students the opportunity to use data to analyse the feasibility of a business idea in the current business market.

COURSE OUTLINE AND ASSESSMENT SUMMARY

BUSINESS, ECONOMICS AND YOU

- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- What types of work exist and in what other ways can people derive an income?
- What may affect the ways people work now and in the future?
- Why is there a relationship between consumers and producers in the market?
- Why are markets needed, and why are governments involved?
- How does entrepreneurial behaviour contribute to a successful business?
- Why do consumers and businesses have both rights and responsibilities?
- How do different businesses respond to opportunities in the market?

Combination Response Exam and a Feasibility Report

HEALTH & PHYSICAL EDUCATION

Health and Physical Education is a highly valued and well-supported part of a student's learning and development at North Lakes State College. Our focus is to encourage all students to actively participate in a variety of physical activities, games and fitness activities.

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It helps them to be resilient, make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others' health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise, and refine personal, behavioural, social and cognitive skills.

Health and Physical Education (HPE) gives students the knowledge and skills to:

- Make informed decisions about their own health.
- Develop personal fitness.
- Participate effectively in physical activities.
- Enhance personal development.
- Enhance and develop fitness capabilities that will prevent current lifestyle diseases.

COURSE OUTLINE AND ASSESSMENT SUMMARY

The Health and Physical Education (HPE) Key Learning Area is organised into two strands. Students will study units from each strand:

STRAND 1 - PERSONAL, SOCIAL & COMMUNITY HEALTH		STRAND 2 - MOVEMENT & PHYSICAL ACTIVITY	
UNITS INCLUDE:			
BUILDING POSITIVE RELATIONSHIPS	INFLUENCES DURING ADOLESCENCE	COMPONENTS FOR LIFE	MOVEMENT CONCEPTS

Health and Physical Education will include both written tasks and non-written tasks to assess these criteria. Students should expect at least one physical task and one written task per term. Assessment Tasks will include:

- Written tasks (e.g. exam essays, research tasks, journals, performance tasks).
- Physical tasks (e.g. speed and accuracy of responses, performance of offensive and defensive strategies).

UNIFORM REQUIREMENTS

Students must be dressed appropriately for practical work. On the days where practical lessons are scheduled, students are to wear their school sport uniform (as per North Lakes State College Uniform Policy) complete with North Lakes State College cap or hat. If the Practical lessons fall on a Monday (formal uniform day), students will need to get changed into their sport uniform at lunch prior to their lesson.

SELECTION SUBJECTS

STUDENTS SELECT ONE SUBJECT FROM EACH KEY LEARNING AREA (THE ARTS, TECHNOLOGIES, LANGUAGES)

ARTS SPECIALISATIONS

STUDENTS SELECT ONE OF THE FOLLOWING ARTS SUBJECTS

DANCE

This subject prepares young people with 21st Century skills and resources. The study of Dance enables the application of multiple literacies through which students create, demonstrate, express and reflect on meaning made through movement. Dance has the means to prepare students for unimagined possibilities, with highly transferrable skills and the capacity for flexible thinking and doing. Multiple literacies are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. The study of Dance establishes a basis for further education and employment across many fields, both inside the Arts and culture industries and beyond. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

Through making and responding, students will develop skills transferrable across subjects including: problem-solving, group work, creative and critical thinking, communication, adaptability, multi-tasking and leadership.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
<p>A PICTURE TELLS A THOUSAND WORDS</p> <p>In this unit, students will develop practical and theoretical knowledge of contemporary dance. Students will learn a teacher directed contemporary dance; analyse set repertoire performance and choreograph a theme-based contemporary dance. Students will also investigate the historical influences on the contemporary dance style.</p>	<p>HIP HOP EVOLUTION</p> <p>An exploration of the hip hop dance style and its cultural, societal and historical influences. This unit has a strong choreographic and performance focus, with research into the history of the development of the dance style including dance specific vocabulary.</p>
<p>Students will choreograph a theme-based contemporary dance in groups and will perform a teacher devised theme-based contemporary dance routine. They will also individually analyse a contemporary dance piece.</p>	<p>Students will be required to choreograph in groups a dance for a music video in the genre/style of popular dance. They will need to consider the filming of their music videos. They will learn a teacher directed dance in the genre/style of hip hop and will complete a responding task based on origins of the style.</p>

DRAMA

Drama is a blend of performance, creation and analytical work in an exploration of social issues, performance skills of different genres and historical periods. Theoretical understandings underpin and support practical work. Students will have opportunities to learn about a range of forms and styles and gain understandings of human experience in different cultures, times and places.

Junior Secondary drama spans a wide range of topics which endeavor to encourage personal and social growth as well as a broader understanding of our present through the study of the past. Students will learn to interpret and re-tell well-known stories, create their own and develop a deeper understanding of the dramatic languages.

Drama is a sequential and developmental course and is best studied as a year-long program for the most valuable experience, particularly if the study of Senior Drama is an objective.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>ON THE SPOT IMPROVISATION</p> <p>On the Spot is an introduction to improvisation and its conventions. Students will gain skills in forming and presenting Drama. As students become more confident with the Dramatic Elements and Conventions, they will begin to learn how to approach script as an actor and the skills associated with taking script from the page to the stage. Students will experience performing for a live audience.</p>	<p>SPOTLIGHT ON SCRIPT SCRIPTED DRAMA</p> <p>The focus of this unit is on the process of bringing play scripts to life in performance. Students will explore and reflect on a range of performance texts to discover ways of making meaning of the printed text and transforming their understanding into performance. Dramatic roles will be communicated through dramatic improvisation and role play while exploring issues, themes concepts or texts. Students will select and apply appropriate performance skills in the preparation for presentation, employing effective vocal and expressive techniques in performance.</p>	<p>BITE SIZED THEATRE REDUCED THEATRE</p> <p>Bite-sized Theatre challenges students to work with the Dramatic Elements and Conventions to take a story or play script and present it as a short drama. Students will learn to identify key information and use Dramatic Conventions to edit and shape drama as a way of communicating their ideas clearly and creatively. Knowledge of the Dramatic Elements will be consolidated and extended. Students will have wide ranging experiences such as planning, scriptwriting, costuming, rehearsing and directing. Important work skills will also be developed such as teamwork, communication skills, presentation skills, time management skills, initiative and leadership.</p>	<p>SCATTERED LIVES SCRIPTED DRAMA</p> <p>This unit is an exploration of important social issues through a range of practical activities including process drama. Students are challenged to consider global issues in a way that not only consolidates and extends their improvisation skills but extends their knowledge and understanding of the Dramatic Elements and Conventions. Students will be required to use their performance skills to present scripted material as well as respond to scripted material and the Dramatic Elements and Conventions. The key play text used in this unit is "Scattered Lives".</p>

The students will be assessed continuously during the semester through both practical and theoretical tasks. There are three components to assessment and may be carried out through the following examples:

MAKING: Scriptwriting, play building, improvisation, costume and make-up design, performing scripted or original material before a live audience.

RESPONDING: Evaluations, written exam and written analysis of recorded or live performance

Music

This subject prepares young people with 21st Century skills and resources, while also engaging with higher order thinking challenges. Over each semester of study, students who select Music will expand on their knowledge. They will develop critical analysis skills in listening, creating and evaluating skills in composing (including working with music technology) and gain confidence in performing. It is not necessary to have any prior experience as the course caters for all levels of musical abilities.

A study of Music can lead to careers in performing, music tuition (both private and formal education systems), A/V industry, entertainment, music therapy, speech pathology, and childcare, Defence Forces, advertising, business and arts administration. Music is also an effective outlet for students with creative and analytical potential.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3
<p>GIANTS OF MUSIC</p> <p>Who were the big rock stars of western music history? The course begins with a study of western music history discovering all the 'big names' from each era, such as Mozart and Beethoven, many of whose music is still played by young people today. Students will refresh and expand their basic knowledge of music theory, analysis and be introduced to music technology (such as MuseScore or Logic Pro X) that can assist with composition.</p>	<p>WORLD MUSIC</p> <p>Students will experience the world through a variety unfamiliar and exotic sounds from other countries. Students will perform pieces from various countries using the skills they have developed throughout the semester.</p>	<p>SOUNDS LIKE</p> <p>When it comes to creating music, there is a huge variety of tone colours available to use. This unit will be devoted to exploring the world of instruments from the voice to the orchestra to the unconventional. Students will prepare a major project with both individual and group components.</p>

By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose. The students will be continuously assessed throughout the semester.

VISUAL ART

Visual Art prepares students for participation in the 21st century by fostering curiosity and imagination and teaching students how to generate and apply new and creative solutions when problem solving in a range of contexts. This learnt ability to think in divergent and creative ways enables artists, designers and craftspeople to work in collaboration within multiple fields to design and manufacture images and objects that enhance and contribute to our daily lives. Students will use the design process in problem solving and in the creation of artworks. The focus in this subject is on students creating, responding, presenting, reflecting and appraising images and objects.

Students learn and apply the Visual Arts Elements and Principles of Design to a variety of 2D and 3D experiences. They will engage in experiences to develop personal expression, aesthetic judgment and critical awareness. Students will gain satisfaction and enjoyment from making images and objects and displaying them. This subject is a combination of theoretical understanding with practical applications

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>DIVERSE DRAWING Students will produce a folio of drawings, which will develop their drawing and observational skills, while designing effective and original compositions. They will use a variety of drawing media, techniques and tasks will focus on drawing objects from different views, still life contour drawings, observational drawings and tonal studies. Drawing tasks will involve the use of toning techniques to show the light source and three-dimensional form. The focus for the unit will be on proportion, shape, tone, line, texture and pattern, as well as creative and effective presentation of work.</p>	<p>SURREALIST SYMPHONY Students will follow the design process in researching, experimenting, reflecting and creating a Surrealist composition, which features an instrument as the focal point. They will research the 20th Century art movement, Surrealism, and complete an in-class essay on the movement and appraise a specific Surrealist painting. Students will research surrealist compositions and reflect upon these in their journals. They will experiment with various composition ideas and paint their chosen composition onto an A3 canvas using acrylic paints. This unit involves problem solving, creativity and the development of painting skills and techniques.</p>	<p>DREADED DRAGONS Students are introduced to clay building techniques and focus on the design process and sketching to create a fantasy clay dragon, which they effectively paint and decorate. Drawing inspiration from cultures, books, stories and films, students engage in their own dragon image research, designing, sketching and annotating their ideas. Students will create a resolved illustration of their dragon whilst demonstrating an understanding of the Elements and Principles of Art.</p>	<p>TAKE A SELFIE Using oil pastels and other drawing media, students produce a self-portrait drawing based on a photograph of themselves. They will research and experiment with a variety of media. Students will conduct chalk pastel and oil pastel experiments in their journals, and chose a media to use in the creation of the portrait drawing. They will use a grid to enlarge their A4 photograph to an A3 size and use various toning and mark making techniques to create tone and texture, in particular on the clothing and hair.</p>

Visual Arts students are assessed in relation to: creating, responding, reflecting, presenting and appraising images and objects. A student's Visual Arts results will be based on the making task in each unit, appraising essays in Units 2 and 3, and journal work in each unit. Students are to maintain a well presented art journal that contains classroom exercises, notes, sketches, skill building exercises, media experiments, collected resources and written reflection within specified timeframes. The journal will follow the design process and demonstrate visual and verbal evaluations and reflections about the different creative processes explored during the unit of work.

MAKING: Students learn about and use knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions

RESPONDING: Students explore, respond to, analyse and interpret artworks.

TECHNOLOGIES

STUDENTS SELECT ONE OF THE FOLLOWING TECHNOLOGY SUBJECTS

FOOD AND FIBRE PRODUCTION

The Food and Fibre Production program places emphasis on developing students' knowledge and independent skills in the basic principles of cookery, safety, hygiene and the design process. Students gain an understanding of appropriate work methods and the use of utensils as well as recognising the importance of good nutrition throughout life.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
ASIAN FUSION	SUSTAINABLE LIVING	STRUGGLE MEALS	SUSTAINABLE FOOD PRODUCTION
This unit examines the influence of Asia on traditional and contemporary Australian cuisine and cookery methods to produce enjoyable meals.	This unit examines the change in our behaviour to the use of non-recyclable products and the sustainability of resources for the future of the planet. It introduces students to sustainable food wraps and cookery methods that takes advantage of a variety of resources available to us and uses these to produce enjoyable meals.	This unit focuses on how to prepare food on a budget that are nutritious include a variety of food productions skills.	This unit is designed to teach students about how foods are produced and harvested in the local area.

Students need to wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will restrict entry to the kitchen.

DESIGN AND TECHNOLOGIES

Design and Technologies may be best understood as a process where people use tools to manipulate the environment and resources for a particular purpose that is sustainable, and meets the needs of people. It introduces students to the basic design processes combined with the use of materials to construct solutions to real-life situations.

Students will learn to interpret drawings and designs to then cut out, fix together and finish a project/solution. This subject has both practical and theoretical components.

The emphasis in year 8 will be placed on the fundamental skills associated with sketching and interpretation of given 2D and 3D tasks that are essential to providing suitable design representations for a variety of audiences.

The focus in Year 8 will include design as well as improving and building hand skills; measuring and marking out; joining and finishing timber.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
LIGHTING THE WORLD <ul style="list-style-type: none"> • Safety in a Workshop • Energy for Light 	RE-DESIGN <ul style="list-style-type: none"> • Redesigning a current item for a new purpose • Design Folio • Applying Adobe Illustrator 	USING THE SUN <ul style="list-style-type: none"> • Project construction – understanding movement • Using solar 	DESIGN FOR OTHERS <ul style="list-style-type: none"> • Designing for a customer • Design Folio • Applying Adobe Illustrator

Students will be assessed by a series of design and construction tasks which will involve research to meet audience requirements. Assessment types will include, but not limited to: Projects; Reports; Exams; Folios of tasks.

Students need to wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will restrict entry to the workshops.

DIGITAL TECHNOLOGIES

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
INVESTIGATING COMPUTER NETWORKS AND WEBSITE CREATION	INTRODUCTION TO CODING THROUGH PYTHON	WEBSITES USING HTML AND CSS	CODING WITH PYTHON

Students will:

- Demonstrate knowledge and understanding in Digital Technologies
- Demonstrate processes and production skills in Digital Technologies
- Complete one investigative assignment per term using the framework of EDGE (Explore, Develop, Generate, Evaluate) cycle
- Complete one exam per semester – with practical and theoretical elements relating to the topic of study.

LANGUAGES

STUDENTS MUST STUDY ONE OF THE FOLLOWING LANGUAGE SUBJECTS

ITALIAN

Italian is a compulsory subject in Year 8 and is a continuation of the Year 7 Italian Programme. If you studied Italian in Year 7, you must continue this subject into Year 8. The aim of Italian at North Lakes State College is to provide students with a knowledge base of both the Italian language and culture.

Learning a second language also improves students' literacy and problem-solving skills and promotes an appreciation of diversity. This is achieved through communicative activities which allow the students to develop the four macro skills central to language learning: listening, speaking, reading and writing.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
FORZA ITALIA! Go Italy!	LA CUCINA ITALIANA The Food of Italy	MADE IN ITALY Italy in Manufacturing and Design	LA BELLA ITALIA Beautiful Italy

Students are required to complete a variety of assessment tasks in **READING, WRITING, SPEAKING** and **LISTENING**.

These tasks include:

- Exams.
- Pre-prepared pieces of work.

It is recommended that students of Italian should be dedicated to their studies, hard-working and show initiative. Learning a language is not an easy task but it is very rewarding. Students of a second language typically demonstrate higher levels of literacy, improved problem-solving skills and a greater appreciation of diversity than their peers.

CHINESE

Chinese is a compulsory subject in Year 8 and is a continuation of the Year 7 Chinese program. If you studied Chinese in Year 7, you must continue your studies in Chinese in Year 8.

Learning a second language also improves students' literacy and problem-solving skills and promotes an appreciation of diversity. This is achieved through communicative activities which allow the students to develop the four macro skills central to language learning: listening, speaking, reading and writing.

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
ORDERING FOOD IN CHINA	BEAUTIFUL CITIES	MAKING TRAVEL PLANS	SHOPPING
<p>Students are required to complete a variety of assessment tasks in READING, WRITING, SPEAKING AND LISTENING. These tasks include:</p> <ul style="list-style-type: none"> • Exams • Pre-prepared pieces of work 			

It is recommended that students of Chinese should be dedicated to their studies, hard-working and show initiative. Learning a language is not an easy task but it is very rewarding. Students of a second language typically demonstrate higher levels of literacy, improved problem-solving skills and a greater appreciation of diversity than their peers.

SIGNATURE PROGRAM

ENTRY IS BY APPLICATION ONLY. PLEASE SEE THE COLLEGE WEBSITE FOR APPLICATION PROCESSES

DANCE

As part of North Lakes State College's Signature Program, we offer a highly successful extension dance program from Prep to Year 12 for students who are considering the possibility of a career based around the dance industry.

Entry into this program is through audition only. There are three troupes running within the College: Lil/MidKicks (Prep to Year 6), and Kicks (Year 7 to Year 12). These troupes perform at various competitions and events throughout the year ranging from Eisteddfods to the North Lakes State College Arts and Culture evening. The troupes have demonstrated excellence in their practice winning a multitude of awards since their inception in 2005. Within the troupes the students learn from qualified dance teachers with only a small fee to cover costumes and eisteddfod entry fees. Students require a team uniform, tights and dance shoes.

GOALS OF PROGRAM

- To continue the development of North Lakes State College Dance students to provide them with tools necessary to forge a career in Dance.
- To further develop the performance skills of Dance students through a variety of opportunities such as: Eisteddfods, Dance Camp (Year 7 to Year 12), Choreographic Development, Mentoring for younger students and other performance opportunities for various community and schooling events.
- To provide intensive specialised training for dance students and assist them in the understanding of how to improve and develop as a dancer.

ELIGIBILITY CRITERIA

Entry via audition showing:

- Demonstration of outstanding behaviour and understanding of Prep to Year 12 Culture in College life.
- Evidence of high level of motivation and commitment to Dance through attendance, participation, personal philosophy and performance.
- Commitment to academic studies.
- High level of Dance and performance ability

GOLF

North Lakes State College offers the Signature Golf Program as part of the College's commitment to the development of sport. This program is currently available to all students in Year 7 to Year 12 who meet the selection criteria and standards set down by the College's coaching and management staff. Entry into the program is by application only.

GOALS OF PROGRAM

Students will engage in specifically designed training sessions by a qualified Australian PGA Professional aimed at enhancing the student's knowledge, skills and attitudes important for participation at the highest level. The program provides students who have a genuine commitment to their chosen sport with an opportunity to pursue the sport along many pathways that now exist. This includes the option of pursuing the sport as a career. The program follows a holistic approach to student development and exposes the students to all facets of the game with the objective of assisting each student to be the best player they can be. The program is conducted weekly before, during and after school and includes the following sessions:

- Fitness (Tuesday Mornings): Addresses stability, core and dynamic strength using state of the art equipment such as TRX, VIPR, BOSU and HART training equipment.
- Skill Development (Wednesday Afternoons): This session allows students to work on technical aspects of their game. All sessions are conducted at a local Golf Club (TBA) and address all aspects of the game.
- On Course Play (During School Sport): Each week students are given the opportunity to hone their skills. Students play under the supervision of PGA Professional, Anthony O'Connell. They work on their course management skills and learn the finer details of the rules and etiquette of the game.

BASKETBALL

GOALS OF PROGRAM

- To offer basketball as an alternative to school sport
- To continue in the growth and development of our current North Lakes State College basketball students, by providing a more enhanced specialised program.
- To develop the basketball and general athletic abilities of each student enrolled in the program.
- To provide specialised training for students and assist them in the understanding of how to improve and develop as a player
- Provide opportunities to compete at various high-level basketball competitions and assist in the development of each individual to reach their maximum potential.
- To develop a strong basketball culture within the school and wider community whilst developing morals and values prevalent in positive citizenship

ELIGIBILITY CRITERIA

- Outstanding athletic ability as evidenced by fitness results.
- Representative in club basketball, playing and training with local club
- Demonstration of outstanding behaviour in all aspects of College life
- Evidence of commitment to interschool sport and to personal fitness
- Member of a representative team for club basketball e.g. Wizards U14 div 1
- Representative of state emerging basketball squad or state team member
- Representative Player at district, regional or state level in basketball

RUGBY

The Signature Rugby Program at North Lakes State College is designed to develop the sporting talents of students, and illustrates the College's commitment to excellence. The program is currently available to male students in Years 7 to 12, with future opportunities to be created for female students. To be selected in the Signature Rugby Program students must meet selection criteria, maintain standards set by the College, and attend multiple trials. The program is conducted through before and after school sessions. Students involved in the program will also be required to attend tournaments both during and outside normal school hours.

GOALS OF PROGRAM

- To further create a positive sporting culture within North Lakes State College
- To develop personal fitness and health levels
- Have high standards both on and off the field

- Build self-confidence, and take pride in representing the school at events
- To help students achieve their personal goals in Rugby (i.e. Representative teams)
- Provide opportunities to play against schools/teams from across the state

ITALIAN IMMERSION

The Italian Immersion Program at North Lakes State College challenges students in Year 7 to Year 9 to experience learning in a new and exciting way. In Year 7, Immersion students are immersed in the study of the Italian language by receiving their Italian, Humanities, and Science lessons completely in the Italian language. Mathematics does not become part of the Immersion Program until Year 8. Due to the nature of the program, the students develop proficiency in Italian at an accelerated rate compared to students studying mainstream Italian. Immersion subjects follow the same study programs and units of work as the mainstream classes of the same year level. Students will be required to complete the same assessment as mainstream students for Science and Humanities.

ELIGIBILITY CRITERIA

- Students must have achieved a B for Italian in Year 6 as well as a minimum of a B in English, Mathematics, Science and Humanities (Geography and History).
- Students are required to complete an application. The application process occurs during Semester 2 of Year 6. All enquiries should be directed to the HOD Languages and ICT.
- Students of Immersion should be dedicated to their studies, hard-working, show initiative and maintain a high level of achievement.