

Learn Lead Succeed

# CURRICULUM HANDBOOKS

## Year 7 2023

North Lakes



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

STATE COLLEGE

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# 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 listed subjects as required by the Australian Curriculum. These subjects are:

CORE SUBJECTS (COMPULSORY)
<b>ENGLISH</b>
<b>MATHEMATICS</b>
<b>SCIENCE</b>
<b>HUMANITIES AND SOCIAL SCIENCES</b> History, Geography
<b>HEALTH &amp; PHYSICAL EDUCATION</b>
<b>TECHNOLOGIES (1 TERM ROTATION OF EACH)</b> Food and Fibre Production Design and Technologies (2 terms) Digital Technologies
<b>THE ARTS (CHOOSE ONE OF THE FOLLOWING ARTS SUBJECTS)</b> Dance Drama Music Visual Art
<b>LANGUAGES (CHOOSE ONE OF THE FOLLOWING LANGUAGE SUBJECTS)</b> Italian Chinese

## PLEASE NOTE

- Subjects on offer in the **ARTS** are dependent 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

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 7, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts, in which the primary purpose is aesthetic, or to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

## COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>TIME OF MY LIFE</b> Students examine and analyse how individuals are represented in a range of media texts, including newspapers, magazines and digital texts. Students examine and experiment with text structures, language features, and visual forms to create a personal narrative that represents their own identity.</p> <p>Texts: <i>Hating Alison Ashley</i> / <i>Mortified</i></p>	<p><b>FRACTURING FAIRY TALES</b> Students compare the ways that language and images are used to create character and to influence emotions and opinions. They reflect on ideas and opinions about characters, settings and events in fairy tales and justify their own point of view in response to a text based on a fairy tale.</p> <p>Texts: Fairy tales / Adaptations of fairy tales e.g. <i>Brave</i>, <i>Tangled</i></p>	<p><b>POOR NED...</b> Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices, which influence a reader to form opinions or judgments. Students write an essay to persuade the reader to accept their point of view about a character in the text.</p> <p>Texts: <i>Black Snake</i> by Carol Wilkinson (Historical / Hybrid / Australian)</p>	<p><b>SONG LINES</b> Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. They create and present a seminar to evaluate the effectiveness of a particular song in making a comment on a social issue.</p> <p>Texts: Poetry &amp; Song</p>

English assessment in Year 7 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 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

## 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.
Assessed via completion of written tests and assignments			

At the North Lakes State College Junior Secondary, we work 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
<b>EARTH SCIENCE</b> Heavenly bodies & sensational seasons	<b>PHYSICS</b> Moving right along	<b>CHEMISTRY</b> Water - Waste not, want not	<b>BIOLOGY</b> Organising & affecting organisms
Science assessment in Year 7 consists of one exam or one assignment per semester.			

Students are assessed under the two criteria of: **UNDERSTANDING DIMENSION** and **SKILLS DIMENSION**

Students will:

- Carry out experiments and analyse results.
- Report on experimental findings.
- Learn scientific theory and explore contextual applications of scientific theories in real-life situations.

#### 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 7 will study units in History and Geography 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 7 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

#### UNITS 1 AND 2

Students will study the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

Inquiry questions investigated include:

- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Across the Year students will be engaged with a variety of different assessment techniques Exams and Research Reports

## 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

##### WATER IN THE WORLD

Students investigate:

- Water as an example of a renewable environmental resource
- The many uses of water and competition for water
- The ways water is perceived and valued,
- The ways water connects places as it moves through the environment
- The varying availability of water in time and across space, and its scarcity

#### UNIT 2

##### PLACE AND LIVABILITY

Students investigate:

- the concept of place through an investigation of liveability
- the factors that influence liveability and how it is perceived
- the idea that places provide us with the services and facilities needed to support and enhance our lives
- how spaces are planned and managed
- the liveability of their own place and evaluate whether it can be improved through planning

Across the Year students will be engaged with a number of different assessment techniques Exams, Research Reports and spoken tasks

# 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 at any level.

The curriculum for Year 7 supports students to refine a range of specialized knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialized movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

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:			
TEAMWORK AND LEADERSHIP	PUBERTY	CYBER SAFETY	INDIGENOUS GAMES
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:			
<ul style="list-style-type: none"><li>• Written tasks once per semester (e.g. exam essays, research tasks, journals, performance tasks)</li><li>• Physical tasks (e.g. speed and accuracy of responses, performance of offensive and defensive strategies).</li></ul>			

## 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.

# TECHNOLOGIES

All Year 7 students will undertake Technology Studies: Food and Fibre Production, Design and Technology, and Digital Technologies.

## 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
<p align="center"><b>HEALTHY SNACK DESIGN</b></p> <p>This unit explores how food and fibre are produced when designing managed environments and how these can become more sustainable. Students will learn about how the characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.</p> <p>The students are continually assessed throughout the term. Students will research healthy snack foods, modify recipes to create their snack food idea, plan and document their solutions to their design brief. Assessment will consist of practical cooking under exam conditions, theoretical assessments and teamwork within a kitchen. Students cook items weekly and are required to bring the necessary ingredients.</p>

**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.

Students will also be introduced to computer aided drafting software including AutoCAD 2D, Inventor, Revit and Adobe Illustrator. Free CAD software can be downloaded from the following site for student use: (<http://www.autodesk.com/education/free-software/featured>). Students will become familiar with 3D printing and using 3D printers to design products for a particular audience.

The focus in Year 7 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
<p align="center"><b>ENERGY AND YOU</b></p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Using Energy for heat and power</li> </ul>	<p align="center"><b>TECHNOLOGY AND YOU</b></p> <ul style="list-style-type: none"> <li>• Applying Inventor CAD</li> <li>• Introduction to Adobe Illustrator</li> <li>• Modelling</li> </ul>
<p>The students will be assessed continuously during the term with particular emphasis on:</p> <ul style="list-style-type: none"> <li>• Construction of projects</li> <li>• Investigation reports</li> <li>• Folio of work</li> <li>• Examinations</li> </ul>	

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# 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

INTRODUCTION TO DIGITAL SYSTEMS	INTRODUCTION TO CODING THROUGH PYTHON
The students will complete a project using the EDGE (Explore, Develop, Generate, Evaluate) cycle. They will have the opportunity to work collaboratively in groups to solve a given problem.	

# THE ARTS

## STUDENTS SELECT ONE OF THE FOLLOWING ARTS SUBJECTS

### DANCE

Students will be able to select an Arts subject to study per semester. Two options will need to be selected at the start of each semester. 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.

A course of study in 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><b>DANCE AND TECHNOLOGY</b></p> <p>An exploration of what performance and choreography skills are in the realm of Dance, incorporating the basics of break, hip-hop and jazz using dance scripts and incorporation of IT.</p>	<p><b>BE SUPER</b></p> <p>An exploration into how technology is utilised in the Dance industry. Incorporates a variety of dance styles including jazz, contemporary and hip-hop. Focus will be on making and responding using IT through the theme superheroes.</p>
<p>Students will learn a teacher directed dance, complete a written exam utilising dance specific vocabulary and choreograph in small groups.</p>	<p>Students will work in small groups to develop a dance utilising components of IT to enhance the choreography. Small dance films will be created using technology.</p>

# DRAMA

Students will be able to select an Arts subject to study per semester. Two options will need to be selected at the start of each semester. This subject prepares young people with 21<sup>st</sup> century skills and resources.

Drama is a creative outlet in which Year 7 students can explore ways to express themselves in an imaginative environment. Over the course of the units they experiment in more depth and detail the exploration of varied drama conventions. They focus on rehearsing and devising material to prepare and present to an audience both scripted and improvised pieces.

## COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
<p style="text-align: center;"><b>SCRIPTED DRAMA</b></p> <p>In this unit, students are introduced to Drama through the study of a scripted text. Students will discuss and examine the Elements of Drama and text that explores persuasive language, media manipulation and television advertising.</p> <p>Students will continue to develop their knowledge and understanding of the Dramatic conventions by creating a Collage Drama performance. Teamwork, communication, presenting and scriptwriting are important skills that this unit focuses on to provide students with the necessary skills for success.</p>	<p style="text-align: center;"><b>SUPERHEROES</b></p> <p>In this unit, students will explore the world of superheroes. Students will create their own superheros and examine the superheros of television, comic books and movies. Students will develop analytical and evaluative skills throughout the unit.</p>
<ul style="list-style-type: none"> <li>• In small groups, students are to rehearse a given script to performance level.</li> <li>• Students will sit an exam that allows them to demonstrate their understanding of the Dramatic Languages and build their analytical and evaluative skills.</li> <li>• Individually students will write a scene in a Dramatic convention learned in class that can be implemented in their devised presenting task.</li> <li>• In small groups, students are to devise and present a Collage Drama based on an issue of concern to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will work in a group to present a scripted performance.</li> <li>• Individually students will respond to a Superhero movie and analyse as well as evaluate the manipulation of the dramatic languages.</li> <li>• Individually students will create their own superhero.</li> <li>• In a group students will devise an original superhero performance to rehearse to performance level</li> </ul>
<p>The students will be assessed continuously throughout the semester, through both practical and theatrical tasks. There are two dimensions assessed, which may be carried out through the following examples:</p> <p><b>MAKING</b>      Scriptwriting, play building, improvisation, and costume and make-up design, performing scripted or original material before a live audience.</p> <p><b>RESPONDING</b>      Evaluations, written exams, written analysis of recorded or live performance.</p>	

# MUSIC

Students will be able to select an Arts subject to study per semester. Two options will need to be selected at the start of each semester. This subject prepares young people with 21st century skills and resources.

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 responding, 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.

## COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
<b>CONTEMPORARY MUSIC</b> An exploration of early rock 'n' roll to the modern sounds of today. All work completed culminates in a class concert that consolidates everything they have learned.	<b>SUPERHEROES</b> How do composers capture superhero character traits in sound? This BIG question will be explored throughout this unit.
A final class concert forms the main focus for assessment towards the end of the unit, while completing smaller tasks along the way.	Students will complete a variety of written and creating tasks culminating, again, in a final project.

Students will be able to select an Arts subject to study per semester. Two options will need to be selected at the start of each semester. This subject prepares young people with 21st century skills and resources.

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 and problem solving in creating artworks. The focus in this subject is on students creating, presenting, reflecting and appraising images and objects.

Students will 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 judgement 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. Prior experience is not necessary for students to undertake this course, as the course is designed to cater for all levels of artistic ability.

## COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p><b>FANTASTIC FACES</b> This unit is inspired by the work of Pablo Picasso and his Cubist style and techniques. As part of the design process, students will research, draw, experiment and reflect upon their own work and the work of Picasso. They will design their own original Picasso inspired portrait, and create this on A3 cardboard. In this unit, students will develop their drawing skills, creativity and appraising as they work with the Elements and Principles of Art, in particular, shape, colour, proportion and pattern.</p>	<p><b>CRAZY CREATION</b> Students will follow the design process in researching, drawing, reflecting and experimenting with a variety of drawing media and techniques in their journals and use clay techniques to create their final sculpture. Students will create four drawings using tone and observation skills. Students will examine the sculptures of the Australian artist, Jenny Orchard and complete an in-class essay on her life and work. Students will design a crazy sculpture, which they will make and paint using appropriate colours and patterns.</p>	<p><b>HEROES AND VILLAINS 1 COMIC BOOK COVER</b> Students will explore the world of superheroes and create their own superhero comic book cover, using a variety of drawing media. They will design and create their own original superhero, inspired by the superheroes of television, comic books and movies. As part of the design process, students will research, collect examples and produce sketches in relation to the various elements of a comic book cover, as they develop their creativity, graphic design, printing and drawing skills. Student will complete an in-class appraising essay in relation to superhero comics</p>	<p><b>HEROES AND VILLAINS 2 COMIC BOOK PAGES</b> In this unit, as part of the design process, students will research, experiment and develop the narrative (dialogue), their original characters and drawings for their comic book pages. They will research the particular features of the comic book genre and use this knowledge and understandings to their own comic book using cartooning methods and techniques.</p>
Students will complete a journal, an art making task and an appraising task		Students will complete a journal, an art making task and an appraising task	

# LANGUAGES

## STUDENTS MUST STUDY ONE OF THE FOLLOWING LANGUAGE SUBJECTS

Languages are compulsory in Year 7. Students in Year 7 will select either Italian or Chinese. They will study this language for all of Year 7 and will continue their studies in their chosen language into Year 8.

Learning a second language 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.

## ITALIAN

The aim of Italian at North Lakes State College is to provide students with a knowledge base of both the Italian language and culture.

### COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>IL MONDO INTORNO A ME</b> The world around me	<b>LA VITA SCOLASTICA</b> School life in Italy	<b>CASA MIA, CASA TUA</b> My house, your house	<b>ANDIAMO AL RISTORANTE</b> Let's go to a restaurant
Students are required to complete a variety of assessment tasks in <b>READING, WRITING, SPEAKING</b> and <b>LISTENING</b> . These tasks include: Exams & Pre-prepared pieces of work			

It is recommended that students of Italian should be dedicated to their studies, hardworking 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

The aim of Chinese at North Lakes State College is to provide students with a knowledge base of both the Chinese language and culture.

### COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>GREETINGS AND COMMUNICATING IN CHINESE</b>	<b>ABOUT MYSELF</b>	<b>CHINESE FOOD AND CULTURE</b>	<b>SPORTS AND HOBBIES</b>
Students are required to complete a variety of assessment tasks in <b>READING, WRITING, SPEAKING</b> and <b>LISTENING</b> . These tasks include: Exams & Pre-prepared pieces of work			

It is recommended that students of Chinese should be dedicated to their studies, hardworking 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/Mid Kicks (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

North Lakes State College offers the Signature Basketball 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

- 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 students in Years 7 to 12. 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

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# 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, Maths, and Science lessons completely in the Italian language. Humanities 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 (of their current language of study if not 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.