North Lakes STATE COLLEGE

Year 7

CURRICULUM HANDBOOK

2025

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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)	ELECTIVE SUBJECTS (CHOOSE ONE SUBJECT FROM EACH STRAND TO BE STUDIED FOR ONE SEMESTER AT A TIME)
ENGLISH	**STRAND 1** **ARTS SPECIALISATIONS – CHOOSE ONE ONLY** Dance Drama Music Visual Art
MATHEMATICS	**STRAND 2** **TECHNOLOGIES - CHOOSE ONE ONLY** Food Specialisation Design and Technologies Digital Technologies
SCIENCE	
HUMANITIES AND SOCIAL SCIENCE (includes: History and Geography)	
HEALTH & PHYSICAL EDUCATION – ONE SEMESTER ONLY	
LANGUAGES – ONE SEMESTER ONLY Italian or Chinese	

PLEASE NOTE

- Subjects on offer in the **SELECTION SUBJECTS** are dependent on staffing, resourcing and student numbers
- The implementation of the Australian Curriculum V9 may result in changes to some of the subjects in this guide. All information is correct at time of publication

INSPIRE

The Inspire Academy is an innovative, engaging and rigorous learning environment designed for high achieving students. Learning sequences are adapted in order to challenge, extend and accelerate the academic ability of students across the core learning areas of Math, English, Science and Humanities.

Students are provided with a number of opportunities to develop 21st century skills such as critical thinking and decision making, information gathering and communication. This is achieved through extension tasks and projects throughout the learning sequence that extend students from the core content to real world contexts.

The Inspire Academy classroom has been purposefully designed to promote collaboration and team work. Students have opportunities to work in small or large groups by rearranging the flexible furniture. Brainstorming and problem solving can be completed individually or with peers on the whiteboard tables throughout the room.

There is a strong focus on developing and enhancing digital fluency for each student with the utilisation of the iPad. Teachers create a seamless blend of technology and challenging learning experiences to create an engaging classroom environment where learning is not only more relatable for the students, but is also helping to prepare them for a digitally focussed future.

Connections are made across the core learning areas to help create a more holistic curriculum for students. For example, while studying Physics in Science, students make connections with their study of Ancient Egypt by looking at the Physics involved in the construction of the Great Pyramids. Another example is the link between English and History as students link their learning of ancient myths to story development and storytelling in English. As students progress through the year, the assessment tasks also feature connections across core learning areas through project-based learning.

Students follow the same overall curriculum plan of the core subjects, however are given opportunities to experience a range of extension tasks and activities across the learning areas including, but not limited to:

MATHS	ENGLISH	SCIENCE	HUMANITIES
• Accelerated learning and extension activities equivalent to year 9 or higher • Digitally scaffolded learning – students can learn at their own pace and get instant feedback (positive or negative) through the application • Links to Ancient China through Boardgame creation and Boardgame day	• Novel study and creative one-page summary • Explicit focus on writing using the 'Writer's Toolbox' platform to improve student text creation • Specialised full day student workshop from writing experts • •	• Multiple Physics extension tasks: Egg drop – students travel to the senior campus to drop their egg carrier from 6.5m, and if it survives, 15m. • Earth Science: students create an articulated animation demonstrating knowledge of moon phases and eclipses • Biology: Create an insect sketch and use Augmented Reality to make the sketch come to life	• Socratic seminars to develop student discussion and speaking skills while exploring curriculum related topics and open questions. • Ancient Egypt: Barbie mummification documented through a Clips video using the iPad

STUDY REQUIREMENTS
• Students require an iPad to participate in this program • Applications will be assessed based on academic achievement, effort and behaviour

CORE SUBJECTS

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 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

SEMESTER 1	
UNIT 1	**UNIT 2**
Disney films are a part of many childhoods. While many have been inspired by European fairy tales, in recent years, there has been a move to explore the myths, legends and folktales of other cultures. In this unit, students examine how Disney have transformed myths from First Nations peoples. Students explore how these texts create meaning using literary devices.	Reading is an exercise in empathy, an exercise in walking in someone else's shoes for a while. In this unit, students identify and explain the ways that characters, settings, and events combine to create meaning. They explore literary devices create layers of meaning in texts. Students will then create and edit their own literary texts that experiment with language features and literary devices encountered in texts to consider life from a different point of view.
SEMESTER 2	
UNIT 3	**UNIT 4**
Did you know that Australians see anywhere between 4000 to 10 000 ads every day! In this unit, students examine how advertising works to persuade teens. They explore how ads create perspectives depending on their purpose and audience	For many Australians, Ned Kelly is a hero – the underdog fighting the establishment. But is he the only one? Students examine representations of Ned Kelly and Aboriginal warriors such as Jandamarra and Dundalli. They use evidence from a range of texts to express and expand on ideas about whether Australia needs a new hero.
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
The English course is designed for students to be able to complete most work in class during lessons. It is expected students complete the reading of set texts for homework. Students will have additional reading and work on assignments/ assessment tasks to complete in addition to class work.	English assessment in Year 7 consists of a minimum of four tasks, a mix of written, spoken and multimodal tasks • Extended response - Multi modal • Extended response – Written • Extended response – Spoken/signed • Short response – Written

MATHEMATICS

In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

By the end of Year 7, students represent natural numbers in expanded form and as products of prime factors, using exponent notation. They solve problems involving squares of numbers and square roots of perfect square numbers. Students solve problems involving addition and subtraction of integers. They use all 4 operations in calculations involving positive fractions and decimals, choosing efficient calculation strategies. Students choose between equivalent representations of rational numbers and percentages to assist in calculations. They use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios, in financial and other applied contexts, justifying choices of representation. Students use algebraic expressions to represent situations, describe the relationships between variables from authentic data and substitute values into formulas to determine unknown values. They solve linear equations with natural number solutions. Students create tables of values related to algebraic expressions and formulas, and describe the effect of variation.

They apply knowledge of angle relationships and the sum of angles in a triangle to solve problems, giving reasons. Students use formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems. They describe the relationships between the radius, diameter and circumference of a circle. Students classify polygons according to their features and create an algorithm designed to sort and classify shapes. They represent objects two-dimensionally in different ways, describing the usefulness of these representations. Students use coordinates to describe transformations of points in the plane.

They plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays. Students interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers. They decide which measure of central tendency is most suitable and explain their reasoning. Students list sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events. They conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

COURSE OUTLINE AND ASSESSMENT SUMMARY

Students at North Lakes State College will study mathematical units of work from Version 9 of the Australian Curriculum which:

TERM 1	TERM 2	TERM 3	TERM 4
NUMBER All four operations for fractions and decimals, equivalent fraction, decimal and percentages and modelling with rational numbers, percentages and ratios. Addition and subtraction of integers, expanded and index prime factors, squares and square roots **EXAM**	**ALGEBRA** Expressions to represent situations. Table of values, linear equations **Problem solving Modelling task –** **Richie's Restaurant** **PROBABILITY** Sample space and single step chance experiments **Problem solving Modelling task –** **Is it Fair?**	**STATISTICS** Measures of central tendency, plan and conduct investigations, interpret data in terms of shape **MEASUREMENT** Area and volume **Problem solving modelling task –** **Bin Ball Challenge**	**MEASUREMENT** Understanding circles, angle relationships **SPACE** Classify polygons, represent objects two dimensionally, and transformations on a plane **SEMESTER EXAM**

HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
• Weekly tasks to be completed at home • Assignments to be completed at home and in class time	Assessed via completion of written tests and problem-solving modelling tasks

SCIENCE

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
EARTH SCIENCE Heavenly bodies & sensational seasons	**PHYSICS** Moving right along	**CHEMISTRY** Water - Waste not, want not	**BIOLOGY** Organising & affecting organisms
HOMEWORK/STUDY REQUIREMENTS		ASSESSMENT TECHNIQUES	
• Weekly tasks to be completed at home Assignments to be completed at home and in class time.		Students are assessed under the two criteria of: • Understanding Dimension • Skills Dimension Tasks 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. Science assessment in Year 7 consists of one exam or one assignment per semester	

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. Students will require a suitable device for a number of applications in this subject including: using subject specific Apps, researching, writing and submitting assessment, accessing Qlearn and to engage with 21st Century learning.

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 – 1 SEMESTER OF STUDY

TERM 1	TERM 2
THE ANCIENT WORLD - EGYPT Students investigate: • Nile River – importance to the development of civilisation. • Social Pyramid • Power of the Pharaoh • Mummification Process	**THE ANCIENT WORLD - CHINA** Students investigate: • Timeline of Chinese Dynasties • Class Structure of Ancient China • Confucius • Chinese religion and beliefs • Qin Shi Huang
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
• Weekly tasks to be completed at home • Assignments to be completed at home and in class time.	• Assessments may include – Stimulus response exams, • Assignments or portfolio of work.

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

TERM 1	TERM 2
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	**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
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
• Weekly tasks to be completed at home • Assignments to be completed at home and in class time.	• Assessments may include – Stimulus response exams, • Assignments or portfolio of work.

HEALTH & PHYSICAL EDUCATION (SEMESTER OF STUDY)

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:

ONLY ONE SEMESTER OF STUDY	
UNITS INCLUDE:	
TEAMWORK AND LEADERSHIP	**PUBERTY/CYBER SAFETY**
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
• The HPE course is carefully designed to enable students to complete most of their coursework during class lessons. This approach allows for interactive learning, group activities, and immediate feedback from our experienced educators. • Ensure that the parent permission form is completed and returned • For practical lessons conducted outdoors, it is mandatory for students to wear the North Lakes State College school hat, following our uniform policy. • We encourage students to revise class materials in preparation for theory exams Students may receive weekly tasks and assignments. Some of these assignments will be completed at home, while others will be done during class time.	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 once per semester (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.

LANGUAGES (SEMESTER OF STUDY)

STUDENTS MUST STUDY THE FOLLOWING LANGUAGE SUBJECT

Language is compulsory in Year 7. Students in Year 7 will study Chinese. They will study this language for one semester of Year 7 and will have an opportunity to continue their studies in their Chinese in 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.

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

SEMESTER 1	
UNIT 1	**UNIT 2**
GREETINGS AND COMMUNICATING IN CHINESE • Students will develop their conversation ability by developing their written, spoken and listening communication skills.	**ABOUT MYSELF** • Using the theme of Myself students will extend their vocabulary to assist their communication skills.
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
• Weekly tasks to be completed at home • Assignments to be completed at home and in class time.	• Exams, spoken tasks and/or listening tests

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.

ELECTIVE SUBJECTS (SEMESTER OF STUDY)

TECHNOLOGIES (SEMESTER OF STUDY)

All Year 7 students will select a Technology Studies subject to undertake in one Semester: Food Specialisation, Design and Technology, and Digital Technologies.

FOOD SPECIALISATION

Design Technology - Food Specialisation teaches foundational nutrition and cooking skills, empowering students to make informed choices and create innovative food products.

In year 7, we focus on safe and hygienic cooking practices, knife skills, and introduce learners to various cooking methods. Students develop a design portfolio, modify recipes, sketch ideas, document their cooking journey through photography.

Each week students learn relevant theory, observe a cooking demonstration of the recipe and spend 70 minutes hands on in the kitchen completing a practical cook. North Lakes State College provides the required ingredients for each weekly cook though learners can bring additional ingredients from home to customise and enhance their recipes- designing and producing innovative food products! During the assessment cook for each unit, students will be required to bring in some of their own ingredients based on their individual design.

Students will use their learning device to access and complete digital course work, research, locate visual stimulus, document their cooking products, use digital content creation platforms such as CANVA, create digital portfolios, produce and submit assessment tasks.

Students who select Food Specialisation will study it for one semester, covering both of the units below.

COURSE OUTLINE AND ASSESSMENT SUMMARY

SEMESTER OF STUDY	
UNIT 1	**UNIT 2**
SNACKS AND SKILLS • Safe kitchen practices • Hygienic practices • Knife skills • Measuring with accuracy • Following a recipe • Methods of Cookery • Australian Guide to Healthy Eating	**DEVELOPING SNACKS** • Design process • Designing a snack to meet a given brief • Project management • Trials and Iteration • Food styling and Photography • Sustainable practices
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
• Completion of kitchen safety training booklet • Signed parent permission form • Weekly recipe preparation and familiarisation • Supply of container and cool bag to transport prepared food home	Students will be assessed during the semester with emphasis on: • Short Response Exam: Safety, hygiene and theory • Practical: Assessment cook, weekly cooks and hygienic clean-up • Portfolio: Food Product Design

UNIFORM REQUIREMENTS

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.

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.

The focus in Year 7 is to build skills and understanding, while supporting the development of digital literacy across the curriculum. Students will be given opportunities to become discerning uses, productive creators, critical analysts and effective developers of digital solutions.

COURSE OUTLINE AND ASSESSMENT SUMMARY

<table>
<tr><th colspan="2">ONE SEMESTER OF STUDY</th></tr>
<tr><td colspan="2">Introduction to digital systems
• Hardware
• Software
• Data
• Binary
• Spreadsheets and data
• Communications within computer systems
• Logic gates
• Cyber safety
• Digital literacy
• Introduction to Python coding through Turtle graphics</td></tr>
<tr><th>HOMEWORK/STUDY REQUIREMENTS</th><th>ASSESSMENT TECHNIQUES</th></tr>
<tr><td>• Revision for theory exams
• Both in class and at home will be needed to complete projects and portfolio items</td><td>• Digital portfolio of tasks
• Coding project
• Theory exams</td></tr>
<tr><td colspan="2">SUBJECT SPECIFIC CONSIDERATIONS
• There is a strong focus on computational thinking and problem solving in this subject.
• Students will use both their iPads and school desktop computers to complete this subject.</td></tr>
</table>

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. In term 1 there will be a 2 week Digital Literacy component ensuring students can access, save and email their documentation.

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

<table>
<tr><th>UNIT 1</th><th>UNIT 2</th></tr>
<tr><td>ENERGY AND YOU
• Safety
• Using Energy for heat and power</td><td>TECHNOLOGY AND YOU
• Applying Inventor CAD
• Introduction to Adobe Illustrator
• Modelling</td></tr>
<tr><th>HOMEWORK/STUDY REQUIREMENTS</th><th>ASSESSMENT TECHNIQUES</th></tr>
<tr><td>On guard online training modules and Project planning not completed at school</td><td>The students will be assessed continuously during the term with particular emphasis on:
• Construction of projects
• Investigation reports
• Folio of work
• Examinations</td></tr>
</table>

UNIFORM REQUIREMENTS

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.

THE ARTS (SEMESTER OF STUDY)

All Year 7 students will select an Art subject to undertake in one Semester: Dance, Music, Drama and Visual Art.

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

<table>
<tr><th colspan="2">SEMESTER OF STUDY</th></tr>
<tr><th colspan="2">UNIT 1</th></tr>
<tr><td colspan="2">DANCE FUNDAMENTALS
An exploration of the different genres and styles of dance. They explore the different influences and inspirations for creating, performing and analysing dance within genres of jazz, hip hop, contemporary, ballet, lyrical, commercial jazz, tap and stomp</td></tr>
<tr><th>HOMEWORK/STUDY REQUIREMENTS</th><th>ASSESSMENT TECHNIQUES</th></tr>
<tr><td>Homework/study for Dance often encompass both practical and theoretical aspects, which may include the following components:
• Learning, rehearsing and performing repertoire
• Choreographing both individually and in groups
• Analysis of dance works (personal and professional)</td><td>Students will learn a teacher directed dance, complete a written exam utilising dance specific vocabulary and choreograph in small groups.</td></tr>
</table>

MUSIC

Students will be able to select an Arts subject to study for one 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 including:

- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- ICT skills, through the embedded use of iPad devices.

Music also engages with higher order thinking challenges. Over the semester of study, students who select Music will expand on their knowledge and skills based on the Australian Curriculum. They will develop critical analysis skills through responding to and evaluating music, create compositions (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. Student learning is underpinned by a digital curriculum, based on the iPad program. It is strongly advised that students bring their iPad devices to every lesson.

COURSE OUTLINE AND ASSESSMENT SUMMARY

<table>
<tr><th colspan="2">SEMESTER OF STUDY</th></tr>
<tr><th colspan="2">UNIT 1</th></tr>
<tr><td colspan="2">SUPERHEROES
How do composers capture superhero character traits in sound? This BIG question will be explored throughout this unit.
• Term 1 – Students explore the music for a range of superheroes through learning to play the music themes on a variety of instruments. They discuss how these music themes reflect the character traits of the superheroes, and document their creative process as they prepare to perform one of these themes.
• Term 2 – Students explore the common compositional techniques composers use for a range of superheroes. They design their own superhero, compose a music theme to reflect their character, and document their creative process along the way.</td></tr>
<tr><th>HOMEWORK/STUDY REQUIREMENTS</th><th>ASSESSMENT TECHNIQUES</th></tr>
<tr><td>Homework/study for Music often encompass both practical and theoretical aspects, which may include the following components:
• Individual practice/group rehearsal
• Composing
• Analysing and evaluating music
• Completing theory tasks
• Completing work not finished in class</td><td>A superhero design portfolio is the main project, due at the end of the unit, which includes a superhero character design, composition, and written work. Students also prepare a performance and complete other written tasks in class throughout the unit.</td></tr>
</table>

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 21st 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

SEMESTER OF STUDY	
UNIT 1	**UNIT 2**
SCRIPTED DRAMA 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. Students will continue to develop their knowledge and understanding of the Dramatic conventions by creating an advertisement script. Teamwork, communication, presenting and scriptwriting are important skills that this unit focuses on to provide students with the necessary skills for success.	**SUPERHEROES** 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.
• In small groups, students are to rehearse a given script to performance level. • Students will sit an exam that allows them to demonstrate their understanding of the Dramatic Languages and build their analytical and evaluative skills. • Individually students will write a scene in a Dramatic convention learned in class that can be implemented in their devised presenting task. • Individually students will evaluate the way that drama is created and performed in a variety of contexts to communicate ideas, perspectives and meaning.	• Students will work in a group to present a scripted performance. • Individually students will respond to a Superhero movie and analyse as well as evaluate the manipulation of the dramatic languages. • Individually students will create their own superhero. • In a group students will devise an original superhero performance to rehearse to performance level.
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
Homework/study for Drama often encompass both practical and theoretical aspects, which may include the following components: • Learning lines • Rehearsing performances • Completing analysis and evaluation on viewed performances • Scriptwriting	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: **MAKING-**Scriptwriting, story-making and performing scripted or original material before a live audience. **RESPONDING-**Evaluations, written exams, written analysis of recorded or live performance.

VISUAL ART

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

SEMESTER OF STUDY	
UNIT 1	**UNIT 2**
CRAZY CREATIONS In Unit 1, Students will create a clay teapot which communicates a personal idea, perspective and/or meaning. By investigating artworks created across different cultures and places, students will be introduced to culturally responsive art practices. Students will generate, document, and develop ideas in their art journal for a clay teapot inspired by the sculptural artworks of contemporary Australian artist, Jenny Orchard, and the Hermannsburg Potters. Students will demonstrate their ability to work in 3D by manipulating clay using various techniques and processes.	**FANTASTIC FACES** Unit 2 is inspired by the work of Pablo Picasso. Students will analyse how Pablo Picasso manipulated the Elements of Art in his portraits. They will discuss his use of the Principles of Art and give examples of the ways Picasso communicated feelings and emotions in his paintings. Students will create drawings, paintings and collages inspired by Picasso's artworks and they will describe how Picasso's work has inspired their own 2D visual arts forms. Finally, they will curate and present a digital visual diary that displays their 2D visual arts forms and examples of Picasso's portraits.
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
Homework/study for Visual Art often encompass both practical and theoretical aspects, which may include the following components: • Journal work • Research • Annotations • Reflections through written responses or essays	Students will complete a journal, an art making task and an appraising task

YEAR 7 ACCESS PROGRAM

The Junior School Access program is built on the General Capabilities framework of the Australian Curriculum – Personal and Social Capability. The Personal and Social capability provides a foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, collaborate, develop empathy, set goals and resolve conflict, including identifying, managing and reporting bullying. They feel positive about themselves and the world around them.

The Personal and Social capability supports students to build their ability to regulate their thoughts, emotions and behaviours. This ability assists students to effectively engage with new ways of thinking, knowing and doing in an increasingly demanding and diverse global society.

Each year level participates in a specialised program for their specific juncture within the Junior Phase of Learning. The key topics are explored in both class sessions and on assemblies.

KEY TOPICS & AREAS OF LEARNING
• Digital Literacy • Respectful Relationships – the P-10 program package for Queensland State Schools designed to equip students with skills to develop respectful and ethical relationships free of violence • Bystander to Upstander – ways to make a positive impact against bullying behaviours • Reboot - shifts the focus from behaviour management to behaviour development, and builds the skills critical to learning success; self-regulation, problem solving, metacognition and learning ownership. • On Track for Success – introduction to the Junior Certificate of Education to monitor and track progress as well as goal setting.

YEAR 7 TUTORIAL PROGRAM

The Junior Secondary Tutorial program has been designed to provide the school with an opportunity to address key learning needs within the junior secondary cohort. Literacy and numeracy have been identified as two key, foundational focus areas to improve academic outcomes for students at North Lakes State College. Data interrogation will assist in identifying gaps to strategically target teaching and learning to improve outcomes. Literacy and numeracy are woven into every subject area and is therefore a priority for the college community.

	POTENTIAL AREAS OF IMPROVEMENT PER SEMESTER
LITERACY	**FOCUS AREAS MAY INCLUDE:** • Writer's Toolbox to improve student writing • Cognitions – explicit teaching of cognitive verbs to improve assessment literacy • Reading Program – to improve student success in reading fluency and comprehension
NUMERACY	Data will inform the gaps in learning that need to be addressed in the Numeracy Program and will be characterised by the following: • Numeracy connections to subject areas • Numeracy connections to real-world and 21st century contexts • Uncovering and bridging gaps in numeracy understanding and/or concepts.

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 Showcase 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 a fee to cover costumes and eisteddfod entries. Students require a team uniform, tights and dance shoes at their own expense.

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:

ELIGIBILITY CRITERIA

- Official handicap required or willingness to obtain a handicap.
- Nudgee Golf Club Junior membership
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability

- 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

The Signature Basketball program is available to students in years 5 to 12 who meet the selection criteria and standards set down by the College coaching and management team.

The Signature Basketball Program allows a core group of dedicated members additional practical experiences in the sport of basketball, encouraging students to reach new levels of achievement. The Program is based on the operating principles of high-performance programs. Students engage in specifically tailored curriculum programs aimed at enhancing an athlete's knowledge, skills and attitude, important for successful participation at the elite level.

The program is conducted through before and after school training sessions each week. Students involved in the program will also be required to attend practice games, competitions and state tournaments both during and outside normal school hours.

PROGRAM OBJECTIVES

- To offer basketball as a pathway for students to engage in physical movement and build skills in teamwork, resilience, collaboration and communication.
- To provide a program that supports the physical, mental and emotional growth of each individual student, thus guiding all students to reach their full potential.
- Utilise community connections to enhance real world learning opportunities for students in areas beyond basketball, including, but not limited to strength and conditioning, sports nutrition, exercise physiology, injury prevention and sports psychology.
- To provide an avenue for students to engage in competitive basketball, competing at various high-level events, and enhance their skills and experience in such settings.
- To provide students with a holistic respect for the sport of Basketball and build knowledge and experience around the various facets necessary for game success, including coaching, officiating and team management.
- To develop a strong basketball culture within the College, and wider community, which strengthens student morals and values, and builds a positive ethos around global citizenship.

ELIGIBILITY CRITERIA

- High level of athletic ability as evidenced by fitness results.
- Experience in club and representative basketball is highly regarded.
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- Having a strong team focus and recognising the importance of being a team player

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

ELIGIBILITY CRITERIA

- Willingness to improve rugby knowledge and skill level.
- Willingness to abide by signature program code of conduct agreement
- Willingness and enthusiasm to continually enhance personal physical fitness
- Ability to seek and accept feedback to continually improve performance and ability
- Having a strong team focus and recognising the importance of being a team player