North Lakes STATE COLLEGE

Year 8

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 key learning areas of the Australian Curriculum as required by the Department of Education. These subjects are:

CORE SUBJECTS (COMPULSORY)	SELECTION SUBJECTS (CHOOSE ONE SUBJECT FROM THE ELECTIVES FOR SEMESTER 1 AND A DIFFERENT ELECTIVE IN SEMESTER 2)
ENGLISH	**STRAND 1** **ARTS SPECIALISATIONS – CHOOSE ONE ONLY** • Dance • Drama • Music • Visual Art
MATHEMATICS	**STRAND 2** **TECHNOLOGIES - CHOOSE ONE ONLY** • Food and Fibre Production • Design and Technologies • Digital Technologies
SCIENCE	**OPTIONAL STRAND – REPLACING ONE SEMESTER OF ARTS OR TECH** **LANGUAGES** • Chinese
HUMANITIES AND SOCIAL SCIENCE (includes: History and Geography)	
HEALTH & PHYSICAL EDUCATION	

PLEASE NOTE

- Subjects on offer are conditional 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
- A selection from LANGUAGES as an elective will replace one of the above electives from ARTS or TECH.

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 story telling 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 beyond year 8 level • Digitally scaffolded learning – students can learn at their own pace and get instant feedback (correct or incorrect response) through the application	• Explicit focus on writing using the 'Writer's Toolbox' platform to improve student text creation • Use higher order thinking skills to: • Analyse and evaluate data • Create justified arguments • Use graphic organisers to demonstrate key concepts	• Physics: Rube Goldberg Machines. Students design, build and present a rube Goldberg Machine. • Biology: Create replicas of living systems such as plant and animal cells, body systems and organs.	• Participate in collaborative projects • Collect evidence or data from the field • Use the iPad to: • Record Medieval Europe Podcast • Create a short film about a community development project • Mark-Up of maps and photographs using annotations • Field trip annotations
STUDY REQUIREMENTS			
• Students require an iPad to participate in this program • Applications will be assessed based on academic achievement, effort and behaviour			

CORE SUBJECTS

COMPULSORY

ENGLISH

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

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

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

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
What if the gods were still pulling strings on earth? This unit delves into the myths of Ancient Greece, through the story of Percy, diagnosed with Dyslexia and ADHD (Attention Deficit Hyperactivity Disorder), as he undertakes a quest to stop a war between the Gods in modern day USA. Students examine the transformation of a character from a classic text in a new environment. Students explain how knowledge of other texts influence's the readers understanding and appreciation.	There's a thrill reading scary books, it allows to seek out danger and confront it, and then step away. The world can be a scary place and spooky books don't try to hide it, but instead show kids how to confront situations where they might feel powerless. In this unit, students read about ghouls and ghosts and then create their own tales in response to a text.	Writers look for ideas everywhere, and truth can be stranger, and more interesting than fiction. Combining facts with narratives provides readers with fascinating insights into the worlds of science, history, geography and much more. In this unit, students identify how texts are transformed for a different audience looking at how Dark Emu was transformed into Young Dark Emu. Students then transform their own factual text for a Year 6 audience.	Teens are dangerous. Teens are immature. Teens need to be protected. These are just some of the stereotypes we see of teenagers. In this unit, students explore how representations of teens in media texts reflect stereotypes and the effects of these stereotypes on perceptions of teens and teens themselves. They interact with other students to support, or challenge stated or implied meanings in texts.

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 8 consists of a minimum of four tasks, including written, spoken and multimodal tasks.

MATHEMATICS

In Year 8, 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 8, students recognise irrational numbers and terminating or recurring decimals. They apply the exponent laws to calculations with numbers involving positive integer exponents. Students solve problems involving the 4 operations with integers and positive rational numbers. They use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts. Students apply algebraic properties to rearrange, expand and factorise linear expressions. They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. They make and test conjectures involving linear relations using digital tools.

Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles. Students use formulas to solve problems involving the area and circumference of circles. They solve problems of duration involving 12- and 24-hour cycles across multiple time zones. Students use 3 dimensions to locate and describe position. They identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity. Students apply the properties of quadrilaterals to solve problems.

They conduct statistical investigations and explain the implications of obtaining data through sampling. Students analyse and describe the distribution of data. They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. Students represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems. They conduct experiments and simulations using digital tools to determine related probabilities of compound events.

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
MEASUREMENT Pythagoras, properties of quadrilaterals, circle area and circumference, perimeter, area and volume **Problem Solving Modelling Task – Skate Park** **MEASUREMENT** 12 and 24hour time, time zones	**NUMBER** Irrational numbers, ratios, rates, percentages, all four operations with integers and rational numbers, index laws **ALGEBRA** Rearrange, expand and factorise linear expressions **SEMESTER EXAM**	**STATISTICS** Conduct investigations, explain impact of sampling choices, analyse and describe distribution of data, compare distribution of random samples (measures of centre and spread, and shape) **ALGEBRA** Linear expressions and relations; graph, solve, use modelling to solve problems **Problem Solving Modelling Task – Shark Tank**	**PROBABILITY** Conduct experiments and simulations for compound events, represent combinations of events and determine probability **SPACE** Use three dimensions to locate and describe position, similarity and congruence **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 North Lakes State College Junior Secondary, we aim to prepare students to be active citizens who make thoughtful and critical decisions about scientific claims which influence their own lifestyle, health and environment, and to become citizens of a global community who make sustainable choices in their everyday lives.

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

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

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

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2	UNIT 3	UNIT 4
CHEMISTRY Particles Matter	**EARTH SCIENCE** The Changing Earth	**PHYSICS** Energy in my Lifestyle	**BIOLOGY** Building Blocks of Life
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 8 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 8 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 8 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

UNIT 1	UNIT 2	UNIT 3
THE WESTERN AND ISLAMIC WORLD **MEDIEVAL EUROPE (C590 - C1500)** • The way of life in Medieval Europe *(social, cultural, economic and political features)* and the roles and relationships of different groups in society. • Significant development and/or cultural achievements, such as changing relations between Islam and the West *(including the Crusades),* architecture, medieval manuscripts and music.	**EXPANDING CONTACTS** **THE BLACK DEATH IN ASIA, EUROPE AND AFRICA (14TH CENTURY PLAGUE)** • The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries. • The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague.	**THE ASIA-PACIFIC WORLD** **JAPAN UNDER THE SHOGUNS (C794 - 1867)** • The way of life in Shogunate Japan, including social, cultural, economic and political features *(including the feudal system and the increasing power of the shogun).* .
HOMEWORK/STUDY REQUIREMENTS		ASSESSMENT TECHNIQUES
• Weekly tasks to be completed at home Assignments to be completed at home and in class time.		Multi Modal Presentation, Short Response and Response to stimulus exams

GEOGRAPHY

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

COURSE OUTLINE AND ASSESSMENT SUMMARY

TERM 1	TERM 2
LANDSCAPES AND LANDFORMS This unit investigates: • The ways the earth's surface is shaped from natural forces. • The importance of mountains to communities. • The best way to manage unique environments.	**CHANGING NATIONS** Students will investigate: • The reasons why so many people live in urban areas. • The effects urbanisation on the environment. • Strategies to accommodate a growing population into an Australian community
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
• Weekly tasks to be completed at home • Assignments to be completed at home and in class time.	Multi Modal Presentation, Short Response and Response to stimulus exams

HEALTH & PHYSICAL EDUCATION

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

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

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

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

Health and Physical Education (HPE) gives students the knowledge and skills to:
- Make informed decisions about their own health.
- Develop personal fitness.
- Participate effectively in physical activities.
- Enhance personal development.
- Enhance and develop fitness capabilities that will prevent current lifestyle diseases.

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

SEM 1 - PERSONAL, SOCIAL & COMMUNITY HEALTH		SEM 2 - MOVEMENT & PHYSICAL ACTIVITY	
BUILDING POSITIVE RELATIONSHIPS	**INFLUENCES DURING ADOLESCENCE**	**NUTRITION**	**MOVEMENT CONCEPTS**
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 *(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.

ELECTIVE SUBJECTS (SEMESTER OF STUDY)

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

ARTS SPECIALISATIONS

STUDENTS SELECT ONE OF THE FOLLOWING ARTS SUBJECTS

DANCE

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

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

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
MEDIA MARKETING AN DANCE Students will explore how media uses dance for marketing and promotional purposes.	**DANCE AROUND THE WORLD** During this unit students will investigate and explore a range of international countries and their dances.
Students will individually analyse an advert supported by dance, to promote the product. Students will then create an advertising campaign through choreographing a product promotional dance routine.	Within groups, students will be required to investigate and learn a self-directed dance in the style of a chosen country. This will then be performed for assessment.
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
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)	The students will be continuously assessed throughout the semester through tasks that cover the sub-strands of: • Performance • Choreography • Responding

DRAMA

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

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

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

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
ON THE SPOT IMPROVISATION On the Spot is an introduction to improvisation and its conventions. Students will gain skills in forming and presenting Drama. As students become more confident with the Dramatic Elements and Conventions, they will begin to learn how to approach scripts as an actor and the skills associated with taking script from the page to the stage. Students will experience performing for a live audience and gain the basic skills of spontaneity, blocking, offering and accepting, setting the foundations for future performances and units.	**SCRIPTED DRAMA** The focus of this unit is on the process of bringing play scripts to life on stage. Students will explore and reflect on a range of texts to discover ways of making meaning and developing subtext, transforming their understanding into live performances. Dramatic roles will be communicated through skills embedded in improvisation during the first unit studied and new skills developed in role play throughout this term. A variety of issues, themes concepts and texts are explored. Students will select and apply appropriate performance skills in the preparation for presentation, employing status, tension and effective vocals as well as expressive technique.
HOMEWORK/STUDY REQUIREMENTS	
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.	

MUSIC

This subject prepares young people with 21st Century skills and resources, while also engaging with higher order thinking challenges. Over one 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.

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

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">SOUNDS AND SOULS
Students explore the variety of tone colours (sounds) available to them through a range of instruments from around the world, both conventional and unconventional. They also explore composers (souls), from the contemporary popular artists of today through to the giants of ages past, and the musical forms in which they've used these instruments. Students discuss how performers and composers use musical forms and instruments to convey meaning, and document their own creative process as they prepare a performance and a composition portfolio.</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 composition portfolio is the main project, due at the end of the unit, which includes short compositions in a range of musical forms and written work. Students also prepare a performance and complete other written tasks throughout the unit.</td></tr>
</table>

VISUAL ART

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

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

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
DIVERSE DRAWINGS In Unit 1, students will produce a folio of artworks, which will develop their drawing skills and their ability to manipulate a variety of materials, while creating effective and original compositions. They will use a variety of drawing media and techniques, and tasks will focus on drawing objects from different perspectives. Tasks will include still life contour drawings, observational drawings and tonal studies. Drawing tasks will involve the use of tonal techniques to show the light source and the three-dimensional qualities of the objects. The Elements and Principles of Art students will focus on are proportion, shape, tone, line, texture and pattern. Students will curate and present their artworks for audiences.	**DRAGON DREAMING** Students will research, generate, document and develop ideas for a clay dragon. They will be introduced to dragon folklore across cultures, times and places. Engaging in their own dragon image research, they will sketch and annotate their ideas in their Art Journal. Students will continue their creative process through the introduction of clay building techniques which they will use to develop their fantasy clay dragon adding textures and detail. After firing, they will paint and decorate their dragon.
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	Visual Arts students are assessed in relation to exploring and responding, developing practices and skills, creating and making, and presenting and performing Students are to maintain a well-presented art journal that contains the creative practices and skills they used to develop their ideas and themes in their visual arts practice. The journal will also document critical practices by reflecting on, evaluating or responding to their own work or the work of others; for example, developing intentions for artworks based on exploration, inquiry and research **MAKING:** generation, documentation, and development of ideas for artworks **RESPONDING:** Students explore, respond to, analyse and interpret artworks.

TECHNOLOGIES

STUDENTS SELECT ONE OF THE FOLLOWING TECHNOLOGY SUBJECTS

FOOD SPECIALISATION

The Food Specialisation 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.

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

UNIT 1	UNIT 2
FANTASTIC FOOD	**CULTURAL CUISINE**
What we consume affects our bodies and how we function. Students will examine and investigate, adolescent nutritional guidelines and communicate how recipes can be modified to improve health qualities. Student's will also evaluate the sensory properties of food, whilst developing their food production skills and, build on their WHS and kitchen precautions in practicals. This unit will allow students to build technology and research competence with a focus on utilising digital technologies and improving student's digital literacy.	Australia is a multicultural and diverse society, with many cuisines available for consumption. Students will investigate different cultural backgrounds and examine their customs and traditions and, evaluate how this affects their food choices. Student's will produce customary dishes from the cultures being studied and develop time management and work flow skills. This unit will allow students to build technology and research competence with a focus on utilising digital technologies and improving student's digital literacy.
ASSESSMENT TECHNIQUES	ASSESSMENT TECHNIQUES
• Written Task: Digital Display (Website or PowerPoint) • Practical: Assessment Cook	• Written Task: Digital Portfolio • Practical: Assessment Cook
HOMEWORK/STUDY REQUIREMENTS	
• Completion of online 'OnGuard' safety requirements • Signed parent permission form • Weekly recipe preparation and familiarisation • Supply of container and cool bag to transport prepared food home	

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.

DESIGN AND TECHNOLOGIES

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

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

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

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

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
TECHNOLOGY AND SOCIETY • Developing an Animal shelter for a specific purpose. • Sketching, designing, planning and constructing an animal house to support a particular species Design Folio	**TECHNOLOGY AND SOCIETY** • Safety in a Workshop • Energy for Light • 3DPrinters ad Laser etching/cutting Basic circuits
HOMEWORK/STUDY REQUIREMENTS	ASSESSMENT TECHNIQUES
On guard online training modules and Project planning not completed at school	Students will be assessed by a series of design and construction tasks which will involve research to meet audience requirements. Assessment types will include, but not limited to: Projects; Reports; Exams; Folios of tasks.

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.

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

ONE SEMESTER OF STUDY	
• Computer networks, including wired and wireless technologies, online security, mobile technologies • Introduction to Website design using HTML and CSS	
HOMEWORK/STUDY REQUIREMENTS	**ASSESSMENT TECHNIQUES**
• Both in class and at home will be needed to complete project work across the semester	• Project – e.g. design a computer network for a given scenario • Project – e.g, analyse existing websites to produce a website to a give real world context
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.	

LANGUAGES

CHINESE

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

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

COURSE OUTLINE AND ASSESSMENT SUMMARY

UNIT 1	UNIT 2
UNIT THEME: TRAVEL PLANS	**UNIT THEME: GOING ON HOLIDAY**
HOMEWORK/STUDY REQUIREMENTS	**ASSESSMENT TECHNIQUES**
• Weekly tasks to be completed at home • Assignments to be completed at home and in class time	• Students are required to complete a variety of assessment tasks in Reading, Writing, Speaking and Listening. • These tasks include Exams and Pre-prepared pieces of work

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

YEAR 8 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. To assist with building a common language around social/emotional wellbeing, students will continue to engage in the Reboot Program.

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
• Identity and Purpose • Working in teams – research a topic and prepare a mini lesson to teach the class. Topics ideas include: budgeting, nutrition, self-care and other life lessons that are relevant to their peers • 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 • Digital literacy. • 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 8 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