



YEAR 9 CURRICULUM HANDBOOK 2017



ACCREDITED INTERNATIONAL STUDENT PROGRAM
CRICOS PROVIDER NUMBER: 00608A

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INTRODUCTION

JUNIOR SECONDARY

At North Lakes State College, Junior Secondary caters for Year 7 to Year 9. It provides an environment for teacher facilitated / student centred learning where students will continue their development of the core curriculum areas. Junior Secondary recognises the unique developmental needs of early adolescents and supports transition from primary to secondary education.

WE ARE COMMITTED TO THE SIX GUIDING PRINCIPLES OF JUNIOR SECONDARY

- Distinct identity.
- Student well-being.
- Quality teaching.
- Leadership.
- Parent and community involvement.
- Local decision making.

JUNIOR SECONDARY STUDENTS HAVE DISTINCTIVE NEEDS:

- Identity
- Relationships
- Purpose
- Empowerment
- Success
- Rigour
- Safety
- Belonging

OUR JUNIOR SECONDARY WILL PROVIDE OPPORTUNITIES FOR STUDENTS TO:

- Connect to life outside school through real life curriculum opportunities.
- Experience integrated units of work including literacy and numeracy opportunities across the curriculum.
- Use problem-solving and decision-making techniques of various inquiry processes to investigate learning.
- Improve communication / social / self-management skills.
- Develop an awareness of social and cultural responsibilities.
- Negotiate learning and authentic assessment.
- Have their diverse needs met through the exploration of multiple intelligences and learning styles.

CARE AND SUPPORT

- North Lakes State College responds to this stage of student's development by providing a Junior Secondary approach.
- A staffing model where each class will have dedicated core teachers to deliver English, Humanities, Mathematics, Science as well as access to specialist teachers who deliver Health and Physical education (HPE), The Arts, Technology and Italian.
- A Year Level Coordinator who provides support for students and is a central contact person for parents.
- Provision of high quality facilities, technology, equipment and materials to support experienced teachers and ancillary staff.

ACCESS

At North Lakes State College, we believe that it is important to provide holistic support and learning for our students. We work towards providing students with proactive strategies to support their journey through the Junior Secondary years. To support this positive learning and education of our students, all Year 9 students undertake a subject called ACCESS. ACCESS is a 70 minute weekly lesson that focuses on a number of aspects to support positive learning for all our students. Topics that are covered over the course of the year include, study skills, time management, career education and senior pathways, leadership skills, team work, social and emotional wellbeing and health and resilience. We also undertake a Well Being Day which is a whole day of supportive activities designed to promote resilience, cyber safety and Anti Bullying measures.

HONOURS CLASSES

Honours classes are offered for Year 7, Year 8 and Year 9 students in Humanities, Science, Mathematics and English. The entrance process commences in Term 3 with the submission of an application which is to contain NAPLAN results, report cards and other achievement reports from the student. Students are then invited to sit relative exams for the subjects they have applied for. The exam results are then processed and students are notified if they have been offered a place for the subjects they have applied for. A panel conducts interviews for students who have been offered entrance before approving their participation in the Honours classes. Students are able to apply for any or all of the four honours subjects on offer. Please note that there is an examination fee required for students sitting admittance exams for Honours.

SUBJECT SELECTION

At North Lakes State College, we are committed to the implementation of the Australian Curriculum and Essential Learnings. School programs, based on Australian Curriculum and Queensland Studies Authority syllabuses are offered to all students in the eight key learning areas. These are:

COMPULSORY SUBJECTS	ELECTIVE SUBJECTS
ENGLISH	LANGUAGES (ITALIAN IMMERSION - INVITATION ONLY)
MATHEMATICS	THE ARTS (DANCE, DRAMA, MUSIC, ART)
SCIENCE	TECHNOLOGY (BUSINESS STUDIES, FOOD STUDIES, GRAPHICS, INFORMATION & COMMUNICATION TECHNOLOGIES, MATERIALS TECHNOLOGY)
HUMANITIES (GEOGRAPHY & HISTORY)	
HEALTH AND PHYSICAL EDUCATION	

OVERALL PLAN

As an overall plan, it is suggested that students choose subjects:

- They enjoy and in which they have already experienced some success.
- Which will help them determine which career pathway/s they wish to follow.
- Which will develop lifelong skills, attitudes and knowledge.

PLEASE NOTE

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

COMPULSORY SUBJECTS

ENGLISH (ENG)

SUBJECT DESCRIPTION

In the North Lakes State College Middle Phase, 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 9 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

UNIT 1	SCIENCE FICTION Examining narratives in the Science Fiction genre to understand how changes in technology influence and reflect changes in society
UNIT 2	BELONGING Examining how representations of people and culture in literary and media texts influence human experience
UNIT 3	MAD WORLD Examines the representation of social issues in novels
UNIT 4	A MIDSUMMER NIGHT'S DREAM A study of Shakespeare's comedy and an introduction to canonical texts

ASSESSMENT SUMMARY

English assessment in Year 9 consists of a minimum of two written, two spoken, and two reading comprehension tasks.

EQUIPMENT

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

USB Flash Drive

MATHEMATICS (MAT)

SUBJECT DESCRIPTION

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

By the end of Year 9, students solve problems involving simple interest. They interpret and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate the area of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

COURSE OUTLINE

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

Connect to the real world and their interests	Collaborate in learning environments that are inclusive and academically rigorous	Reflect the development stage of their mathematical learning.
Show mathematical investigation and deep understanding of number and algebra, measurement and geometry, statistics and probability and problem solving		

ASSESSMENT SUMMARY

There is typically one exam each term and one assignment each semester. This means there are typically three (3) assessment pieces used to determine a semester achievement grade.

EQUIPMENT

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

USB Flash Drive

GeoGebra Software (available free for download from the GeoGebra website)

SCIENCE (SCI)

SUBJECT DESCRIPTION

At 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 their 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 Junior Secondary student including multiple intelligences.
- Create collaborative learning environments that are inclusive and academically rigorous.

COURSE OUTLINE

Unit 1	Physical Sciences Forms of energy can be transferred in a variety of ways through different mediums
Unit 2	Chemical Sciences All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.
Unit 3	Biological Sciences Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Ecosystems consist of communities of interdependent organisms and abiotic components of the environments; matter and energy flow through these systems.
Unit 2	Earth and Space Sciences The theory of plate tectonics explains global patterns of geographical activity and continental movement

ASSESSMENT SUMMARY

Science assessment in Year 9 consists of one exam or one assignment per term.

EQUIPMENT

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

USB Flash Drive

HUMANITIES

SUBJECT DESCRIPTION

Students in Year 9 will complete one semester of Geography and one semester of History 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 9 will provide students the opportunity to experience a range of assessment techniques that will also prepare them for their senior assessment requirements.

GEOGRAPHY (GEG)

Students will complete one semester of Geography throughout the year. The curriculum will focus on developing geographical understanding through sequential studies of the main characteristics of place, space and environments. Each year level has two sets of core ideas about specific characteristics through which students will cumulatively learn about the basic patterns, processes and principles that explain the geography of their world. One set focuses on the environmental characteristics of places, but also explores related human themes and the other focuses on their human characteristics, but also explores environmental themes

COURSE OUTLINE

UNIT 1	BIOMES AND FOOD SECURITY This unit examines the personal and global patterns of food production and consumption, the impact of food production on the natural environment and the potential impacts which related environmental issues have on food security. Students will investigate the capacity of the world's environments to sustainably feed the projected future population in the face of competing land uses such as biofuel production and urbanisation.
UNIT 2	GEOGRAPHY OF INTERCONNECTIONS This unit focuses on how the choices and actions of people impact on places and environments. Local and global connections and interconnections are examined using studies from Australia and across the world.

ASSESSMENT SUMMARY

Stimulus Response

Short Response and Practical Exams

EQUIPMENT

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

USB Flash Drive

HISTORY (HIS)

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914 - 1918, the 'war to end all wars'. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. A framework for developing student's historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. General capabilities to be developed in students include literacy, numeracy, intercultural understanding, personal and social capability, critical and creative thinking, and ethical behaviour.

COURSE OUTLINE

UNIT 1	MAKING A BETTER WORLD? – THE INDUSTRIAL REVOLUTION (1750-1914) <ul style="list-style-type: none">• The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (<i>the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire</i>) and of Australia.• The population movements and changing settlement patterns during this period.• The experiences of men, women and children during the Industrial Revolution, and their changing way of life. The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.
UNIT 2	AUSTRALIA AND ASIA - MAKING A NATION <ul style="list-style-type: none">• The extension of settlement, including the effects of contact (<i>intended and unintended</i>) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples.• The experiences of non-Europeans in Australia prior to the 1900s (<i>such as the Japanese, Chinese, South Sea Islanders, Afghans</i>).• Living and working conditions in Australia around the turn of the twentieth century (<i>1900</i>).• Key events and ideas in the development of Australian self-government and democracy, including women's voting rights. Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act.
UNIT 3	WORLD WAR 1 - (1914-1918) <ul style="list-style-type: none">• An overview of the causes of World War I and the reasons why men enlisted to fight in the war.<ul style="list-style-type: none">❖ Critical and creative thinking❖ Ethical behavior• The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.• The impact of World War I, with a particular emphasis on Australia (<i>such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate</i>).<ul style="list-style-type: none">❖ Literacy❖ Intercultural understanding❖ Critical & creative thinking❖ Information & communication technology capability❖ Ethical behavior❖ Numeracy❖ Personal & social capability The commemoration of World War I, including debates about the nature and significance of the Anzac legend.

ASSESSMENT SUMMARY

Multimodal presentation

Short Response Exams

Stimulus Response Exams

EQUIPMENT

BYOD - Mid-range laptop or equivalent specification with USB port.

Microsoft Office suite of products.

USB Flash Drive

HEALTH AND PHYSICAL EDUCATION (HPE)

SUBJECT DESCRIPTION

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.

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

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

PERSONAL, SOCIAL AND COMMUNITY				MOVEMENT AND ACTIVITY <i>Students may select from the following activities</i>			
STAYING ACTIVE	DRUGS IN SPORT	RELATIONSHIPS	RISK TAKING	NETBALL	SOFTBALL	VOLLEYBALL	FUTSAL
				FITNESS	BASKETBALL	DANCE/SWIMMING	NFL
				OZ TAG	KICK IT TOUGH	TABLE TENNIS	

ASSESSMENT SUMMARY

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 NLSC Uniform Policy*) complete with NLSC cap or hat.

EQUIPMENT

BYOD - laptop with minimum CORE i5 with preference for Mac

ELECTIVE SUBJECTS

GUIDELINES

- Students choose two (2) electives from the Learning Areas of:

THE ARTS	TECHNOLOGY	LANGUAGES
DANCE DRAMA MUSIC VISUAL ART	BUSINESS STUDIES FOOD STUDIES GRAPHICS INFORMATION & COMMUNICATION TECHNOLOGIES MATERIALS TECHNOLOGY	ITALIAN IMMERSION (<i>INVITATION ONLY</i>)

- In Year 9, students will study the same electives in both semesters, in order to develop the knowledge base required for entry into the senior years.
- By the end of Year 9, it is recommended that students must have studied at least one (1) subject from The Arts and at least one (1) subject from Technology.

THE ARTS

DANCE (DAN)

SUBJECT DESCRIPTION

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

COURSE OUTLINE

UNIT 1	THRILLER AND BEYOND - ICONIC INFLUENCES IN THE MUSIC INDUSTRY An exploration of popular dance styles and artists, exploring the technological, cultural, societal and historical influences. This unit has a strong choreographic and performance focus, with research into how technology influenced the development of popular dance styles. Critical and creative thinking is embedded within this unit through analytical writing.
UNIT 2	DANCE THROUGH THE AGES Students will expand upon understanding the three major components of Dance: Choreography, Performing and Analysis. Students will study the evolution of dance as linked with society. They will explore: history/culture, clothing/dance styles and political/social impact. Working in groups, students will develop their team-work, problem solving, creative thinking and critical analysis skills.
UNIT 3	STOMP - TAP AND BODY PERCUSSION Students will study the development of percussive dance styles, investigating cultural, historical and societal influences. Students will develop skills in memory retention, communication, literacy, numeracy and analysis through physical exploration of percussive dance styles including stepping, gumboot dancing, tap, African jazz, whacking and tutting

PREREQUISITES

- Independent learner
- Ability to move freely
- Energy and motivation
- Able to work in groups
- Complete tasks both supervised and in own time

ASSESSMENT SUMMARY

- UNIT 1** Students perform a set hip hop dance taught by their teacher and choreograph a popular dance utilising set repertoire. Students analyse set repertoire. Students evaluate through a set template of a chosen piece.
- UNIT 2** Students manipulate movement from an era and modernise the choreography to fit the present day.
- UNIT 3** Students perform a piece of choreography based on the art of stepping and body percussion. Students evaluate set repertoire.

EQUIPMENT

BYOD - laptop with minimum CORE i5 with preference for Mac.

DRAMA (DRA)

SUBJECT DESCRIPTION

Drama is a blend of performance, design and analytical work in an exploration of social issues, performance skills of different genres and historical periods. Theoretical understanding of these areas of study will underpin and support practical work. Middle School drama offers learning over a wide range of topics, which endeavor to encourage personal and social growth as well as gaining a broader understanding of our present through the study of the past.

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

UNIT 1	HEROES & VILLAINS - <i>Melodrama and Soapies</i> In this unit students will learn about the Melodrama and Soapie style of acting, with particular focus on stock characters - Hero, Villain, Damsel in distress, Clown/ Joker, Coward etc. A particular emphasis is on the Australian culture and how TV Melodrama and Soapies reflect our culture and the language used. In this unit students will explore the values that appear to be in the soap operas. What democratic concepts (for example, rules, cultural diversity and social justice) also appear to be in these programs? How do writers structure the telling of these stories in a playwriting script format? Students will be given the opportunity to write their own soap operas and then perform them for an audience.
UNIT 2	BLOCKBUSTER - <i>Acting for Film</i> Blockbuster is a natural progression from "Heroes and Villains" and involves students in film making, acting for film, and scripting processes. Students will draw upon their knowledge of stock characters; plot features and the Dramatic Elements to carry out scriptwriting and performance tasks. Students will either develop a silent film for a cinema audience or a soap opera for a television audience, from conception through to performance. The writing process will be completed both individually and through collaborative writing teams. Students will have wide ranging experiences such as planning, scriptwriting, costuming, rehearsing, directing and filming. Important work skills will also be developed such as teamwork, communication skills, presentation skills, time management skills, initiative and leadership.
OR	CLOWNING AROUND - <i>Clowning</i> In this unit students will explore different aspects of clowning. Through various learning experiences students will have the opportunity to apply Dramatic Conventions particular to clowning and physical comedy and manage the Dramatic Elements within the style and form of clowning. In this unit students will prepare a polished clowning performance as well as prepare a clowning responding portfolio which analyses aspects of their performance.
UNIT 3	JUICE - <i>Scripted Drama</i> In this unit students will study a set play text that explores teenage issues. Whilst discussing and deepening their understanding of topical issues, students will develop their acting skills and their knowledge of the Dramatic Elements and Conventions of realism. Students will perform scenes from the play as well as be examined on their understanding of the play.
UNIT 4	SILENCE IS GOLDEN - <i>Visual Storytelling</i> Visual Storytelling is theatre that combines many techniques (Puppetry, Movement, Music, Digital Imagery and Live Acting) and relies on showing the story or idea, rather than the telling of the story. Through Visual Storytelling, the audience is taken on a mostly visual journey. During this unit, students will learn a number of visual theatre techniques and devices including Symbolic Movement, Ritual, Physical Theatre, Levels and Chorus Work.

PREREQUISITES

- Ability to work in groups of different sizes
- Willingness to express and justify opinion
- Be open to new experiences and ways of working and thinking
- Maturity to work with all class members and leave issues outside the door to create a professional environment
- Ability to accept and give constructive criticism
- Willingness to arrange rehearsals outside class time
- Live performance is mandatory

ASSESSMENT SUMMARY

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

FORMING	Scriptwriting, play building, improvisation, costume and make-up design
PRESENTING	Performing scripted or original material before a live audience
RESPONDING	Evaluations, written exam, written analysis of recorded or live performance

EQUIPMENT

BYOD - laptop with minimum CORE i5 with preference for Mac.

Music (MUS)

SUBJECT DESCRIPTION

Students who select Music need to have a keen interest in studying all aspects of music including history, appreciation, theory and performance. Some prior experience in music would be an advantage but not necessary.

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, child care and arts administration. Music is also an effective outlet for students with creative and analytical potential.

COURSE OUTLINE

UNIT 1	ON TV The course begins with a study of music used in television advertising and shows. Students will develop skills in becoming more discerning consumers by analysing music used in media and how it manipulates its target audience.
UNIT 2	FOLK AND PROTEST MUSIC This unit is a study of folk music through history that has been used to protest issues of the day. Composition will involve an exploration of modern day events and how music can still be used to give people a voice. Basic arranging and performance skills will be the focus of the assessment. Students will be encouraged to make use of compositional software, such as MuseScore or Garageband, to use as a tool for creating.
UNIT 3	PROGRAM MUSIC Through exploring the music of the Romantic Era, students will discover how music can be used to paint a picture and tell stories in the listener's mind.
UNIT 4	THE MUSICAL What style of music caters for all forms (<i>classical, jazz or rock</i>)? Why, the musical of course! Students will study the musical from its early beginnings to today. Students will be able to pursue their talents in music by choosing to sing, play or perform in groups.

PREREQUISITES

- An ability to sing or play an instrument is a big advantage
- Self-motivated
- Ability to work in groups
- Willingness to try new things
- Ability to follow directions
- Acceptance of others in a group

Assessment Summary

Students will be assessed throughout the course across a range of areas:

- Written exam/research assignment
- Aural skills exam
- Composing and recording own compositions
- Performing in large and small ensembles both vocally and instrumentally

EQUIPMENT

BYOD - laptop with minimum CORE i5 with preference for Mac.

VISUAL ARTS (ART)

SUBJECT DESCRIPTION

The Year 9 Visual Arts course offers two semesters of study, involving four units of work. This course builds upon knowledge, skills and understandings taught in Year 8 Visual Arts. Students who intend studying Visual Arts in Year 10 must have studied at least one semester of Visual Arts in Year 9. The focus in this subject is on students creating, responding, presenting, reflecting and appraising images and objects.

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

COURSE OUTLINE

UNIT 1	VIEW TO VALUE Students are to produce a representational landscape painting on stretched canvas based on a photograph of a view that they value. The artwork is required to demonstrate an understanding of: composition, depth, space, aerial perspective, balance, colour, shape, texture, tone and brush work. Journal work will explore the design process for the painting.
UNIT 2	DESIGN FOR LIFE Students are to complete a folio of functional designs originating from real life design brief requirements. These tasks include graphic, product and environmental design. Folio ranges from drawings to posters. Digital design may also be used. Journal work will explore the design process for each form of design. There is a written assignment to be completed during this unit.
UNIT 3	ZODIAC MASK Students are to design and make a 'unique' mask based on their Zodiac sign. The mask must have sculptural qualities and must demonstrate an understanding of proportion, texture, surface quality, form, pattern, variation and symbolism. Scale, materials used and interpretation of the Zodiac Sign are student-teacher negotiable. Journal work will explore the design process for the mask. There is a written assignment to be completed during this unit.
UNIT 4	LINED PERSONA Students are to produce a 'tonal drop-out' drawing, based on the photographic image of an elderly person. The black and white drawing must be in proportion and maintain, through the use of dots and marks, a consistent approach to the direction of light.

PREREQUISITES

- A love of Visual Arts
- A responsive creator
- A complex thinker
- A participant in an interdependent world
- A knowledgeable person seeking deeper understanding
- An active investigator
- An effective communicator (*both visually and verbally*)
- A reflective and self-directed learner

Visual Arts makes a unique contribution to lifelong learning by cultivating habits of mind and dispositions that facilitate the development of these valued attributes.

ASSESSMENT SUMMARY

Visual Arts students are assessed in relation to: creating, responding, reflecting, presenting and appraising images and objects. A student's Visual Arts results will be based on the making task/s in each unit; an assignment in Unit 2 and Unit 4 and journal work in every unit.

Students are to maintain a well presented art journal that contains classroom exercises, notes, sketches, skill building exercises, media experiments, collected resources and written reflection within specified timeframes. The journal follows the design process and demonstrates visual and verbal evaluations and reflections about the different creative processes explored during the unit of work. Types of assessment include:

CREATING IMAGES AND OBJECTS	Students engage in making images and objects by designing and creating two-dimensional and three-dimensional forms using a variety of materials, processes and functions.
REFLECTING AND PRESENTING	Through the making process, students communicate their ideas, feelings, experiences and observations of their worlds.
APPRAISING IMAGES AND OBJECTS	Students describe, analyse, interpret and evaluate their own and others' images and objects.

EQUIPMENT

BYOD - laptop with minimum CORE i5 with preference for Mac.

TECHNOLOGY

BUSINESS STUDIES (BST)

SUBJECT DESCRIPTION

Business Studies gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

Students will seek to enhance basic keyboarding and computing skills, combining these with an introduction to Business Education. This will entail working towards achieving a basic/intermediate level of operation of the MS Office Suite of programs, particularly MS Word, MS PowerPoint, MS Excel and MS Publisher. Mastery of these skills provides solid foundations for Information Technology literacy and lifelong learning, transferring relevant skills to almost any area of future employment. Basic business operational skills will be explored and students will examine areas such as entrepreneurs, communication, business documents, consumerism, taxation, financial planning, insurance, personal finance, and work environments, incorporating the Microsoft Office Suite of programs.

COURSE OUTLINE

The coursework will be supplemented with a series of skills based tasks. (Please note: units may be subject to change due to technology requirements etc.)

UNIT 1 AUSTRALIA IN THE GLOBAL ECONOMY	UNIT 2 ECONOMIC AND FINANCIAL DECISION-MAKING IN BUSINESS
UNIT 3 BUSINESS COMPETITION	UNIT 4 ECONOMIC AND BUSINESS PERFORMANCE

PREREQUISITES

- To be self-motivated
- To use initiative in group situations
- To complete set tasks under direct and indirect supervision
- To adapt skills taught / learned in varied situations
- The ability to follow directions
- An interest in business operations incorporating computer software programs

ASSESSMENT SUMMARY

Publisher/MS Excel, ergonomics and the applications of general business practices.

It also encourages students to become engaged in relevant case studies and practical applications in the business world. Business Studies will focus on the practical planning, organisation and management of projects, preparing students for cross-curricular and practical applications of electronic literacy.

Students will develop demonstrated skills relevant to the successful operation of an office workplace environment extending to office machines and protocols.

EQUIPMENT

BYOD - Mid-range laptop or equivalent specification with USB port
Microsoft Office Suite
USB Flash Drive

FOOD STUDIES (FDS)

SUBJECT DESCRIPTION

The aim of the subject is for the student to:

- Develop skills in the basic principles of cookery, safety and hygiene.
- Gain an understanding of appropriate work methods and use of equipment and utensils.
- Recognise the importance of good nutrition throughout life.

COURSE OUTLINE

INTRODUCTION TO THE KITCHEN	ADAPTING RECIPES	NUTRIENT KNOW-HOW
DIETARY DISEASES	PRINCIPLES OF COOKERY	SPECIAL FOOD NEEDS
CONVENIENCE FOODS		

PREREQUISITES

- Self-motivated and use of initiative in group situations
- Ability to follow directions and work safely
- Interest in developing life skills and/or an interest in hospitality
- Complete set tasks under direct and indirect supervision
- Good organisational skills
- Proven track record of bringing ingredients regularly and displaying safe practices in the kitchen

ASSESSMENT SUMMARY

The students will be continually assessed throughout the semester. Assessment will consist of practical cooking, theoretical exam and written assignment.

Students are required to bring the necessary ingredients to cook each week. Students must wear closed in, hard covered shoes, such as leather, as stated in the school dress code policy. Failure to do so will see them unable to enter the kitchen.

EQUIPMENT

BYOD - laptop with minimum specifications

Microsoft Office suite of products.

USB Flash Drive

GRAPHICS (GPH)

SUBJECT DESCRIPTION

This subject introduces students to the basic design processes and concepts associated with Graphics. Students will solve design problems that relate to a variety of real life careers such as an architect, industrial designer, interior designer, engineer and draftsman. In all aspects of work, students will be placed in real life situations to develop a deep understanding of the use of Graphics in our world.

The knowledge and skill attained will enable the student to produce simple to complex sketches and drawings to provide the basis for further studies in Graphics in future years.

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 graphical representations for a variety of audiences.

Students will also be introduced to some computer aided drafting software including AutoCAD 2D and Inventor. Free 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. It should also be noted that a large recall of mathematical concepts and presentation techniques will be required to be successful in this subject.

COURSE OUTLINE

UNIT 1 MAKING CONNECTIONS <ul style="list-style-type: none"> • Grid Proportioning • Digital art – design a pixel character • Introduction to Inventor (CAD) Modelling • Isometric Sketching and rendering 3D objects 	UNIT 3 GRAPHIC DESIGN <ul style="list-style-type: none"> • Use of geometry in everyday life (AutoCAD 2D) • Design Folio / Challenge - Design a graphic design representation of an animal suitable for a zoo sign
UNIT 2 GEOGRAPHICAL REALMS <ul style="list-style-type: none"> • Intermediate Inventor (CAD) modelling - Manipulating work planes • Design Folio / Challenge - Design a geographical themed miniature golf hole (Drawn in CAD) 	UNIT 4 ARCHITECTURE <ul style="list-style-type: none"> • Architectural Conventions • Architectural Conventions • Rivet Architecture (CAD) • Tangrams

PREREQUISITES

- Interest in sketching and drawing
- Self-motivated and use of initiative
- Strong mathematical and interpretation skills
- Complete set tasks under direct and indirect supervisions (homework)
- Emphasis on presentation and producing quality work at all times
- Time management skills

ASSESSMENT SUMMARY

Students will be assessed by a series of work folios that will consist of foundation work to prepare for design folio requirements. Students will be required to complete design folio work, which will involve research to meet audience requirements.

MANDATORY RESOURCE REQUIREMENTS

2H and 4H pencils
 Compass (minimum 130mm span)
 Eraser
 Ruler
 Coloured pencils
 Set square - 45° (minimum 150mm in length)
 Set square - 30/60° (minimum 150mm in length)

EQUIPMENT

BYOD - laptop with minimum specifications
 Microsoft Office suite of products.
 USB Flash Drive

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

SUBJECT DESCRIPTION

Computers are an integral part of today's work, study and leisure, and students must know how to use them effectively, efficiently and ethically. To realise this, the subject provides the flexibility needed to accommodate new and emerging technologies, and the wide range of interests and abilities of the students who study it. By using a task-oriented approach instead of a tool-oriented approach, emphasis is placed on using ICTs to solve problems or complete tasks. Tasks will come from a variety of areas including:

- Using ICTs competently
- Document production
- Managing data
- Multimedia authoring
- Engaging in self-directed learning
- Making informed decisions
- Online communication
- Animation
- Using ICTs ethically
- Digital audio
- Digital Illustration
- Working with others
- Striving for excellence & aiming for quality
- Managing time & resources effectively & efficiently
- Employing safe & healthy procedures in the use of ICTs

COURSE OUTLINE

UNIT 1 ANIMATION PRINCIPLES/SKILLS - Adobe Flash	UNIT 2 BASIC USER INTERACTIVITY - Adobe Flash
UNIT 3 INTRODUCTION TO CODE	UNIT 4 CODING CONTINUED / GRAPHIC DESIGN

PREREQUISITES

- Being an independent learner
- Completing tasks both supervised and in own time
- Being able to work in groups

ASSESSMENT SUMMARY

Students will:

- Demonstrate practical understanding of ICT outcomes
- Complete an animation project culminating from developmental projects undertaken throughout the semester
- Use the framework of Design, Develop and Evaluate
- Complete one short writing task per semester of 400 - 600 words related to Units of Work undertaken throughout the semester

EQUIPMENT

BYOD - Mid-range to high-range laptop (preferably high specification) with USB port.

Adobe Creative Cloud

USB Flash Drive

MATERIALS TECHNOLOGY (MTE)

SUBJECT DESCRIPTION

This subject is the continuation of the Year 8 Materials Technology course. Students are given the opportunity to work with metals, wood and plastics. Each semester students will work with all three materials. In addition they will be learning basic electronics. By studying this course students will prepare themselves for the Senior School subjects of Manufacturing, Engineering and Furnishing. While the focus is generally practical, the students will have the opportunity to design projects to suit a design brief.

COURSE OUTLINE

Industrial Systems and Control	Graphical Communication
Investigating Problems	Product Design and Manufacture / Developing prototypes

Students may also be involved in units of work that involve: **LATHE INTRODUCTION** **TIMBER** **PLASTIC THERMOFORMING**

• PREREQUISITES

- Self-motivated
- Use of initiative in group situations
- Ability to follow directions
- Adapt skills taught/learned in varied situations
- Previous record of safe workshop practices
- Complete set tasks under direct and indirect supervision

ASSESSMENT SUMMARY

The students will be assessed continuously during the semester with particular emphasis on:

- General safety in the workshop
- Research of materials and processes
- Peer and self-evaluation of projects
- Originality of ideas
- Organisation of ideas and materials
- Completion of project

Students need to wear leather shoes as stated in the North Lakes State College Uniform Policy. Failure to do so will see them unable to enter the workshop.

LANGUAGES

ITALIAN (ITL)

SUBJECT DESCRIPTION

Italian engages students in language learning through the use of communicative tasks that are engaging and fun. Students who completed Year 8 at North Lakes State College are required to have achieved at least a 'C' in both semesters of Italian to continue with the subject in Year 9. Entry to new students in Year 9 is at the discretion of the Head of Department International Studies.

Students from an Italian language background may wish to apply to the Head of Department International Studies to enter the Italian Immersion Program in Year 9. It is recommended that students of Italian should be dedicated to their studies, hard-working and show initiative.

Learning a language is not an easy task but it is very rewarding. Students of a second language typically demonstrate higher levels of literacy, improved problem-solving skills and a greater appreciation of diversity than their peers.

COURSE OUTLINE

UNIT 1 II TEMPO - The Weather	UNIT 2 FARE LO SHOPPING - Lets go shopping
UNIT 3 SALUTI DALL' AUSTRALIA! - Greetings from Australia	UNIT 4 LA MUSICA ITALIANA - Italian Music

ASSESSMENT SUMMARY

Students are required to complete a variety of assessment tasks in reading, writing, speaking and listening.

These tasks include:

- Exams
- Pre-prepared pieces of work

EQUIPMENT

BYOD - laptop with minimum specifications

SIGNATURE PROGRAMS

ITALIAN IMMERSION (IMI)

The Italian Immersion Program at North Lakes State College challenges students in Year 7 to Year 9 to experience learning in a new and exciting way. In Year 7, Immersion students are immersed in the study of the Italian language by receiving their Italian, Humanities, and Science lessons completely in the Italian language. Mathematics does not become part of the Immersion Program until Year 8.

Due to the nature of the program the students develop proficiency in Italian at an accelerated rate compared to students studying mainstream Italian. Immersion subjects follow the same study programs and units of work as the mainstream classes of the same year level.

ELIGIBILITY CRITERIA

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

ASSESSMENT SUMMARY

Students will be required to complete the same assessment as mainstream students for Science and Humanities.

EQUIPMENT

BYOD - laptop with minimum specifications
Microsoft Office Suite

Entry into this course is by application to the HOD Languages & ICT.

For further details and an application guide, contact the program director, Karen Britton

Phone: 07 3482 5581
Email: kbrit9@eq.edu.au

SIGNATURE DANCE

As part of North Lakes State College's Signature Program, we offer a highly successful extension dance program from Year 1 to Year 12 for students who are considering a career in the dance industry.

Entry into this signature program is through audition only. There are three troupes running within the College: Lil Kicks (Year 1 to Year 3), Mid Kicks (Year 4 to Year 6) and Kicks (Year 7 to Year 12). These troupes perform at various competitions and events throughout the year ranging from Eisteddfods to the North Lakes State College *Arts and Culture* evening. The troupes have demonstrated excellence in their practice winning a multitude of awards since their inception in 2005. Within the troupes the students learn from qualified dance teachers with only a small fee to cover costumes and make-up. Students require a team uniform, tracksuit and shoes.

GOAL OF PROGRAM

- To continue in 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 8 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 all College or school 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 technique, spatial perception and communication / performance skills.

For further details, see the College website or contact the HOD - The Arts, Leisa Cooper -

Phone: 07 3482 5686

Email: lcoop4@eq.edu.au

SIGNATURE BASKETBALL

GOAL OF PROGRAM

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

ELIGIBILITY CRITERIA

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

For further details and an application guide, contact the program director, David Burnett -

Phone: 07 3482 5555

Email: dburn78@eq.edu.au

SIGNATURE 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.

GOAL OF PROGRAM

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

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

For further details, contact the program director, Anthony O'Connell

- Phone: 07 3482 5775

Email: golf@northlakescollege.eq.edu.au