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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 the contact person for parents.

Provision of high quality facilities, technology, equipment and materials to support experienced teachers and ancillary staff.
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 Curriculum and Assessment Authority syllabuses are offered to all students in the eight key learning areas. These are:

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Humanities (Geography &amp; History)</td>
</tr>
<tr>
<td>Health and Physical Education (HPE)</td>
</tr>
<tr>
<td>Italian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialist Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts (Drama, Dance)</td>
</tr>
<tr>
<td>Technology (Materials Technology, Food Technology)</td>
</tr>
<tr>
<td>Languages (Italian Immersion - Invitation Only)</td>
</tr>
</tbody>
</table>
Compulsory Subjects
Subject Description
In the North Lakes State College Junior Secondary, we endeavour to prepare students to be literate critical thinkers in an ever changing global and technological society. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing student’s knowledge, understanding and skills in listening, reading, viewing, speaking, and writing. In Year 7, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

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

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

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>The Gentle Art of Persuasion</th>
<th>A study of persuasive techniques in the media.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Time of my Life</td>
<td>Students examine life writing texts including biographies, autobiographies and memoirs.</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Poor Ned…</td>
<td>A focus on ‘Black Snake’ by Carole Wilkinson and the use of literary techniques to create different perspectives.</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Song Lines</td>
<td>How literary techniques are used in songs and poetry to advocate for change.</td>
</tr>
</tbody>
</table>

Assessment Summary
English assessment in Year 7 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
Humanities

Subject Description

Students in Year 7 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 7 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.

There are two units of study in the Year 7 curriculum for Geography: Water in the World and Place and Liveability. Place and Liveability focuses on the concept of place through an investigation of liveability.

This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Water in the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.</td>
<td></td>
</tr>
</tbody>
</table>

Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Place and Liveability</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives and that spaces are planned and managed by people.</td>
<td></td>
</tr>
</tbody>
</table>

It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

Assessment Summary

Field Report
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)

Students will complete one semester of History throughout the year. The Year 7 Curriculum provides the study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) - c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt and India.

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 students’ 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Investigating the Ancient Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>How historians and archaeologists investigate history, including excavation and archival research.</td>
<td></td>
</tr>
<tr>
<td>The range of sources that can be used in an historical investigation, including archaeological and written sources.</td>
<td></td>
</tr>
<tr>
<td>The nature of the sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources.</td>
<td></td>
</tr>
<tr>
<td>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>The Mediterranean World - Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td>The physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there.</td>
<td></td>
</tr>
<tr>
<td>Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion.</td>
<td></td>
</tr>
<tr>
<td>The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs.</td>
<td></td>
</tr>
<tr>
<td>The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>The Asian World - India</th>
</tr>
</thead>
<tbody>
<tr>
<td>The physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there.</td>
<td></td>
</tr>
<tr>
<td>Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion.</td>
<td></td>
</tr>
<tr>
<td>The significant beliefs, values and practices of Indian society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs.</td>
<td></td>
</tr>
<tr>
<td>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs.</td>
<td></td>
</tr>
<tr>
<td>The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Summary

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
Science (SCI)

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

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

Science will centre upon constructing new understanding and comparing 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 middle school student including multiple intelligences.
- Create collaborative learning environments that are inclusive and academically rigorous.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Earth Science</th>
<th>Unit 3</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Heavenly bodies &amp; sensational seasons</td>
<td></td>
<td>Water - Waste not, want not</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Physics</td>
<td>Unit 4</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Moving right along</td>
<td></td>
<td>Organising &amp; affecting organisms</td>
</tr>
</tbody>
</table>

Assessment Summary
Science assessment in Year 7 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
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 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

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

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

Assessment Summary
There is typically an exam each term and an assignment once per 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.
- GeoGebra Software (available free for download from the GeoGebra website)
- 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 at any level.

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

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

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

<table>
<thead>
<tr>
<th>Personal, Social and Community</th>
<th>Movement and Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 How my body works - Body Systems</td>
<td>Semester 1 Fitness - Active Lifestyle</td>
</tr>
<tr>
<td>Semester 2 Nutrition</td>
<td>Semester 2 Sexual Health</td>
</tr>
</tbody>
</table>

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

Uniform Requirements
Students must be dressed appropriately for practical work. On the days where practical lessons are scheduled, students are to wear their school sport uniform (as per North Lakes State College Uniform Policy) complete with North Lakes State College cap or hat.

Equipment
- BYOD - laptop with minimum CORE i5 with preference for Mac
Italian (ITL)

Subject Description
Italian is a compulsory subject in Year 7. The aim of Italian at North Lakes State College is to provide students with a knowledge base of both the Italian language and culture.

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

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Il Mondo Intorno A Me</th>
<th>Unit 2</th>
<th>LA Vita Scolastica</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The world around me</td>
<td></td>
<td>School life in Italy</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Casa Mia, Casa Tua</td>
<td>Unit 4</td>
<td>Le Feste Italiane</td>
</tr>
<tr>
<td></td>
<td>My house, your house</td>
<td></td>
<td>Festivals in Italy</td>
</tr>
</tbody>
</table>

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.

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
Specialist Subjects

During the course of the year, students will complete one semester of each of the following subjects with specialist teachers.
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 work, creative and critical thinking, communication, adaptability, multi-tasking and leadership.

Course Outline

Unit 1 Introduction to Performance and Choreography
An exploration of what performance and choreography skills are in the realm of Dance, incorporating the basics of break, hip hop and jazz through the use of dance scripts and IT.

Assessment Summary
- Unit 1 Students will learn a teacher directed dance utilising the skills of break. They will also complete a written exam utilising dance specific vocabulary.
- Unit 2 In the second unit, students will work in small groups to develop a dance utilising the skills learnt within Unit 1.

Equipment
BYOD - laptop with minimum CORE I 5 with preference for Mac.
Drama (DRA)

Subject Description
Drama is a creative outlet in which Year 7 students can explore ways to express themselves in an imaginative environment. Students have the opportunity to develop and build on the basic skills they learnt in Year 5. Over the two terms they experiment in more depth and detail the exploration of varied drama conventions. They focus on the rehearsing and devising material to prepare and present to an audience both scripted and improvised pieces.

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Snagglewort-Scripted Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit, students are introduced to Drama through the study of a scripted text - Snagglewort. Through the participation in drama games, characterisation, vocal exercises and improvisation, students will discuss and examine the Elements of Drama in a Realist text that explores persuasive language, media manipulation and television advertising. Students will perform short scenes from the play incorporating the use of props, costume and basic stagecraft skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Mix it Up-Collage Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mix it Up is a unit where students develop knowledge and understanding of the Dramatic Conventions by creating a student devised College Drama performance, exploring educational contemporary issues and themes e.g. Bullying, Family, Friends, Peer Pressure, Animal Rights and Body Image. The unit focuses on creating a performance using various conventions based on a theme and develop skills in planning, scriptwriting, costuming, rehearsing and directing. Teamwork, communication, presenting, time management and initiative are important skills that this unit focuses on to provide students with the necessary skills for success.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Summary

Unit 1  In small groups, students are to rehearse a given script excerpt to performance level. Each student should be aware of the importance of establishing role, an awareness of basic stagecraft and vocal requirements for effective performance. Each member of the group must be an active participant in both the rehearsing and performance of the task.

Unit 2  In small groups, students are to devise and present a Collage Drama based on an issue of concern to them (e.g. bullying, peer pressure, divorce etc.). They must include a minimum of four Dramatic Conventions in their Collage Drama to draw attention to the issue and educate their audience. Possible Dramatic Conventions suitable for a Collage Drama include: role play, freeze frames, spoken thoughts aloud, monologues, news report, TV advertisement, puppetry, slow motion, flash back, physical theatre, movement, song, puppetry etc. Each student should be aware of the importance of establishing role, an awareness of basic stagecraft and vocal requirements for an effective, insightful and informative performance. Each member of the group must be an active participant in the devising, rehearsing and performance of the task.

Equipment

- BYOD - laptop with minimum CORE i5 with preference for Mac.
Technology
Food Studies (FDS)

Subject Description
The Food Technology program places emphasis on developing students’ knowledge and independent skills in the basic principles of cookery, safety and hygiene. Students aim to gain an understanding of appropriate work methods and the use of equipment and utensils as well as recognising the importance of good nutrition throughout life.

Course Outline

| Kitchen Connections | Having Fun With Cooking | Safety and Hygiene in the Kitchen |

Prerequisites

<table>
<thead>
<tr>
<th>Self-motivated</th>
<th>Able to use initiative in group situations</th>
<th>Able to follow directions and work safely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interested in cooking</td>
<td>Good organisational skills</td>
<td>Able to complete set tasks under direct and indirect supervision</td>
</tr>
</tbody>
</table>

This subject is studied over one semester with one lesson per week.

Assessment Summary
The students will be continually assessed throughout the semester. Assessment will consist of practical cooking under exam conditions, theoretical exams and teamwork within a kitchen. Students cook items fortnightly and are required to bring the necessary ingredients.

Students must wear closed in, hard covered shoes, such as leather or suede, as stated in the school dress code policy. Failure to do so will see them unable to enter the kitchen.
Materials Technology (MTE)

Subject Description
Materials Technology involves the design and manufacture of products and graphical representations. Innovation and technological developments continually expand the range of materials, tools, equipment, processes and techniques that can be used in the development of industrial technology and design products. Students will be making projects using wood, metal and plastics. This subject has both practical and theoretical components.

Course Outline

<table>
<thead>
<tr>
<th>Safety in the Workshop</th>
<th>Graphical Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating problems</td>
<td>Product Design and Manufacture / Developing prototypes</td>
</tr>
</tbody>
</table>

This subject is studied over one semester with one lesson per week.

Assessment Summary
The students will be assessed continuously during the semester with particular emphasis on:
- General safety in the workshop.
- Organisation of ideas and materials.
- Peer and self-evaluation of projects.
- 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.
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
Head of the Department - 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