



MIDDLE SCHOOL CURRICULUM

2007

BEERWAH STATE HIGH SCHOOL MIDDLE SCHOOL CURRICULUM

INTRODUCTION

Beerwah High School provides quality public education in the Sunshine Coast hinterland. **Our school strives to make a significant difference in the learning journey of all students.**

Our vision is "Together we learn. Individually we grow. Success for all".

This is reflected in our values:-

- Trust
- Fairness
- Quality Learning
- Community
- Success

In the development of a curriculum for the compulsory years of schooling in Queensland (Years 1 to 10), the concept of a common curriculum framework for all schools and systems was adopted. The basis for this curriculum consists of key learning areas, which in recent years have been shaped and agreed to by all Australian States and Territories.

As a school community we have decided that the following Key Learning Areas are mandatory in the middle years of schooling.

- Language
- Mathematics
- Science
- Study of Society and Environment
- Health and Physical Education

In Year 8 all students also study the Key Learning Areas of :

- Technology
- The Arts
- A Language other than English

Beerwah State High School Middle School

Teaching strategies and learning experiences ensure that students are exposed to these common fundamental basics / principles every lesson, every day:-

- Give Our Best
- Build Relationships
- Value Experience
- Learn For The Future
- Relate To Other Worlds
- Think Outside The Box

Students in the middle years of schooling are aged from 10 to 15 years. This period of adolescence is one of intense growth and change and the school must consider many developmental factors that affect students at school during Years 6 to 9.

To cater for this our teachers have developed a range of strategies. These enhance the nature of learning and student engagement. Our aim is for students to develop higher order thinking and deep knowledge. Our teachers provide the leadership and direction to facilitate and develop learning opportunities.

Give Our Best

Students can start to 'switch off' learning in the middle years. Diminished performance in these years can affect long term achievement. The Middle Schooling approach at Beerwah State High School encourages and challenges all students to give their best. This parallels our school vision "Individually We Grow, Together We Learn, Success For All".

Build Relationships

The social development of early adolescents in the middle years of schooling is a key to self-esteem and engagement in learning.

Good relationships are very important. They are enhanced by reducing the number of teachers for each child. Our teachers develop a thorough knowledge of the changes and challenges facing young adolescents and because they spend a lot of time working together, have the opportunity to foster good relationships.

Value Experience

Curriculum in the past has at times, had little connection to real life experiences. The focus on Curriculum Organisers or Life Tasks actively engages students in real world learning experiences.

Learn For The Future

Many schools have not fundamentally changed for over 50 years. Schools must address their organisation, curriculum, relationships, decision making and structures. We must provide for knowledge construction rather than knowledge instruction and we must prepare our students for jobs that don't exist yet.

Relate To Other Worlds

Media and globalisation have had an effect on adolescents - identity, role models, behaviours, culture and expectations. Students need to relate to other people, other places and other times-past, present and future. The work they do must have value and relevance beyond the classroom.

Think Outside The Box

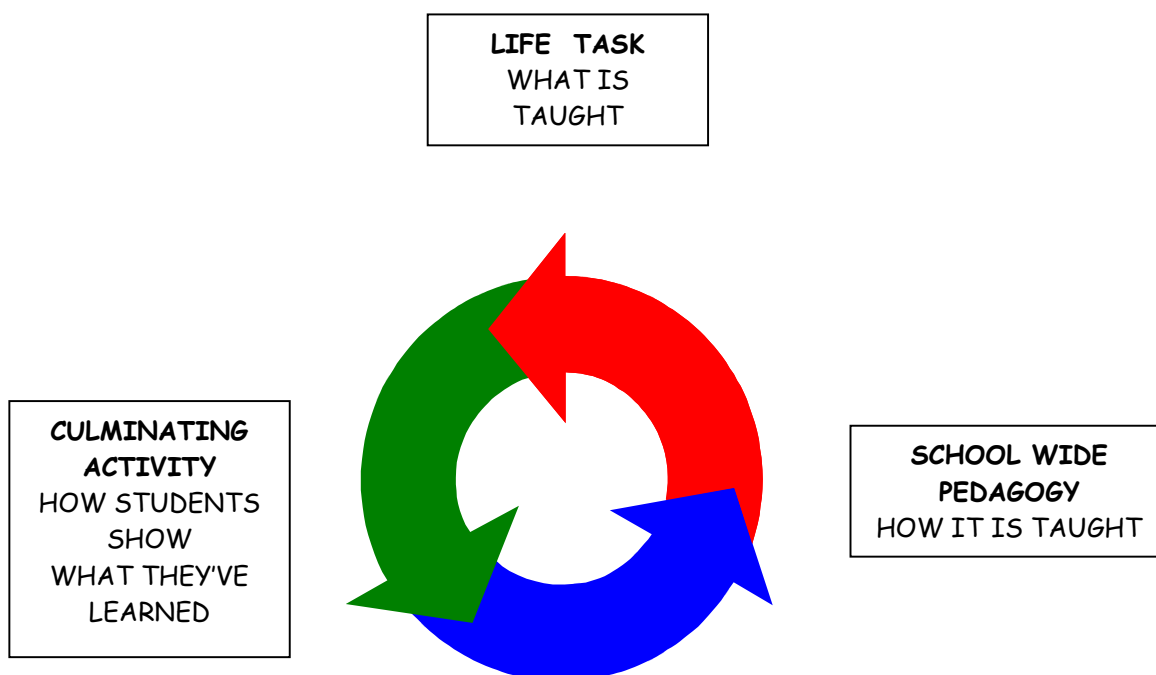
Albert Einstein said, "The world we've made as a result of the level of thinking we have done thus far creates problems that we cannot solve at the same level at which we have created them".

Our teachers work to foster and encourage creative thinking, problem solving skills, critical thinking and the ability to find new solutions to problems. Job growth is in the area of knowledge construction and these thinking skills are critical to employment in the future.

OUR MIDDLE SCHOOL

The Middle School is designed to respond to the needs of the young adolescent. Every element including the curriculum, teacher learning and development and leadership is designed to respond to the needs of young adolescents.

The Middle Schooling Curriculum at Beerwah State High School is underpinned by a framework which can be conceptualised below.



The House Structure

Students belong to a House of approximately 120 students in the Middle School. In each Year 8 and 9 team, students work closely with two Core teachers. The Core teachers are members of the same House as the students. Teachers get to know their students very well as they are dealing with a smaller number of students.

Houses are led by Heads of Department who oversee the welfare and development of their students. Heads of Department oversee the welfare of approximately 80 students from Years 8-12 within their House.

THE GLASS HOUSE COALITION

The Glass House coalition of State Schools was formed with the intention of maximising educational outcomes for its members by adopting a consistent, proactive approach to educational challenges confronting schools in the new millennium.

Member schools are:

- Beerwah State High School
- Beerburrum State School
- Beerwah State School
- Landsborough State School
- Glass House Mountains State School
- Peachester State School
- Elimbah State School

The Vision

The intention of the Coalition is to provide a seamless public education journey for students from pre-school through to Year 12. Regardless of the site, students will be undertaking the same tasks in each year level as they progress towards and into the middle years of schooling in high school. The Coalition is therefore a unique and ground breaking project where teachers across year levels, school sites and school systems commit to and communicate with teachers at other sites about pedagogy, resources and student progress in order to maximise outcomes for a child's full twelve years of education. The schools are also linked by a dedicated computer network.

GLASS HOUSE COALITION LIFETASKS

1	2	3	4	5	6	7	8	9
LEVEL 1 & 2			LEVEL 3		LEVEL 4		LEVEL 5 & 6	
1	3	5	7	9	11	13	15	17
I AM	THIS IS MY LIFE	TOYS 4 US	BE AWARE & CARE	FESTIVE FUN	WE CAN MAKE A DIFFERENCE	EASY LIVING	PIECES OF ME	THE WHY GENERATION Y
Create a Book	Visual Presentation	Toy and Board Game Design	Community Issue	Cultural Performance	Supporting Social Changes	Product Living	Successes Display	Youth Culture Expo
WE CARE	WHY IS IT SO?	EAT, DRINK & BE MULTI CULTURAL	SPACE CADETS	THINK GLOBAL	MINE ONLINE	TRAVEL TIME	AUSTRALIA: IN FRONT AND OUTBACK	ROME WASN'T BUILT IN A DAY
Healthy Garden	Science Display	Restaurant	Space Display	Multimedia Presentation	Webpage Design	Travel Expo	Media Production	A Built Structure

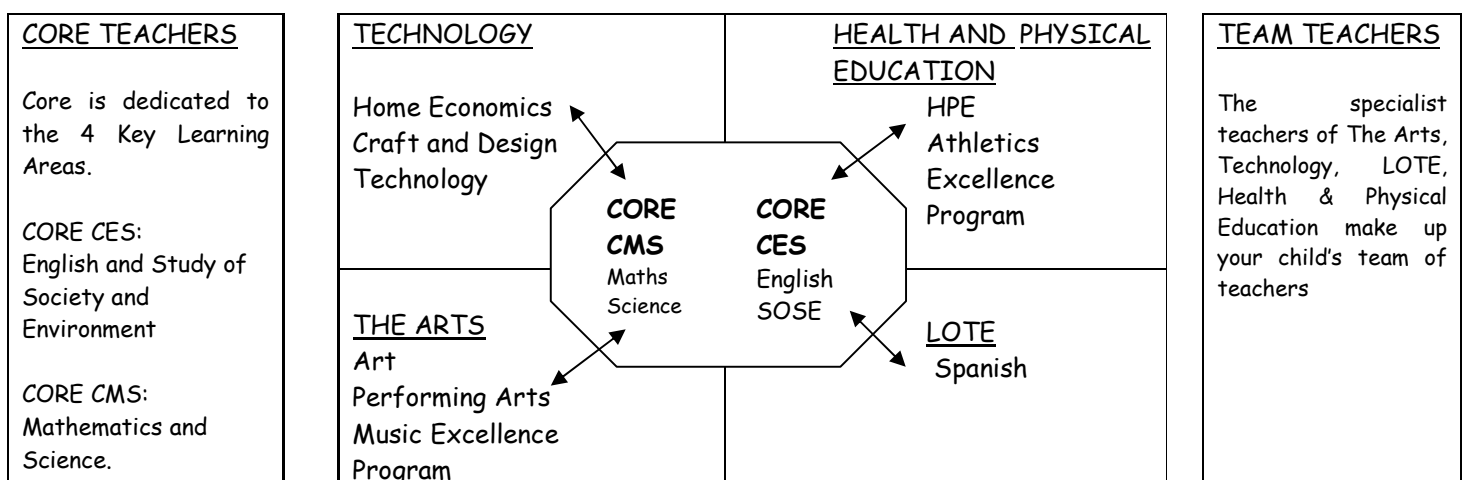
Mooloolah and Glenview

Though Mooloolah State School and Glenview State School are not members of the Glass House Coalition, students from these schools are not disadvantaged when they come to Beerwah as both schools are part of an educational program called the "New Basics" and there are many fundamental similarities between a "new basic " and a "life task". There is also close and regular communication between these two primary schools and the high school.

Beerwah State High School's response to the Middle Years of Schooling

Middle Schooling at Beerwah State High School is based around Curriculum Organisers or Life Tasks. The Life Task focuses on integrated, real world learning experiences. The model also allows space and time for other learnings that will be determined by school-specific needs and circumstances and by units developed to complement the outcomes planned for in the Life Tasks. The Life Task approach uses integrated outcomes to support the students' demonstrations of learning activities that aim to increase intellectual engagement and promote local and global connectedness for all students.

The model to support the curriculum is based around Core teachers and a Team of teachers. Core teachers will be responsible for Mathematics / Science and English / Study of Society and Environment. The other members of the team, which is made up by the following KLAS : Health and Physical Education, Technology, The Arts and LOTE will work with the Core teachers to provide contributing tasks that link with the Life Task where possible.



YEAR 8 CURRICULUM

All students have their Core teachers for:

CORE	KEY LEARNING AREAS
CES 5 lessons	English / Study of Society and Environment
CMS 4 lessons	Mathematics / Science

Specialist teachers join the team of teachers for:

KEY SUBJECTS AREA	SUBJECTS
LOTE 2 lessons	Spanish
HEALTH & PHYSICAL EDUCATION 3 lessons	Health and Physical Education Athletics Excellence Program
TECHNOLOGY 2 lessons	Craft and Design Technology Home Economics
THE ARTS 2 lessons	Art Performance Music Excellence Program (3)

All Year 8 teams are involved in group planning based on Lifetasks.

YEAR 9 CURRICULUM

All students have their Core teachers for :

CORE	KEY LEARNING AREAS
CES 5 lessons	English / Study of Society and Environment
CMS 5 lessons	Mathematics / Science

In Year 9 specialist teachers join the team for :

KEY LEARNING AREAS	SUBJECTS
HEALTH & PHYSICAL EDUCATION 2 lessons	Health and Physical Education Athletics Excellence Program
THE ARTS 3 lessons/sem.	Art Dance Speech and Drama Music Music Excellence Program (2 lessons for full year)
TECHNOLOGY 3 lessons/sem.	Enterprise Education Food Production and Technology Graphics Home Economics Junior Computer Studies Woodcraft and Design Technology Metalcraft and Design Technology Technology Studies
LOTE 3 lessons/sem.	Spanish

All Year 9 teams will base their planning around the Lifetasks.

- In Year 9 all students undertake CES / CMS and Health and Physical Education or Music Excellence Program or Athletics Excellence Program.
- In Year 9 students are asked to select four different subjects from those listed in Technology, The Arts and LOTE. Two of these are studied in Semester One and two in Semester Two. Students must select at least one Technology subject and one Arts subject over the course of the year.

ASSESSMENT

A variety of different assessment instruments are used. In some subjects, students may be required to complete assignments as well as sit for tests. Each subject in this booklet indicates the type of assessment used.

The most important reason for assessment is for students to learn from their mistakes. Some assessment is also used to decide the level of achievement the student will be awarded for a subject. At Beerwah State High School we call this summative assessment. Assessment which is for learning purposes only is called formative assessment.

Reports : A Progress Report is issued to students four times each year. Parents are welcome to contact the school at any time to investigate the progress of their student.

PROCESS FOR SELECTION OF SUBJECTS FOR STUDENTS ENTERING YEAR 9 IN 2007

STAGE 1

Commencing July 12, 2006

Students will be given information on the Core and Elective subjects of study available in Year 9 at Beerwah SHS.

STAGE 2

Term 3, Tuesday, August 15, 2006

Subject Selection Expo 6.30pm

STAGE 3

Term 3, 2006

Initial Subject choices for Year 9, 2007 are required.

What is required?

Subject Selection Survey Form for Year 9, 2007, returned by **Friday August 18, 2006**

How many subjects?

See Year 9 Curriculum Program section.

Please Note:

Students may not necessarily be able to do all four electives in Year 9. **Elective subjects are dependent on staffing, facilities and student numbers.**

STAGE 4

Monday September 11, 2006 Subject Selection Forms handed out.

STAGE 5

Friday September 22, 2006 Subject Selection Forms due back.

STAGE 6

Confirmation - students will receive confirmation of subjects for 2007.

STAGE 7

End of Term 2, 2007

Students' last chance to change Semester 2 Option Courses.

STAGE 8

Late November 2007

Confirmation of subjects for Year 10, 2007.

STAGE 9

Early February 2008

Students' last chance to alter subjects for Year 10, 2008.

8 CES CORE ENGLISH / SOSE

CES (Core English and SOSE) combines the two traditional Humanities subjects of English and Social Science. Teachers use a variety of strategies from integration of the two subjects to more traditional separate and distinct approaches to help students successfully achieve outcomes.

In Year 8 students will be studying Life Task 15 "The X Factor : Making An Impression" and Life Task 16 "Australia : Outback and In Front". A range of Core Learning Outcomes from the new trial English and SOSE syllabus will be covered at levels four and five across all Strands:

ENGLISH

Stand 1	Cultural: Making Meaning in contexts
Strand 2	Operational: Using Language Systems
Strand 3	Critical: Evaluating and reconstructing meaning in texts
Strand 4	

SOSE

Time, Continuity and Change
Place and Space
Culture and Identity
Systems, Resources and Power

9 CES CORE ENGLISH / SOSE

CES (Core English and SOSE) combines the two traditional Humanities subjects of English and Social Science. Teachers use a variety of strategies from integration of the two subjects to more traditional separate and distinct approaches to help students successfully achieve outcomes.

In Year 9 students will be studying Life Tasks 17 "The Why of Generation Y" and Life Task 18 "Rome Wasn't Built In a Day". A range of Core Learning Outcomes from the new trial English and SOSE syllabuses will be covered at levels four, five and six across all Strands:

ENGLISH

Stand 1	Cultural: Making Meaning in contexts
Strand 2	Operational: Using Language Systems
Strand 3	Critical: Evaluating and reconstructing meaning in texts
Strand 4	N/A

SOSE

Time, Continuity and Change
Place and Space
Culture and Identity
Systems, Resources and Power

8 & 9 CMS CORE MATHEMATICS / SCIENCE

Through the activities, contributing tasks and culminating activities throughout Years 8 and 9, students will gather experience with Whole Numbers, Fractions, Integers, Time, Money, measurement, Mass, Ratio and proportion, Percentage, Probability, Statistics, Algebra, Plane Shapes, 3D-shapes, Length, Area, Volume, Coordinates and Trigonometry.

In Year 8 Science, students are introduced to the scientific method of research and are then expected to follow this through via teacher directed and student initiated investigations in both Years 8 and 9. These investigations will be a result of a thematic approach that covers the basic scientific areas of Chemistry, Physics, Biology and Geology.

ART - Year 8

Year 8 Art is a subject studied in either Semesters One or Two. Depending upon the timing of study, learning experiences will link with Life Tasks "X Factor - Making An Impression" or "Australia in Front and Outback".

Areas of study will include Drawing, Ceramics, Painting and the study of Art appreciation through a written assignment.

Students learn to analyze the meanings of objects and symbols. They make and display images and objects and view artworks through a variety of cultural and historical contexts.

ART - Year 9

PRE-REQUISITES: None

COURSE OUTLINE: Subject is studied for one Semester only

The Junior Art Program is organised on a media-based format. Each semester explores two (2) media areas in depth as well as related theoretical concepts.

The program aims to develop **skills** in a variety of media areas, with greater emphasis on **self-expression, creativity, and problem solving** in Year 9.

The units may include:

- Unit 1 - 2D Studies (Drawing)
- Unit 2 - 3D Studies (Ceramics) + Test
- Unit 3 - Theory

PERFORMING ARTS - Year 8

Year 8 Performing Arts is offered in both Semesters One and Two. Depending on the timing of study, learning experiences will link with Life Tasks "Success for All" or "Australia in Front and Outback".

Areas of study will include - Drama, Dance and Music for most students and Drama and Dance only for Music Excellence students.

Students will learn to create improvisations and role plays, and dances, use performance skills in Drama and Dance and make critical judgements about their own work and that of others through the use of journals. They will aurally and visually analyse music, sing and play musical instruments. Students will explore Drama, Dance and Music through cultural and historical contexts.

SPEECH AND DRAMA - Year 9

PRE-REQUISITES: None

COURSE OUTLINE:

Speech and Drama is designed to promote confidence and successful communication. These are attributes which are highly valued by today's employers and are seen as important skills for living.

The basic elements of actor's craft and stagecraft will be studied and students will exercise creativity in a variety of performance situations with emphasis on the effective use of voice and movement.

Speech and Drama is divided into 60% practical work and 40% theory. Units studied in Year 9 may include role play, improvisation, storytelling, script interpretation and vocal production.

DANCE – Year 9

PRE-REQUISITES: None

COURSE OUTLINE:

Dance is designed to develop self-esteem and physical coordination while encouraging divergent thinking. It provides students with the opportunity to create, perform, reflect and evaluate.

As well as gaining an understanding of its historical background and importance in various cultures, students will experiment with the components of dance and explore different styles and forms of the art.

The subject is divided into choreography, performance and appreciation.

Units studied include: Elements of Dance; Dance of Early Cultures – Belly Dance and African Dance; Youth Culture – Hip Hop

Safe Dance; Theatrical Production; Dance Analysis; Dance Composition

MUSIC – Year 9

PRE-REQUISITES: None

COURSE OUTLINE:

By the end of this music course a student should be able to identify different types of music and play musical instruments.

Class time each week is given for group performance (small and large), aural and compositional skills. Students are taught how to play, and are given practical time to develop their skills.

Instruments include: acoustic and bass guitar, drum kit.

Units studied include:

- * Foundations of Music
- * World Music
- * Film Music
- * Contemporary Popular Music

MUSIC EXCELLENCE PROGRAM - Year 8

PRE-REQUISITES:

- Basic music theory and competency on at least one instrument.
- Audition for those students new to the school OR those who wish to try out for the program

NB: There is a cost of \$20 per term which includes the cost of workshops for the year, purchase of a workbook and tutorials. Students who are involved in the Music Excellence course are also expected to be a member of a school band or vocal group

Students enrolled in the Year 8 Music Extension program will:

- Participate in the school's Instrumental Music program
- Join at least one of our School Bands/Choir
- Choose music as an elective in Year 9 and 10
- Study of Music in Year 11 & 12 is encouraged but not compulsory.

COURSE OUTLINE:

- An in-depth study of music history
- Advanced musicianship/theory skills
- Advanced ensemble work
- Compositional techniques
- Solo practical skills
- Advanced Aural training
- Preparation for AMEB practical and musicianship/theory examinations
- Sight reading skills
- Vocal skills

UNITS:

- Foundations of Music
- Keyboard Music
- Music in the Media
- Music and your PC

MUSIC EXCELLENCE PROGRAM - Year 9

PRE-REQUISITES:

- Music Excellence Course in Year 8
- Audition for those students new to the school OR those who wish to try out for the program.

NB: There is a cost of \$20 per term which includes the cost of workshops for the year, purchase of a workbook and tutorials. Students who are involved in the Music Excellence course are also expected to be a member of a school band or vocal group

Students enrolled in the Year 8 Music Extension program will:

- Participate in the school's Instrumental Music program
- Join at least one of our School Bands/Choir
- Choose music as an elective in Year 9 and 10
- Study of Music in Year 11 & 12 is encouraged but not compulsory.

COURSE OUTLINE:

- An in-depth study of music history
- Advanced musicianship/theory skills
- Advanced ensemble work
- Compositional techniques
- Solo practical skills
- Advanced Aural training
- Preparation for AMEB practical and musicianship/theory examinations
- Sight reading skills
- Vocal skills

Units studied include:

- Film Music
- Rock Music
- World Music
- The development of instruments.

ATHLETICS EXCELLENCE PROGRAM- Year 8

COURSE AIM:

To take talented athletes and make them fitter, more skilful and better educated, both on and off the field. Their quality as both athletes and people will be a measure of our success.

The programs links with the HPE syllabus learning outcomes:

- The health of individuals and communities
- Developing movement concepts and motor skills
- Enhancing personal development.

COURSE OUTLINE:

During the course of study, students will:

- * investigate their own health needs and concerns and examine personal and community strategies which promote adolescent health.
- * demonstrate coordinated actions of the body by creating movement sequences and motor skills required in individual, group activities and modified games and sports.
- * examine factors which influence personal identity, relationships and behaviours and demonstrate processes required to improve interpersonal communication.

PHYSICAL COMPONENTS:

Students will be offered a range of physical tasks ranging from:-

- Fitness testing
- Fitness (physical conditioning)
- Modified games and sports
- Triathlon
- Athletic skill development

THEORY COMPONENTS:

Integrated units of work in the areas of:-

- Goal setting
- Fitness components
- Time management and study skills
- Training program

SPECIAL CONSIDERATIONS:

The AEP program allows the students to make informed decisions to balance their academic studies with sporting commitments to allow each student to reach their sporting potential.

ATHLETICS EXCELLENCE PROGRAM - Year 9

PRE-REQUISITES:

Students must demonstrate or show the potential to reach a high degree of proficiency in one or more athletic events. School, zone, regional or state representation in athletics or other sports would be advantageous. Students are selected after nominations are received and a series of fitness tests conducted.

COURSE AIM:

The promotion of athletic excellence by integrating students' functional literacy of theoretical concepts related to athletic performance and exposure to concentrated athletic skill development.

COURSE OUTLINE:

Integrated approach to learning focusing on -

- * Waterwork
- * Athletic Skill Development
- * Anatomy & Physiology
- * Training Programs
- * Literacy and Computer Work
- * Games and Sports with an athletic focus
- * Sports Nutrition
- * Social, emotional and mental well being of the athlete

SPECIAL CONSIDERATIONS:

This course is part of the Key Learning Area of Health and Physical Education and as such, students must be prepared to commit themselves not only to school athletics but the curriculum as well.

HEALTH & PHYSICAL EDUCATION - Year 8

PRE-REQUISITES: None

COURSE AIM:

Health and Physical Education in the junior school promotes the following student learning outcomes:

- * the health of individuals and communities;
- * developing movement concepts and motor skills;
- * enhancing personal development.

These outcomes will be achieved through integrated curriculum in the middle years of schooling in the two Life Task areas of "The X Factor" and "Australia : Outback and in Front".

COURSE OUTLINE:

During the course of study, students will:

- * investigate their own health needs and concerns and examine personal and community strategies which promote adolescent health.
- * demonstrate coordinated actions of the body by creating movement sequences and motor skills required in individual, group activities and modified games and sports.
- * examine factors which influence personal identity, relationships and behaviours and demonstrate processes required to improve interpersonal communication.

PHYSICAL COMPONENTS:

Students will select from a range of physical tasks. Games and sports, aquatics, athletics, dance, gymnastics, self-initiated games, weights, aerobics and outdoor education are some of the options available.

THEORY COMPONENTS:

Students will be exposed to a diverse range of topics studied under three major content areas. These areas are Body Image, Fitness and Supportive and Safe Environments. Body Image deals with issues of self concept, peer

pressure, communication, tolerance and acceptance. The Fitness Units will include training programs, personal fitness and characteristics of the health and fitness industry. Finally, Drug/Alcohol awareness, relationships and nutrition concerns are studied under supportive and safe environment. There will be a continued focus on literacy and an integration of technology in both written and physical components of the course through the Life Tasks.

HEALTH & PHYSICAL EDUCATION - Year 9

PRE-REQUISITES: None

COURSE AIM:

Health and Physical Education in the junior school promotes the following student learning outcomes:

- * the health of individuals and communities;
- * developing movement concepts and motor skills;
- * enhancing personal development.

These outcomes will be achieved through integrated curriculum in the middle years of schooling in the two Life Task areas of "The Why of Generation Y" and "Rome Wasn't Built In A Day".

COURSE OUTLINE:

During the two year course of study, students will:

- * investigate their own health needs and concerns and examine personal and community strategies which promote adolescent health.
- * demonstrate coordinated actions of the body by creating movement sequences and motor skills required in individual, group activities and modified games and sports.
- * examine factors which influence personal identity, relationships and behaviours and demonstrate processes required to improve interpersonal communication.

PHYSICAL COMPONENTS:

Students will select from a range of physical tasks. Games and sports, aquatics, athletics, dance, gymnastics, self-initiated games, weights, aerobics and outdoor education are some of the options available.

THEORY COMPONENTS:

Students will be exposed to a diverse range of topics studied under three major content areas. These areas are Body Image, Fitness and Supportive and Safe Environments. Body Image deals with issues of self concept, peer pressure, communication, tolerance and acceptance. The Fitness Units will include training programs, personal fitness and characteristics of the health and fitness industry. Finally, Drug/Alcohol awareness, relationships and nutrition concerns are studied under a supportive and safe environment. There will be a continued focus on literacy and an integration of technology in both written and physical components of the course.

SPECIAL CONSIDERATIONS:

In some units, there may be costs involved with field trips and excursions as part of course requirements.

HOME ECONOMICS – Year 8

Home Economics is about empowering students to become independent by bringing together practical and theoretical skills related to food and nutrition and clothing and textiles.

FOOD AND NUTRITION (One Term)

The philosophy of this course is one that places emphasis on the development of good food habits in our youth. Students will be immersed in the basics of Australian dietary goals and they will practice preparing a variety of food products. Students will develop a deep understanding of healthy food habits by the practical application of healthy food preparation.

CLOTHING AND TEXTILES (One Term)

During this course students will be engaged in developing important manipulative skills through the operation of sewing machines and overlockers. They will produce a calico bag which they will decorate using a variety of textile products with a design they have created themselves. Extension activities include sewing boxer shorts and / or a pillowcase.

HOME ECONOMICS – Year 9

COURSE OUTLINE:

The focus of Home Economics is on the wellbeing of people within the context of their personal, family, community and work roles.

Home Economics is about becoming independent; living in the wider society; and promoting ways to enhance future physical, emotional and intellectual wellbeing.

Our new Junior Program provides opportunities to understand and make preferred choices to challenges such as:-

- taking control of one's health
- choosing and preparing nutritious foods
- designing and creating in areas of food and textiles
- making informed responsible consumer decisions about new products
- addressing issues of personal and social significance such as body image, fashion choice.

The units of work include topics -

- The Y Generation I.T. Food Challenge
- Generation Y - Teenage Designers
- Wise Food Choices Now Lead To A Healthy Future
- Planning Leads To Perfection In Textile Design.

SPECIAL CONSIDERATIONS:

Students are responsible for supplying their own ingredients and fabrics for items designed and produced. There is an \$8.00 levy to cover consumable costs in the cooking and sewing lessons.

FOOD, PRODUCTION & TECHNOLOGY - Year 9

COURSE OUTLINE:

This Strand of Home Economics focuses on technology and management practice in the area of food production. Technology practice involves developing practical, purposeful and innovative products that meet human needs. Through the process of investigating needs and creating ideas, students will gain skills and knowledge that can be applied in the broader aspects of life. Personal management factors such as planning, organising and completing tasks

allows for the development of independence and responsibility in adolescent years.

This subject incorporates the units -

- Personal and Environmental Hygiene in Food
- Food Safety Procedures
- Learning, Refining and Understanding Basic Food Production Skills
- The Preparation of Snacks and Meals for Personal and Family Use
- Food Presentation
- The Convenience of Convenience Foods.

SPECIAL CONSIDERATIONS:

Students are responsible for supplying their own ingredients for dishes produced. It is recommended that students intending to study Hospitality Practices in Year 11 and 12 take this subject. There is an \$8.00 levy to cover consumable costs in the cooking lessons.

JUNIOR COMPUTER STUDIES - Year 9

COURSE OUTLINE:

Junior Computer Studies has been designed to enhance student's computer skills which can be applied in other areas.

Students develop skills to give them the confidence to adapt to any software they may encounter in the future. This includes Microsoft products as well as software to plan concept maps and story boards. Students will acquire skills in using a range of hardware including digital cameras, scanners, data projectors and printers.

Students will learn:

In Year 9 (6 month course):

- How to utilise desktop publishing skills to display documents to an appropriate business standard
- Self paced computer keyboard training
- Create spreadsheets implementing formulas
- Design and create web pages
- Interactive powerpoint presentations (including gif animator and digital story books)
- Accessing the internet successfully.

ASSESSMENT:

In class computer based assignments and tests.

ENTERPRISE EDUCATION - Year 9

COURSE OUTLINE:

Enterprise Education is a very practical-based subject and has been designed to give students an overview of the diversity of the business world.

What does Enterprise Education involve?

In Year 9 you will learn about: career opportunities in business, developing a business plan for your own "future" business, marketing strategies of businesses and an overview of the Stock Market.

ASSESSMENT

A variety of assessment techniques are used to evaluate the students' abilities such as theory exams, practical exams, research assignments, oral presentations and computer-based assessment.

CRAFT DESIGN AND TECHNOLOGY - Year 8

PRE-REQUISITES: None

COURSE OUTLINE

This subject encourages learners to be independent and creative problem solvers in craft, design and technology contexts. The ability to work collaboratively in appropriate situations will be encouraged.

Craft Design and Technology will involve the design and manufacture of simple products which satisfy an identified need. Students will also learn how to prepare formal graphical representations and develop procedures and techniques to combine and process materials.

Where appropriate class projects and some graphical representations will be linked to life tasks. These are the contexts across the curriculum in which learning will take place in the middle school. This subject therefore utilises the necessary technologies, tools and techniques required to expose students to the learning outcomes linked to each life task.

ASSESSMENT

Assessment will consist of class projects, a design project, class drawings and drawing tests.

GRAPHICS - Year 9

PRE-REQUISITES: None

COURSE OUTLINE:

Graphics provides a grounding for life in a technological age by investigating drawings, sketches, and other graphical communication techniques via traditional drafting methods and electronic media (computer) presentations.

The areas of study are:

- i) Two dimensional viewing systems and
- ii) Three dimensional viewing systems.

Subject matter will be covered within the following contexts: Foundation Studies and Production Graphics ie. real life situations in drawing products and associated elements eg. packaging. This subject aims to develop both thinking skills and manipulative skills which will promote the holistic development of each student.

ASSESSMENT:

A Graphics test, selected classwork drawings, homework sketches and an "in class" assignment will contribute toward assessment.

SPECIAL CONSIDERATIONS:

Students must provide their own drawing equipment per stationery lists and contribute towards materials costs.

TECHNOLOGY STUDIES - Year 9

PRE-REQUISITES:

Students undertaking this course should have at least one HA and no less than an SA in the following Year 8 subjects: English, Mathematics and Craft, Design and Technology. **It is also highly recommended that students possess Information Technology skills or the capacity to develop these skills.**

COURSE OUTLINE:

This course aims to enhance students' ability to solve problems in an industrial technology context. It further aims to improve students' understanding of construction and fabrication processes. Content is largely based on design, safety, materials and processes and is linked to life tasks. This subject aims to develop both thinking skills and manipulative skills which will promote the holistic development of each student. **The use of information technology is a feature of this course. Students should have/or be prepared to develop high level skills in this area.**

ASSESSMENT:

Assessment will consist of written design assignments and classwork projects.

SPECIAL CONSIDERATIONS:

- (i) **Students will be required to contribute towards the cost of materials used in practical projects. Students should not select this course if unable to contribute to materials costs or alternatively supply their own materials per project specifications.**
- (ii) A protective apron will be supplied.

WOODCRAFT, DESIGN & TECHNOLOGY - Year 9

PRE-REQUISITES: None

COURSE OUTLINE:

This subject encourages learners to be independent and creative problem solvers in a craft, design and technology context. This particular subject however will focus specifically on using wood and plastics based products.

Under teacher guidance students will investigate information, materials and construction systems which will allow them to complete practical projects. These projects will be made from mostly wood and/or plastics materials. Some

scope will exist for students to design certain projects or parts of projects themselves. Most projects will be linked to life tasks which are contexts developed across the curriculum. Learning outcomes appropriate to this level will be embedded in these life tasks.

This subject aims to develop both thinking and manipulative skills which promote the holistic development of each student.

ASSESSMENT:

Related technology theory tests / tasks and class project results will contribute to assessment.

SPECIAL CONSIDERATIONS:

- (i) Students will be required to contribute towards the cost of materials used in practical projects. Students should not select this course if unable to contribute to materials costs or alternatively supply their own materials per project specifications.
- (ii) A protective apron will be supplied.

METALCRAFT, DESIGN & TECHNOLOGY - Year 9

PRE-REQUISITES: None

COURSE OUTLINE:

This subject encourages learners to be independent and creative problem solvers in a craft, design and technology context. This particular subject however will focus specifically on using metal based products.

Under teacher guidance students will investigate information, materials and fabrication systems which will allow them to complete practical projects. These projects will be made from metal materials. Some scope will exist for students to design certain projects or parts of projects themselves. Most projects will be linked to life tasks which are contexts developed across the curriculum. Learning outcomes appropriate to this level will be embedded in these life tasks.

This subject aims to develop both thinking and manipulative skills which promote the holistic development of each student.

ASSESSMENT:

Related technology theory tests / tasks and class project results will contribute to assessment.

(i) **Students will be required to contribute towards the cost of materials used in practical projects. Students should not select this course if unable to contribute to materials costs or alternatively supply their own materials per project specifications.**

(ii) A protective apron will be supplied.

SPANISH

PRE-REQUISITES:

An interest in enhancing their intellectual, social and cultural development.

COURSE OUTLINE:

Spanish is a practical three year course which has been divided into the following units:

Year 8

A Basic Knowledge of Spanish: Where learners are required to meet the demands of a basic communicative situation.

Year 9 & 10

Creative Spanish (2nd Year and 3rd Year): To prepare students with proficient language skills in oral and written Spanish.

This three year course content incorporates a significant introduction to the Spanish and Latin American culture in line with practical information designed to develop language and thinking skills in young people. Modern computer and interactive CD-ROM technology will be a feature of the program.

