



# Chinchilla State High School

*Learning together for a happy and productive future*

JUNIOR SECONDARY

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# Subject Overview Handbook

## Year 8 – 2018



Great state. Great opportunity.



# MESSAGE FROM THE PRINCIPAL

Welcome to Year 8.

This booklet has been designed to provide students and parents/guardians with information, which we hope will assist you in your preparation for the course of study that you will follow in 2018.

We have provided you with an overview of the subjects available at Chinchilla State High School so that our students and their families understand the general study requirements for each subject. If there are any aspects of a particular subject on which you require further information, please do not hesitate to contact our Heads of Department, Deputy Principals or subject area teachers.

At Chinchilla State High School, Year 8 is the middle phase of our Junior School, and we look forward to our students taking the many great learning and leadership opportunities that will be on offer in 2018.



Scott Rowan  
Principal

# STATEMENT OF PURPOSE

At Chinchilla State High School our School Vision is: **Learning together for a happy and productive future.**  
Our main focus every day is: Teaching and learning in a safe, disciplined environment.

# STATEMENT OF SCHOOL VALUES

Our School Vision is underpinned by our TEAM Core Values.



 **Chinchilla State High School**  
*Learning together for a happy and productive future*

<p><b>T</b>ogether <i>Empowering our community</i></p> <p><i>We build positive relationships We respect our environment We actively involve ourselves Together we achieve</i></p>	<p><b>E</b>xcellence <i>Being the best you can be</i></p> <p><i>We aim for the highest standards We target literacy and numeracy We make every lesson count Hard work drives success</i></p>
<p><b>A</b>cceptance <i>Embracing diversity</i></p> <p><i>We respect the right of others to learn We take responsibility for our actions We value the benefit of instructions Celebrate the success of others</i></p>	<p><b>M</b>otivation <i>Striving for success</i></p> <p><i>We challenge ourselves We meet commitments We actively engage in learning Our learning is our responsibility</i></p>

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## CURRICULUM OVERVIEW

<b>Curriculum Areas</b>	<b>Time allocation per week</b>
English	3 x 70 mins
Mathematics	3 x 70 mins
Science	3 x 70 mins
History / Geography	3 x 70 mins
Health and Physical Education	3 x 70 mins
The Arts / Technology (1 rotation per semester)	2 x 70 mins
Literacy	1 x 70 mins
Numeracy	1 x 70 mins
Pastoral Care	1 x 50 mins

# ENGLISH / HUMANITIES

## ENGLISH

Contact

HOD English / Humanities

### Future Options

Opportunities to engage in University courses including Arts, Business, Commerce, Law, Education, Nursing, Medicine.

### Description

Students studying English will learn to:

- examine a range of literary and non-literary texts in various modes and mediums across diverse cultures and time periods.
- interpret, analyse, evaluate, respond to and construct a range of texts through reading, listening, viewing, speaking and writing.
- communicate effectively in Standard Australian English for various social and cultural purposes and audiences.
- make choices about generic structures, language, textual features and technologies to convey meaning.
- control language (written or spoken) using grammar, punctuation, vocabulary and spelling.

### Term

### Unit Description

### Assessment

1

#### Unit 1: Teen representation in news media texts

Students listen to, read and view a variety of multimodal news media texts. They explore representations of teens in the texts to produce close readings of excerpts. Students respond to questions in a short response exam, focused on comprehension and analysis.

#### Unit 2: Interpreting & responding to representations of culture.

Students listen to and view a variety of media and texts to identify and explain how readers/ viewers are positioned by representations and the likely consequences of some representations. Students examine a significant societal issue in a feature article for a magazine.

- Reading Comprehension Exam (70 minutes)
- Written Feature Article for Magazine (300 – 400 words)

2

#### Unit 3: Analysing the representations of teen issues in a novel

Students read a novel that explores teen issues. Students draw on understandings developed thus far to address an issue from a novel taking on the perspective of a character.

- Journal Entry (400 – 500 words)
- Language Skills Exam (70 minutes)

3

#### Unit 4: Reading and interpreting literary texts about and from Aboriginal and Torres Strait Islander histories and cultures

Students listen to, read and interpret a variety of literary texts, about and from Aboriginal and Torres Strait Islander histories and cultures. In a comprehension task, students explain how the text/s use/s language in an emotive way, drawing on evidence selected from the text/s.

#### Unit 5: Creating imaginative responses to literary texts about and from Aboriginal and Torres Strait Islander histories and cultures

Students listen to, read and interpret literary texts, about and from Aboriginal and Torres Strait Islander histories and cultures. They select text excerpts from the novel (Nanberry) and produce an analytical essay which examines the representations of the main character as shaped by the perspectives of that character and other characters.

- Reading Comprehension Exam (70 minutes)
- Analytical Essay (500 – 600 words)

4

#### Unit 6: Responding to a drama series

Students listen to, read and view a drama series (Noah and Saskia) to create and deliver a spoken persuasive presentation (in role) about the impact of a moral or ethical dilemma central to a scene from the drama series.

- Spoken Persuasive Presentation (3 – 5 minutes)
- Language Skills Exam (70 minutes)

<b>GEOGRAPHY</b>		Contact	HOD English / Humanities
<b>Future Options</b>		University courses including Engineering, Town Planning, Law, Travel, Arts, Education, Environmental Management.	
<b>Description</b>	Geography involves the study of the Earth's surface as a space in which people live. Geography includes studies of place and of people and their relationship with the environment. Geographic education is characterised by an inquiry based model of learning, where students develop skills in questioning, analysing, researching, evaluating and communicating. Geographers ask questions such as: What is being done and what could be done? Studies in Geography help us live our day to day lives by informing us about our local area and other parts of the world.		
Term	Unit Description	Assessment	
1	<b>Unit 1: Landforms and Landscapes</b> Students investigate the processes that shape individual landforms, the hazards associated and the management of landscapes whilst considering the values and meanings placed on such forms by diverse cultural groups. Students represent geographical data and information in a range of formats and show analysis of representations through short answer responses	<ul style="list-style-type: none"> <li>• Short response exam (70 minutes)</li> <li>• Response to stimulus exam (70 minutes)</li> </ul>	
2	<b>Unit 2: Changing Nations</b> Students investigate the changing human geography of countries and consider the environmental, economic and social effects urbanisation has had on populations. From an analysis of data, students will propose action to improve the sustainability and liveability in a region taking into consideration environmental, economic and social considerations.	<ul style="list-style-type: none"> <li>• Written report (500 – 600 words)</li> </ul>	

<b>HISTORY</b>		Contact	HOD English / Humanities
<b>Future Options</b>		University courses including Journalism, Law, Political Science, International Relations, Art History, Arts.	
<b>Description</b>	The study of history focuses on key events, idea, movements, developments and people that have shaped the ancient and modern world. It enable students to study the forces that have shaped today's world and provides them with a broader deeper comprehension of the world in which they live. The focus of history in year eight is the examination of key events during medieval times and how these events and people have left a lasting legacy in today's society. Additionally this course sees the development of key historical skills including: source analysis, research and communication skills.		
Term	Unit Description	Assessment	
3	<b>Unit 1: Japan under the Shoguns</b> Students investigate Shogunate Japan and annotate provided sources to respond in individual paragraphs concerning social, political and economic consequences of shogunate Japan.	<ul style="list-style-type: none"> <li>• Extended written response (500 – 600 words)</li> </ul>	
4	<b>Unit 2: Medieval Europe</b> Students investigate Medieval Europe (c.590 – c.1500) in depth focusing on the social, cultural, economic and political features and the roles and relationships of different groups in society. Students will demonstrate their knowledge of change and continuity over time in Medieval Europe and address social, cultural and political aspects of life. <b>Unit 3: The Black Death in Asia, Europe and Africa</b> Students investigate the Black Death in Asia, Europe and Africa (14 <sup>th</sup> Century Plague) to explore the interaction of societies in this period. Students will then write an analytical essay to explain the causes and effects of the Black Death and how it is recognised as a turning point in history	<ul style="list-style-type: none"> <li>• Written short response exam (70 minutes)</li> <li>• Research task (500 – 600 words)</li> </ul>	

<b>LITERACY</b>		<b>Contact</b>	Master Teacher
<b>Future Options</b>	Literacy skills are essential for success in all subjects studied throughout High School, and life beyond study. Successful learners need to improve at a rate consistent with the demands of the curriculum throughout the years of schooling.		
<b>Description</b>	Literacy focuses on reading and comprehending a range of texts, and writing, speaking, and creating different text types. The program is designed to cater to the specific needs of our students as well as adding to the skills needed for success in their core subjects, especially English, History, Geography and Science. The reading component focuses on the use of the <b>SCORE</b> framework— <b>S</b> kim and <b>S</b> can, <b>C</b> onnect and <b>Q</b> uestion, <b>O</b> rganise Your thinking, <b>R</b> ead and <b>R</b> eflect, <b>B</b> e the <b>E</b> xpert.		
<b>Term</b>	<b>Unit Description</b>	<b>Assessment</b>	
1	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension – range of text types</li> <li>• Introduction of the <b>SCORE</b> framework</li> <li>• <b>QAR</b>—Question Answer Relationships (supports students to answer questions about their reading)</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Spelling, Sentence Structure, Punctuation, Paragraphing using TEEL</li> <li>• Developing skills to produce effective writing for various contexts</li> </ul>	<ul style="list-style-type: none"> <li>• PAT-R testing (Term 1 and 4)</li> <li>• Monitoring tasks</li> </ul>	

# MATHS / SCIENCE

## MATHEMATICS

**Contact**

HOD Maths / Science

**Future Options**

University courses include Engineering, Teaching, Surveying, Occupational Therapy, Dentistry, Speech Pathology, Optometry, Medicine, Dietetics, Nutrition, Geophysics, Aviation.

**Description**

In Mathematics, the aim is for students to develop the ability to think, reason and work mathematically. They will begin to understand methods and principles of Mathematics and begin to develop the ability to apply them in unknown situations. Students will begin to develop a set of skills which they will be able to apply as appropriate, to solve problems.

**Term**

**Unit Description**

**Assessment**

1

- Number and place value
- Real numbers
- Chance

- End-term examination (70 minutes)

2

- Number and place value
- Patterns and algebra
- Units of measurement

- Mathematical Investigation

3

- Data representation and interpretation
- Units of measurement
- Linear and non-linear relationships
- Patterns and relationships

- Mathematical Investigation

4

- Linear and non-linear relationships
- Units of measurement
- Geometric reasoning

- End-term examination (70 minutes)

## SCIENCE

**Contact**

HOD Maths / Science

**Future Options**

University courses include Agricultural Science, Applied Science, Education, Forestry, Nursing, Food Science, Physiotherapy, Pathology, Pharmacy, Ecology/ Environmental Studies.

**Description**

In Science, the aim is for students to begin to develop the ability to gain scientific knowledge and skills. They will begin to understand principles of Science and understand the essence of each strand of Science which includes Chemistry, Physics, Biology and Earth Science. Each unit will include both theory and practical lessons.

**Term**

**Unit Description**

**Assessment**

1

**Physics**

- Energy
- Energy to win

- Assignment – scientific report (300 – 400 words)

2

**Earth Science**

- Rocks
- Mining and energy

- End-term examination (65 minutes)

3

**Biology**

- Cell biology
- Reproduction

- End-term examination (70 minutes)

4

**Chemistry**

- Particles matter
- Materials for a purpose

- End-term examination (70 minutes)

# NUMERACY

Contact

HOD Maths / Science

## Future Options

At the completion of this course, students will be better equipped to successfully complete the Year 8 Mathematics course. This will also assist them into Mathematics courses beyond this year.

### Description

In the Essential Learning Program for Year 8 Mathematics, the aim is for students to learn skills and problem-solving strategies required for them to be successful in the Mathematics classes. The program extends to topics they have not been working with this year but may appear in their class work, and are expected to remember. It also extends to skills which appear in their current course of study and will serve them well in their study all the way to Year 12.

### Term

### Unit Description

### Assessment

1

- Place Value and Rounding
- Order of Operations and Integers
- Fractions
- Percentage
- Converting Units of Measurement
- Using Like Terms

- End of Topic Tests  
(10 minutes per topic)

2

- Decimals
- Index Laws
- Shapes
- Highest Common Factor
- Distributive Law
- Factorising
- Cartesian Plane

- End of Topic Tests  
(10 minutes per topic)

3

- Problem Solving using the CUBE Process
- Decimals
  - Integers
  - Ratios
  - Fractions
  - Interpreting Graphs
  - Unit Conversions
  - Perimeter and Area
  - Probability

- End of Topic Tests  
(10 minutes per topic)

4

- Naplan Preparation
- Naplan

- End of Topic Tests  
(10 minutes per topic)

# HEALTH AND PHYSICAL EDUCATION / LOTE

<b>HEALTH AND PHYSICAL EDUCATION</b>		<b>Contact</b>	HOD HPE / LOTE
<b>Future Options</b>	University courses and careers in Health related fields, including health policy development, health and safety laws, regulations, health advocacy, health information management, counselling, social work, medicine, nursing.		
<b>Description</b>	In Health and Physical Education, the aim is for students to improve their lifestyle choices and develop an appreciation for physical activity. There are both practical and theoretical components in the course. The practical units develop a wide range of skills through a number of different sports. The theoretical components make students evaluate their personal performance, daily living and develop recommendations to improve overall physical performance and health. This subject will help develop research and writing skills and encourage informed decisions about healthy lifestyle choices.		
<b>Term</b>	<b>Unit Description</b>	<b>Assessment</b>	
1	<b>Diet and Physical Activity, Swimming and Cricket</b> <ul style="list-style-type: none"> <li>Explore dietary options for individuals and adolescents.</li> <li>Discuss and identify strategies to increase physical activity amongst adolescents and individually.</li> </ul>	<ul style="list-style-type: none"> <li>Analytical report (400 words minimum)</li> <li>Physical response (continuous assessment)</li> </ul>	
2	<b>Alcohol and Decision Making, Touch/Basketball and Athletics</b> <ul style="list-style-type: none"> <li>Identify reasons why young people use alcohol, the effects of peer pressure and how to make good decisions.</li> <li>Suggest strategies to limit alcohol's impact on adolescence.</li> </ul>	<ul style="list-style-type: none"> <li>Feature article (400 words minimum)</li> <li>Physical response (continuous assessment)</li> </ul>	
3	<b>Cyberbullying, European Handball and Gaelic Football</b> <ul style="list-style-type: none"> <li>Explore respectful relationships with peers and how to conduct these relationships online.</li> <li>Identify some of the dangers of online activity and how to limit the risk of cyberbullying.</li> </ul>	<ul style="list-style-type: none"> <li>Extended response essay (400 words)</li> <li>Physical response (continuous assessment)</li> <li>Extended Response Exam (60 minutes)</li> <li>Short Response Knowledge Exam (40 minutes)</li> </ul>	
4	<b>Cultural understandings and Racquet Sports and Teeball</b> <ul style="list-style-type: none"> <li>Explore the influence of Culture on participation.</li> <li>Devise strategies to increase participation in sport.</li> </ul>	<ul style="list-style-type: none"> <li>Multi Modal Presentation (2 – 4 minutes)</li> <li>Physical response (continuous assessment)</li> </ul>	

# TECHNOLOGY

## AGRICULTURE

Contact

HOD Technology

### Future Options

Year 9 Agriculture, Year 10 Agriculture, Senior Agriculture, Certificate II in Agriculture.

Description

This course aims to provide a basic background in agricultural plant production. Students will study basic horticultural techniques used to grow vegetables. In order to do this students will learn how to use simple hand tools as well as some basic background on plant growth and production.

Term	Unit Description	Assessment
1	<b>Horticulture unit</b> <ul style="list-style-type: none"> <li>• Growing vegetables                             <ul style="list-style-type: none"> <li>- Climate requirements</li> <li>- Fertiliser requirements</li> <li>- Soil requirements</li> <li>- Good bugs / bad bugs</li> <li>- Ethical and sustainable production</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Project (250 minutes/words)</li> </ul>
2	Rotation – As for Term 1	<ul style="list-style-type: none"> <li>• As for Term 1</li> </ul>
3	Rotation – As for Term 1	<ul style="list-style-type: none"> <li>• As for Term 1</li> </ul>
4	Rotation – As for Term 1	<ul style="list-style-type: none"> <li>• As for Term 1</li> </ul>

## INDUSTRIAL TECHNOLOGY AND DESIGN

Contact

HOD Technology

### Future Options

Year 9 and 10 Industrial Design and Technology, Year 9 & 10 Manual Arts, Senior subjects: Certificate I in Furnishing, Certificate II in Engineering, Manufacturing, Technology Studies.

Description

During this course of study students will develop a basic understanding of graphics and sketching; workshop procedures and materials as well as practical skills using hand tools. Students will apply their knowledge to graphical presentations and some wood based projects. Safety in the workshop will be an important focus throughout the course

Term	Unit Description	Assessment
1	Students will gain knowledge of basic 2D and 3D viewing systems and develop skills in sketching and drafting. Students will gain knowledge of workshop procedures and develop skills in the use of hand tools through the manufacture of a simple wooden product.	<ul style="list-style-type: none"> <li>• Design and make a gift box for a special purpose – logo design and layout development</li> <li>• Manufacture a wooden Key Rack</li> </ul>
2	Rotation – As for Term 1	<ul style="list-style-type: none"> <li>• As for Term 1</li> </ul>
3	Rotation – As for Term 1	<ul style="list-style-type: none"> <li>• As for Term 1</li> </ul>
4	Rotation – As for Term 1	<ul style="list-style-type: none"> <li>• As for Term 1</li> </ul>

# THE ARTS

## DANCE

Contact

HOD The Arts

### Future Options

At the completion of this course, students will have the opportunity to study Year 9 Dance.

Description

During this course of study, students are required to make and respond to dance independently and with their classmates, teachers and communities and explore dance as an art form through choreography, performance and appreciation. The focus of this unit is to allow and encourage students to build on their awareness of the body through body part articulation and extend their use of space, time, dynamics and relationships including performing and groups, spatial relationships and using interaction to communicate their choreographic intention.

Term

Unit Rotation Description

Assessment

1

**Popular Dance:** Students explore what Dance is in our modern world. Students learn about 3 types of Dance: Artistic, Social and Cultural. The focus of this unit is popular dance; for example what is seen in film clips, street style dancing and current dance styles. Students work individually, in pairs, groups and as a whole class. Students learn and rehearse popular dance movements and are given the opportunity to create their own movements before performing in front of their peers. Throughout the unit students learn and demonstrate Safe Dance Practice.

- Teacher devised performance sequence performed in groups: Jazz / Funk / Hip Hop (1 – 2 minutes)

2

Rotation – As for Term 1

- As for Term 1

3

Rotation – As for Term 1

- As for Term 1

4

Rotation – As for Term 1

- As for Term 1

## DRAMA

Contact

HOD The Arts

### Future Options

It is recommended that students completing this subject successfully will be able to choose Dance, Drama or Music in Year 9.

Description

Students live in a world in which the performing arts have an important and pervasive presence. A study of the Performing Arts helps students to develop their practical and creative potential and to understand and heighten enjoyment of The Arts. There are many intrinsic benefits to arts education including being disciplined, learning a skill, being part of the artistic world, managing performance and being part of a TEAM performance each student can be proud of.

Term

Unit Rotation Description

Assessment

1

### Children's Theatre

Student will engage in learning around basic scriptwriting skills in a specific style and students explore Children's Theatre in order to create their own artworks for a particular audience for a particular purpose. Students manipulate the elements of drama and conventions of Children's Theatre to create a performance with an educational message.

- Group Script Forming (450 words)
- Performance Presenting (2 – 3 minutes per student)

2

Rotation – As for Term 1

- As for Term 1

3

Rotation – As for Term 1

- As for Term 1

4

Rotation – As for Term 1

- As for Term 1

## STUDENTS WITH DISABILITIES

Students who have a disability often require additional educational support needs. In E Block at Chinchilla State High School, we offer a range of learning options and support for students, which are highly individualised. The Department of Education, Training and Employment adheres to the definition of a disability as outlined in the Disability Discrimination Act.

This legislation defines disability, in relation to a person, as:

- Total or partial loss of the person's bodily or mental functions; or
- Total or partial loss of a part of the body; or
- The presence in the body of organisms causing disease or illness; or
- The presence in the body of organisms capable of causing disease or illness; or
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- A disorder, illness or disease that affects a person's thought processes, perception of reality emotions or judgement or that results in disturbed behaviour.

All students covered under the DDA, are supported through a range of provisions at Chinchilla State High School including specialists (Occupational Therapists, Physiotherapist, Speech Language Pathologist), learning support staff, personal health support, behaviour and guidance support. Some students who have significant educational support needs meet the eligibility criteria for additional resource through the Departments' Education Adjustment Program (EAP). These additional resources assist classroom and specialist teaching staff to deliver high quality educational programs that are designed to meet the individual program needs of students within an inclusive school setting. These resources are allocated to the school, not individual students.

If you would like to know further information or would like to discuss/plan individual programs, please contact Mrs Laura Higgins, Acting Head of Special Education Services.

