

# 2023 Junior Secondary Subject Handbook

*Learning together for a happy and productive future*



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# Welcome to Junior Secondary

Welcome to the Chinchilla State High School Junior Secondary Subject Guide.

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 2023.

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 7 and Year 8 are the foundation level 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 2023.

## Statement of Purpose and School Values

### 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.

#### **T**ogether

*Empowering our community*

*We build positive relationships  
We respect our environment  
We actively involve ourselves  
Together we achieve*

#### **E**xcellence

*Being the best you can be*

*We aim for the highest standards  
We target literacy and numeracy  
We make every lesson count  
Hard work drives success*

#### **A**cceptance

*Embracing diversity*

*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*

#### **M**otivation

*Striving for success*

*We challenge ourselves  
We meet commitments  
We actively engage in learning  
Our learning is our responsibility*

# 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 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 resources 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 Renee Richards, Head of Special Education Services.



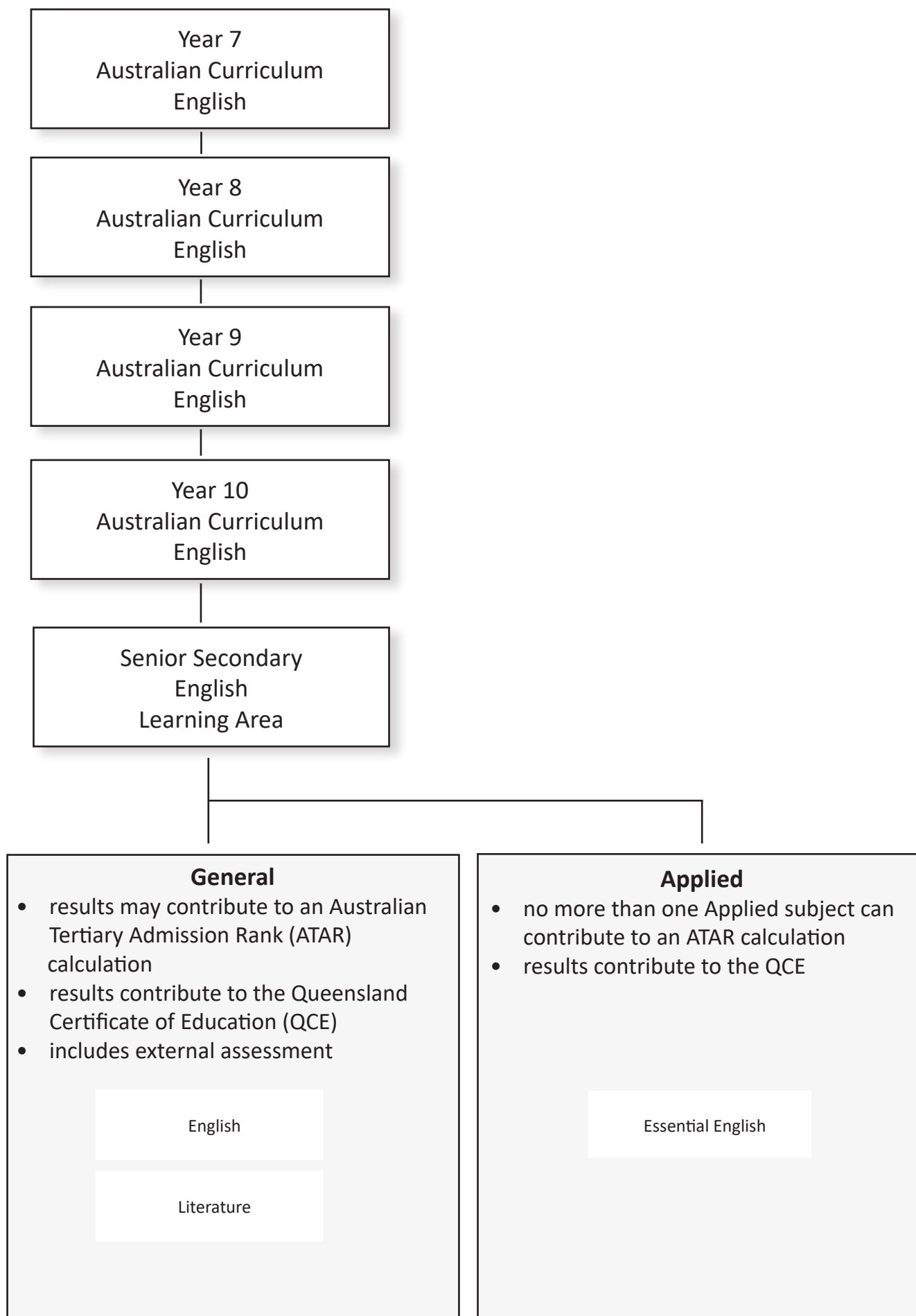
# Year 7 Curriculum Overview

<b>Curriculum Areas</b>	<b>Time allocation per week (Subject to change)</b>
English	3 x 70 minutes
Humanities	3 x 70 minutes
Mathematics	3 x 70 minutes
Science	2 x 70 minutes
Health & Physical Education	Semester 1: 3 x 70 minutes; Semester 2: 2 x 70 minutes
LOTE: Japanese and AUSLAN	Semester 2 only: 2 x 70 minutes
Food Specialisation (For 1 Rotation)	2 x 70 minutes
Digital Technologies (For 1 Rotation)	2 x 70 minutes
The Arts: Music (For 1 Rotation)	2 x 70 minutes
The Arts: Visual Arts (For 1 Rotation)	2 x 70 minutes
Pastoral Care	1 x 70 minutes

# Year 8 Curriculum Overview

<b>Curriculum Areas</b>	<b>Time allocation per week (Subject to change)</b>
English	3 x 70 minutes
Humanities	3 x 70 minutes
Mathematics	3 x 70 minutes
Science	3 x 70 minutes
Health & Physical Education	3 x 70 minutes
LOTE: Japanese and AUSLAN (For 1 Rotation)	3 x 70 minutes
Food and Fibre Production (Agricultural Studies) (For 1 Rotation)	3 x 70 minutes
Digital Technologies (For 1 Rotation)	3 x 70 minutes
Dance (For 1 Rotation)	3 x 70 minutes
Drama (For 1 Rotation)	3 x 70 minutes
Pastoral Care	1 x 70 minutes

# English Learning Areas



## Year 7

Students studying Year 7 English will learn to:

- read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts.
- create written and/or multimodal texts for different purposes and audiences, expressing and expanding on ideas with evidence.
- adopt language features and control language (written or spoken) using grammar, punctuation, vocabulary and spelling.

Unit 1	Unit 2	Unit 3
<b>Holes</b> Students explore the themes of justice, friendship and how the events of the past can determine the fate of the present. Alongside the main character of Stanley Yelnats, other characters also learn the importance of supporting those around you.	<b>Protest Songs</b> Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of social issues. Students will complete mini-tasks analysing the use of language and vocabulary features to influence meaning before creating a persuasive speech responding to a social issue of their own choice.	<b>Australian Literature</b> Students read and comprehend the narrative text, 'Black Snake: The Daring of Ned Kelly.' Students create an imaginative recount of an event from the literary text to provide a different point of view.
Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment
Written Short Response (2 x 200-300 words)	Spoken Persuasive Speech (2 – 4 minutes)	Written Imaginative Recount (400 – 600 words)

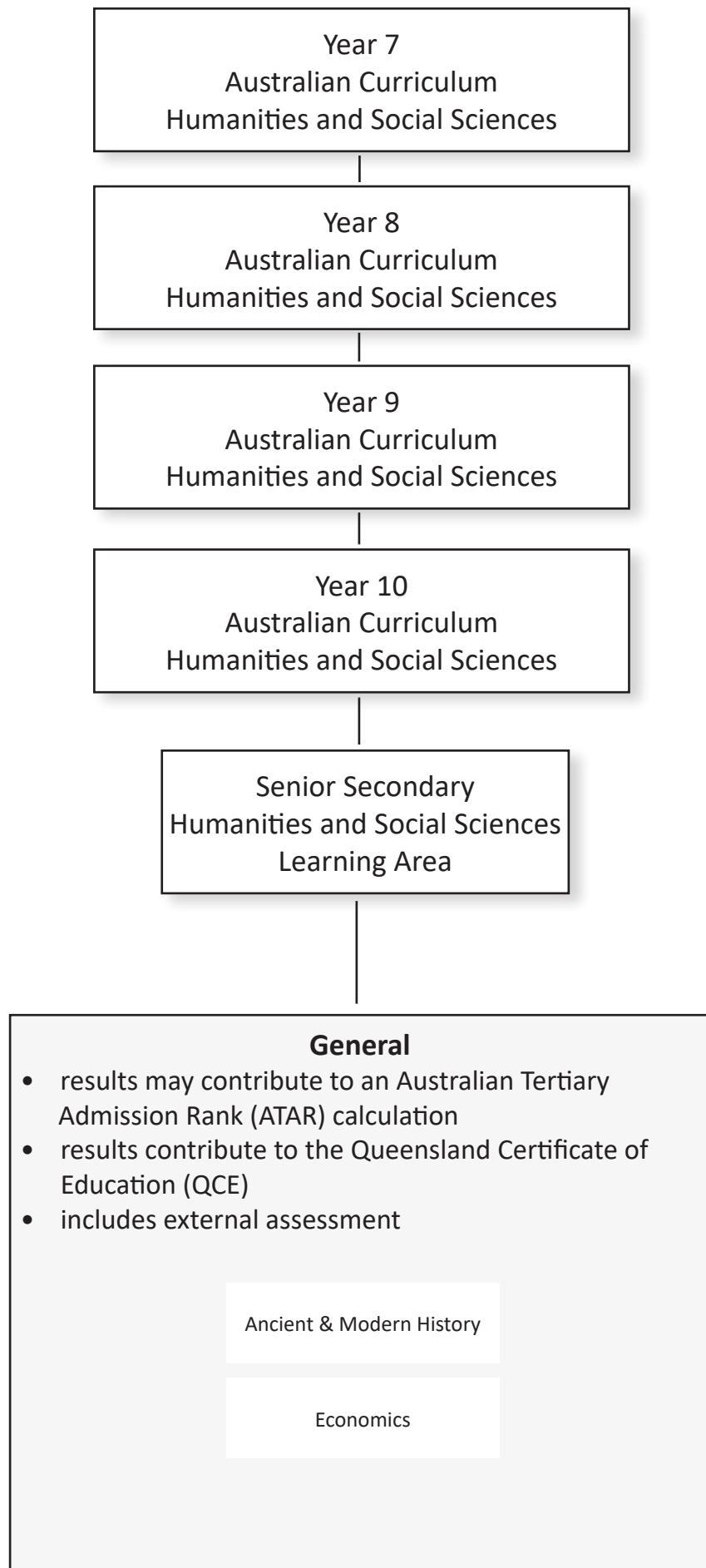
## Year 8

Students studying Year 8 English will learn to:

- read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are represented how texts reflect or challenge contexts.
- explain the effect of language and visual features within texts.
- create written and/or multimodal texts for different purposes and audiences, expressing and expanding on ideas with supporting evidence.
- select and vary language features and/or multimodal features when creating texts while also demonstrating control of language (written or spoken) using grammar, punctuation, vocabulary and spelling.

Unit 1	Unit 2	Unit 3
<b>Teen Issues – Novel Study</b> Students read the novel, 'The Outsiders,' which explores teen issues. Students draw on understandings developed thus far to address an issue in the novel while taking on the perspective of a character.	<b>Poetry: From Shakespeare to Slam</b> Students listen to, read and interpret a variety of poems from various cultures, minority groups and time periods. Students explain how the use of language features, imagery and vocabulary within the poetry assist in representing ideas and issues.	<b>Wonder</b> Students read the novel 'Wonder' and compare to the film adaptation. Students explore issues including acceptance, resilience, kindness and respect.
Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment
Spoken Imaginative Monologue (2 - 4 minutes )	Written Analytical Short Response Tasks (4 x 100-150 words)	Persuasive Blog (400 - 600 words)

# Humanities and Social Sciences Learning Areas





### Year 7: Geography

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. 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.

Unit 1	Unit 2
<b>Water in the World</b> Students examine the uses of water, how it is valued, and its different forms as a resource. As well, students will discuss the ability of water to connect places and how a variable access to water can be problematic.	<b>Place and Liveability</b> Students examine factors that influence liveability and how this concept is perceived in Australia and across the world. Students also explore the idea that places and businesses provide services and facilities needed to support and enhance our lives and evaluate how spaces can be improved through planning and management by people.
Unit 1 Assessment	Unit 2 Assessment
Written Short Response Exam (60 minutes)	Folio of Tasks

### Year 7: Civics and Citizenship

Students study the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. Students study principles of Australia's legal system looking at how the rights of individuals are protected through the legal system, which aims to provide justice.

Unit 1
<b>Government and Democracy</b> Students develop understanding of Australia's democratic government and constitution, Australia's system of law, democratic values, and factors that contribute to a diverse yet cohesive society.
Unit 1 Assessment
Folio of tasks

### Year 7: History

Year 7 History provides a study of history from the time of the earliest human communities to the end of the ancient period, and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries and their mysteries about his period of history, in a range of societies.

Unit 3	Unit 4
<b>Deep Time History of Australia</b> Students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify developments and achievements of significant individuals and groups. Students explain the importance of heritage sites connected to Australia.	<b>Ancient Egypt</b> Students investigate Ancient Egyptian society focusing on physical features, roles of key groups and significant beliefs, values and practices of the Ancient Egyptian society. Students will sequence events about Egypt's contact with her neighbours and conflicts. Students will also explain reasons for the changes and continuities in the role of nobility in Egyptian society.
Unit 3 Assessment	Unit 4 Assessment
Written Response to Stimulus Exam (60 minutes)	News Report (400-600 words)

### Year 8: Geography

The main concept of this unit is the impact of urbanisation on how societies live and work, and the way businesses change and adapt to suit the geographical demands of an area. It also explores the ways governments intervene in different economies. Students will draw on prior learning of interpreting maps, graphs and figures, as well as explaining how geographical process shape environments.

Unit 1	Unit 2
<b>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.	<b>Changing Nations</b> Students investigate the changing human geography of countries and consider the environmental, economic and social effects urbanisation has had on populations.
Unit 1 Assessment	Unit 2 Assessment
Information Report (400 – 600 words)	Short Response Exam (70 minutes)

### Year 8: Business and Economics

Students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken.

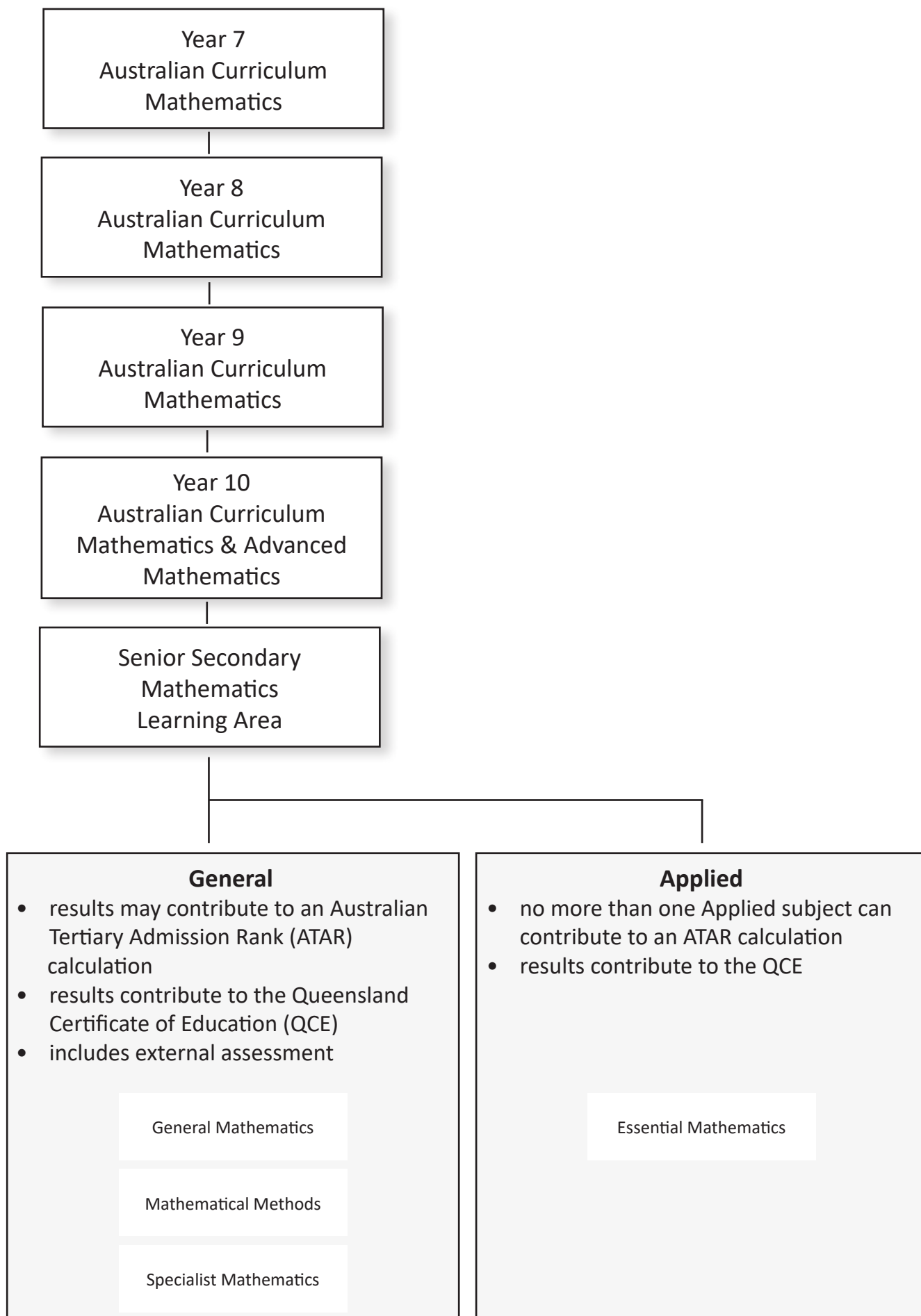
Unit 1
<b>Individual and Business Success</b> Students investigate factors that influence decision making by individuals and businesses e.g. adapting to opportunities in markets. Students also examine the Australian taxation system, goal setting, budgeting and planning.
Unit 1 Assessment
Short Response Analysis Tasks (200 words) Business Proposal (300 – 500 words)

### Year 8: History

This unit provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Unit 3	Unit 4
<b>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>Feudal warriors</b> Students investigate causes and effects of decisions made by those in power. Students engage in a study of the many feudal groups of Shogunate Japan, and explain how this period came to an end due to many internal and external factors. Prior learning of the feudal system of Medieval Europe and features of knighthood will be consolidated and used to explore the Bakufu system of Japan and the Samurai.
Unit 3 Assessment	Unit 4 Assessment
Written Short Response Exam (70 minutes)	Comparative Assignment (400 – 600 words)

# Mathematics Learning Areas



### Year 7

Students studying Year 7 Mathematics will:

- Aim to develop the ability to think, reason and work mathematically.
- Begin to understand methods and principles of Mathematics.
- Develop the ability to apply methods and principles in unknown situations.
- Develop a set of skills, which they will be able to apply as appropriate, to solve problems.

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Real numbers</li> <li>• Geometric reasoning</li> <li>• Shape</li> <li>• Units of measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns and algebra</li> <li>• Linear and non-linear relationships</li> <li>• Real numbers</li> <li>• Chance</li> </ul>	<ul style="list-style-type: none"> <li>• Money and financial mathematics</li> <li>• Real numbers</li> <li>• Number and place value</li> <li>• Locations and transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Data representation and interpretation</li> <li>• Number and place value</li> </ul>
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Mathematical Investigation	End-semester examination (70 minutes)	Mathematical Investigation	End-semester examination (70 minutes)

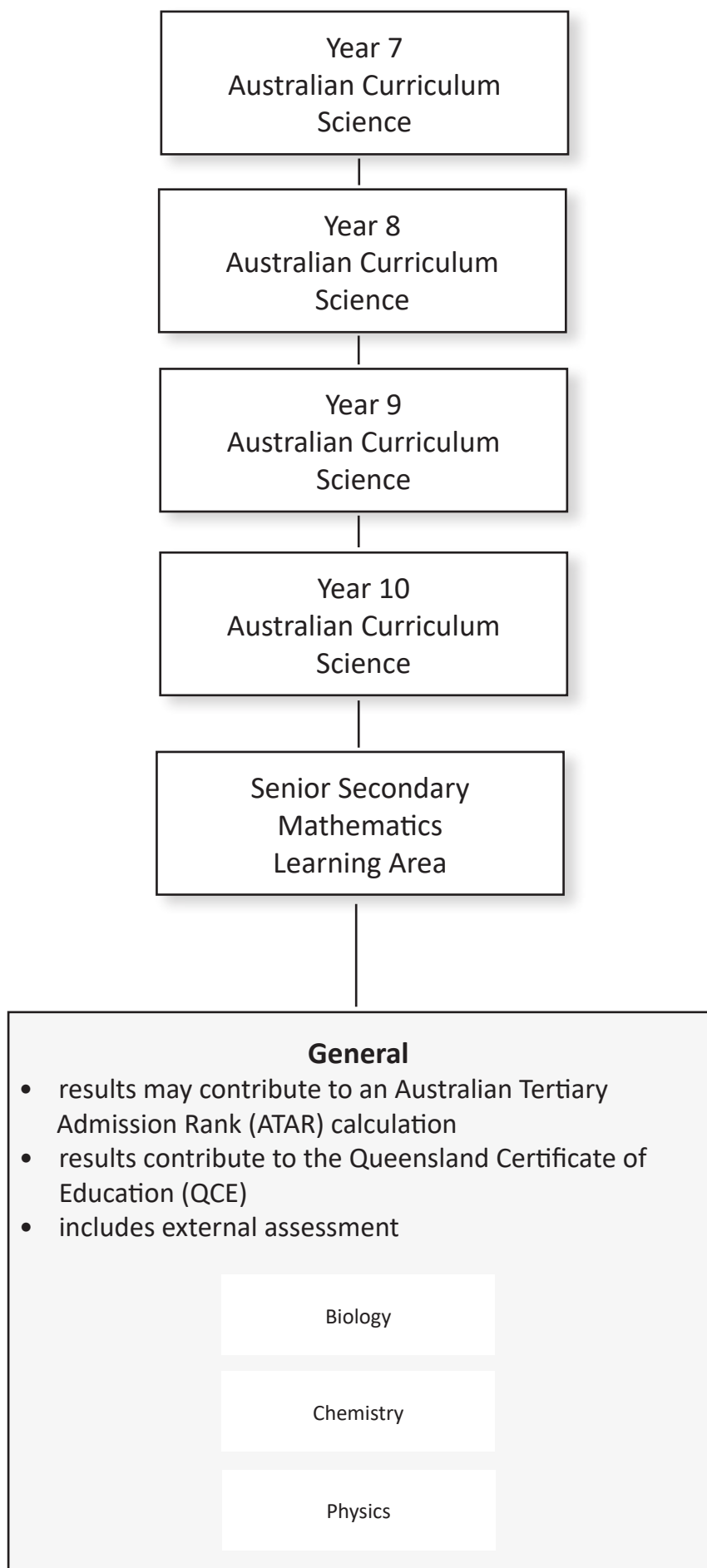
### Year 8

Students studying Year 8 Mathematics will:

- Aim to further develop the ability to think, reason and work mathematically.
- Understand methods and principles of Mathematics.
- Further develop the ability to apply methods and principles in unknown situations.
- Further develop a set of skills, which they will be able to apply as appropriate, to solve problems.

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Real numbers</li> <li>• Money and financial mathematics</li> <li>• Chance</li> </ul>	<ul style="list-style-type: none"> <li>• Number and place value</li> <li>• Patterns and algebra</li> <li>• Units of measurement</li> <li>• Linear and non-linear relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Data representation and interpretation</li> <li>• Patterns and algebra</li> <li>• Units of measurement</li> <li>• Linear and non-linear relationships</li> <li>• Real numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Geometric reasoning</li> <li>• Patterns and algebra</li> <li>• Units of measurement</li> <li>• Linear and non-linear relationships</li> </ul>
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Mathematical Investigation	End-semester examination (70 minutes)	Mathematical Investigation	End-semester examination (70 minutes)

# Sciences Learning Areas



## Year 7

Students studying Year 7 Science will:

- Aim to begin to develop the ability to gain scientific knowledge and skills.
- Experience both theory and practical lessons.
- Understand the essence of the strands Chemistry, Physics, Biology and Earth Science.

Term 1	Term 2	Term 3	Term 4
<b>Chemistry</b> <ul style="list-style-type: none"> <li>• Water substances and mixtures</li> <li>• Water treatment and usage</li> </ul>	<b>Physics</b> <ul style="list-style-type: none"> <li>• Exploring forces and motion</li> <li>• Application of forces</li> </ul>	<b>Biology</b> <ul style="list-style-type: none"> <li>• Organism classification</li> <li>• Affecting organisms</li> </ul>	<b>Earth Science</b> <ul style="list-style-type: none"> <li>• Sun, Earth and Moon</li> <li>• Seasons</li> </ul>
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Assignment – Scientific Report (300-400 words)	End-Semester Examination (70 minutes)	Assignment – Multi-modal Science Presentation (200-300 words)	End-Semester Examination (70 minutes)

## Year 8

Students studying Year 7 Science will:

- Aim to begin to develop the ability to gain scientific knowledge and skills.
- Experience both theory and practical lessons.
- Understand the essence of the strands Chemistry, Physics, Biology and Earth Science.

Term 1	Term 2	Term 3	Term 4
<b>Biology</b> <ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Reproduction</li> </ul>	<b>Earth Science</b> <ul style="list-style-type: none"> <li>• Rocks</li> <li>• Mining and energy</li> </ul>	<b>Physics</b> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Energy to win</li> </ul>	<b>Chemistry</b> <ul style="list-style-type: none"> <li>• Particles matter</li> <li>• Materials for a purpose</li> </ul>
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Assignment – Multi-modal Science Presentation (300-500 words)	End-Semester Examination (70 minutes)	Assignment – Scientific Report (400-600 words)	End-Semester Examination (70 minutes)

# Health and Physical Education Learning Areas

Year 7  
Australian Curriculum  
Health and Physical Education

Year 8  
Australian Curriculum  
Health and Physical Education

Year 9  
Australian Curriculum  
Health and Physical Education

P - 10 Australian Curriculum  
Health and Physical Education

Senior Secondary  
Health and Physical Education  
Learning Area

## General

- results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- results contribute to the Queensland Certificate of Education (QCE)
- includes external assessment

Health

Physical Education

## Applied

- no more than one Applied subject can contribute to an ATAR calculation
- results contribute to the QCE

Early Childhood Studies

Sport & Recreation

## Year 7

In Health and Physical Education the aim is for students to improve their lifestyle choices and develop an appreciation for physical activity. This subject focuses on both physical health and physical, social and emotional health. Health and Physical Education develops a wide range of skills through a number of different sports and games. This subject will help develop attributes such as coordination, teamwork and communication skills, as well as lifelong skills and knowledge such as hygiene, water safety and fitness components.

Term 1	Term 2	Term 3	Term 4
<b>Approaching Adolescence, We dig it!</b> <ul style="list-style-type: none"> <li>Understand the changes that take place during adolescence.</li> <li>Development of unique skills essential to improve performance.</li> </ul>	<b>Cultural Understanding, We dig it!</b> <ul style="list-style-type: none"> <li>Explore cultural identity and indigenous culture and how it links to sport/physical activity.</li> <li>Development of unique skills essential to improve performance.</li> </ul>	<b>Commit to Fit</b> <ul style="list-style-type: none"> <li>Investigate a range of fitness activities that promote health and wellbeing.</li> <li>Development of unique skills essential to improve fitness.</li> </ul>	<b>Water Safety, Swim and Survive</b> <ul style="list-style-type: none"> <li>Investigate and identify safety issues in a range of aquatic environments.</li> <li>Development of unique skills essential to improve safety.</li> </ul>
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Investigation Report (400 words) Performance and practical application	Project (400 – 600 words) Performance and practical application	Project (400 – 600 words) Performance and practical application	Exam (70 minutes) Performance and practical application

## Year 8

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.

Term 1	Term 2	Term 3	Term 4
<b>Food for life</b> <ul style="list-style-type: none"> <li>Explore dietary options for individuals and adolescents.</li> </ul>	<b>How much is too much? – Alcohol, Untouchables</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. Suggest strategies to limit alcohol's impact on adolescence.</li> <li>Development of unique skills essential to improve performance.</li> </ul>	<b>Golden Goal</b> <ul style="list-style-type: none"> <li>Identify the different types of mental health issues and their causes.</li> <li>Suggest strategies to support mental health and maintain mental wellbeing.</li> <li>Development of unique skills essential to improve performance.</li> </ul>	<b>Power of the mind</b> <ul style="list-style-type: none"> <li>Explore mental health and resilience, identify early signs and symptoms and encourage them to seek the help they need.</li> </ul>
Term 1 Assessment	Term 2 Assessment	Term 3 Assessment	Term 4 Assessment
Project (300 – 400 words minimum)	Examination: (70 minutes) Performance and practical application	Project (400 – 600 words)	Investigation report (400 – 600 words)



## Year 7

In Year 7, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. Students read and write hiragana, katakana, and write high-frequency kanji. They recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours. They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.

Unit 1	Unit 2
<p><b>Meeting New People</b></p> <p>In this unit, students will explore ways young people in Australia and Japan convey aspects of their personal identity when meeting new people.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• exchange greetings and share information about themselves with their peers</li> <li>• create texts about personal identity</li> <li>• reflect on how language varies in interactions according to relationships between participants</li> </ul>	<p><b>Describing People</b></p> <p>In this unit, students explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• use Japanese to discuss qualities of people they admire</li> <li>• respond to imaginative texts and identify qualities in imaginative characters.</li> </ul>
Unit 1 Assessment	Unit 2 Assessment
<p>Extended response – speaking and reading Self-introduction (45 seconds – 1 ½ minutes) and short response to questions</p>	<p>Extended response – writing and reading Poster (50-100 characters) and short response to questions</p>

## Year 8

In Japanese, the aim is for students to understand their food choices and develop an appreciation for how it might differ in Japan. There are both cultural and language components in the course. Students will develop the skills to interact with people in Japanese to express opinions and to respond to questions. Students will learn the correct pronunciation and vocabulary, as well as how to read hiragana and katakana. They will be expected to create a video through planning and drafting of their script by using modelled resources. They will use adjectives, conjunctions and grammatical elements to further express opinions in greater detail. Through the cultural components, students begin to understand Japanese values in society and how communicative behaviour might be interpreted.

Unit 1
<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• Different diets</li> <li>• Expressing what food they like and dislike</li> <li>• Cultural food in Japan and Australia</li> <li>• How to express their feelings about food in Japanese</li> </ul>
Unit 1 Assessment
<p>Part A: Spoken - answer questions in Japanese. Part B: Spoken- create video about your eating habits or Japanese foods. Part C: Questions regarding food experiences in different cultures</p>

## Year 7

Students will use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. They will build vocabulary for thinking and talking about personal topics. Language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, friends, favourite activities or food.

By the end of the band in Year 8, students will be able to produce all handshapes, movements and locations of single signs. They can independently produce simple positive and negative statements with some time marking, and use plain verbs, indicating verbs modified for present referents and simple and familiar depicting verbs. They describe familiar objects, animals or people using lexical adjectives and some SASS depicting signs. They depict the movement of people, animals and means of transport, using an appropriate classifier handshape in a depicting sign. They explore the expression of emotions through non-manual features, and begin to use grammatical structures in modelled language. They use simple constructed action and handling depicting signs to show the characteristics and actions of an animal or a person. They learn that verbs can be modified spatially to express relationships with participants, and that space is used meaningfully in Auslan.

Term 3	Term 4
<b>Me and My Family</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Age</li> <li>• Family members</li> <li>• Appearance</li> <li>• Pets</li> </ul>	<b>At my Home</b> <ul style="list-style-type: none"> <li>• House types</li> <li>• Rooms and locations</li> <li>• Leisure time</li> </ul>
Term 3 Assessment	Term 4 Assessment
Collection of Work Conversation in Auslan	Collection of work Conversation in Auslan

## Year 8

Students will use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. They will build vocabulary for thinking and talking about personal topics. Language used in routine activities is re-used and reinforced from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt. Learners follow instructions, watch stories and participate in creating short texts on topics relevant to their interests and enjoyment, such as family, friends, favourite activities or food.

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Unit 1
<b>Me and My Family</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Age</li> <li>• Family members</li> <li>• Appearance</li> <li>• Pets</li> <li>• Leisure Time</li> </ul>
Unit 1 Assessment
Collection of Work Conversation in Auslan

# Technologies Learning Areas

Year 7  
Australian Curriculum  
Technologies

Year 8  
Australian Curriculum  
Technologies

Year 9  
Australian Curriculum  
Technologies

P - 10 Australian Curriculum  
Technologies

Senior Secondary  
Technologies  
Learning Area

## General

- results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- results contribute to the Queensland Certificate of Education (QCE)
- includes external assessment

Accounting

## Applied

- no more than one Applied subject can contribute to an ATAR calculation
- results contribute to the QCE

Agricultural Practices

Engineering Skills

Building &  
Construction Skills

Industrial Technology Skills

Business Studies

## Year 7

Students in year 7 study Digital Technologies for 1 Semester on a rotational basis.

Students studying Year 7 Digital Technologies will:

- Further understand and navigate the digital world around them now and into the future.
- Develop knowledge and skills in the area of digital and information systems.
- Use design processes to design and create digital solutions.
- Engage in authentic learning challenges such as coding robots and developing educational games

Term 1 & Term 3	Term 2 & Term 4
<p><b>Serious Games</b> Students will design and create their own game or learning object. Respond to a design brief</p> <ul style="list-style-type: none"> <li>• Collaborate</li> <li>• Trial educational games</li> <li>• Generate Ideas</li> <li>• Design algorithms</li> <li>• Create a prototype</li> <li>• Evaluate ideas</li> </ul>	<p><b>EV3</b> Students will build and program an EV3 Rover.</p> <ul style="list-style-type: none"> <li>• Build a Lego EV3 Rover</li> <li>• Collaborate</li> <li>• Design algorithms</li> <li>• Program robots to complete tasks</li> </ul>
Term 1 & Term 3 Assessment	Term 2 & Term 4 Assessment
<p>Project – Folio and Digital Product (200 – 300 Words)</p>	<p>Project – Folio and Digital Product (200 – 300 Words)</p>

## Year 8

Students in year 8 study Digital Technologies for 1 Term on a rotational basis.

Students studying Year 8 Digital Technologies will:

- Further understand and navigate the digital world around them now and into the future.
- Develop knowledge and skills in the area of digital and information systems.
- Use design processes to design and create digital solutions.
- Engage in authentic learning challenges such as creating web pages, representing colour and sampling audio.

1 Term Rotations
<p><b>Elements of web design</b> Students will examine computer language and web elements to produce efficient page construction.</p> <ul style="list-style-type: none"> <li>• Binary data</li> <li>• Colour representation</li> <li>• Audio sampling</li> <li>• Digital citizenship</li> </ul>
1 Term Rotations Assessment
<p>Project – Folio and Digital Product 200 – 300 Words</p>

# Food Specialisations

Subject Code: TFD071A

Contact  
Technology Head of Department

## Year 7

Students in year 7 study Design and Technologies (Food Specialisations) for 1 Semester on a rational basis. Students studying Year 7 Design and Technologies will learn to:

- Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.
- Investigate how products, services and environments evolve locally, regionally and globally and how social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques
- Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions

Term 1 & Term 4	Term 2 & Term 3
<b>Healthy Eating</b> Students will gain knowledge of basic food preparation techniques as well as presentation skills and hygiene practices. Students will use newly acquired knowledge and skills to create healthy meals to suit a variety of needs.	<b>Food Truck</b> Students will further their knowledge of food preparation, presentation, hygiene practices to design create and market a dish for sale on a mobile food truck. Students will use a design process to ensure that their solution is suited to their target audience.
Term 1 & Term 4 Assessment	Term 2 & Term 3 Assessment
<b>Project – Folio and Digital Product</b> (200 – 300 Words)	<b>Project – Folio and Digital Product</b> (200 – 300 Words)

# Food and Fibre Production

Subject Code: TFF081A

Contact  
Technology Head of Department

## Year 8

Students in year 8 study Food and Fibre Production for 1 Term on a rational basis. Students studying Year 8 Food and Fibre Production will continue to:

- Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable.
- Investigate how products, services and environments evolve locally, regionally and globally and how social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions.
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies.

1 Term Rotations
<b>Horticulture:</b> Students will investigate the sustainable production of vegetables including: <ul style="list-style-type: none"><li>• Climate requirements</li><li>• Fertiliser requirements</li><li>• Soil requirements</li><li>• Produce Value</li><li>• Ethical and sustainable production</li></ul>
1 Term Rotations Assessment
<b>Project – Folio and Digital Product</b> (200 - 300 Words)

# The Arts Learning Areas

Year 7  
Australian Curriculum  
The Arts

Year 8  
Australian Curriculum  
The Arts

Year 9  
Australian Curriculum  
The Arts

P - 10 Australian Curriculum  
The Arts

Senior Secondary  
The Arts  
Learning Area

## General

- results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- results contribute to the Queensland Certificate of Education (QCE)
- includes external assessment

Dance

Music

Drama

Visual Art

## Applied

- no more than one Applied subject can contribute to an ATAR calculation
- results contribute to the QCE

Visual Arts in Practice

# Music

Subject Code: MUS071A

Contact

The Arts Head of Department

## Year 7

Students live in a world in which music has an important and pervasive presence. A study of music helps students to develop their practical and creative potential and to understand and heighten enjoyment of the arts. There are many intrinsic benefits to music education including being disciplined, learning a skill, being part of the music world, managing performance and being part of something you can be proud of. Students study Music for two lessons a week throughout one semester.

Term 1 & Term 3	Term 2 & Term 4
<p><b>Popular Music</b> Students will explore music making, develop inner hearing, work together to create music, develop music making skills, experiment with music techniques and skills; or, reflect on their own music making and share their own music with other.</p>	<p><b>Music Around the World</b> Students will learn about music from other countries and develop skills in analysing music. Students will continue to develop skills in creating their own music.</p>
Term 1 & Term 3 Assessment	Term 2 & Term 4 Assessment
<p><b>Composition:</b> A short musical creation. <b>Performance:</b> as a group, performing a song on the ukulele.</p>	<p><b>Responding:</b> an exam about music from different cultures. <b>Composition:</b> creation of rap song.</p>

# Visual Art

Subject Code: ART071A

Contact

The Arts Head of Department

## Year 7

Visual Art provides students with the opportunity to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. It prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems. At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living. Students study Visual Art for two lessons a week throughout one semester.

Term 1 & Term 3	Term 2 & Term 4
<p><b>Me, Myself and I</b> Students study symbolism and different portraiture styles.</p> <p><b>Fragmented Features</b> Students study Realism, Picasso and the movement Cubism in order to design a self-portrait. Students learn about the art elements, tints, shades, colour schemes, abstraction, and the design process.</p>	<p><b>Continue with Fragmented Features.</b></p> <p><b>Appropriation</b> Manipulate famous artworks to create their own original work.</p>
Term 1 & Term 3 Assessment	Term 2 & Term 4 Assessment
<p><b>Self-portrait using 3 different mediums.</b></p>	<p><b>Cubist styles self-portrait.</b> <b>Create appropriation work.</b></p>

# Dance

Subject Code: DAN081A

Contact

The Arts Head of Department

## Year 8

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. Students study Dance for three lessons a week throughout one term.

### 1 Semester Rotations

#### POPular Culture

Through the focus on the functions of dance and dance elements, students will explore dance from a choreographic, performative and responding perspective. Students engage in learning why people dance and how choreographers put dances together.

### 1 Semester Rotations Assessment

**Performance and Choreography** (learn teacher devised dance and then choreograph their own section of a dance)

**Responding Exam.**

# Drama

Subject Code: DRA081A

Contact

The Arts Head of Department

## Year 8

Students live in a world in which the performing arts have an important and pervasive presence. A study of Drama 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.

### 1 Semester Rotations

#### Drama 101

Students learn and experiment with the Elements of Drama and foundational performance skills with scripted and student devised work. Students reflect on their own performances to analyse these elements and skills. Students work both in groups and individually to practise these skills and create their own performances.

### 1 Semester Rotations Assessment

**Performance: A/B Script 1-2 minutes**

**Responding Exam**



# Communication

How can you keep up to date?

- School Website: [www.chinchillashs.eq.edu.au](http://www.chinchillashs.eq.edu.au)
- QSchools App (download from App store or Google Play)
- School Newsletter via QSchools App and our School website
- Contact class teachers by phone or email
- Contact administration: [admin@chinchillashs.eq.edu.au](mailto:admin@chinchillashs.eq.edu.au)
- Contact absence officer: [absent@chinchillashs.eq.edu.au](mailto:absent@chinchillashs.eq.edu.au)

## Notes




# Chinchilla State High School

*Learning together for a happy and productive future*

