GYMPIE
STATE HIGH SCHOOL

2017
YEARS 7 & 8
SUBJECT GUIDE
RESILIENCE DIVERSITY SUCCESS TRADITION

‘Gold from the mines as well as the school...’
General School Information

Telephone Numbers:
Main Reception: (07) 5489 8333
Junior Secondary Services Centre:
(07) 5489 8347 or (07) 5489 8357

Contact Details:
STREET ADDRESS:
1 Everson Road, GYMPIE. Q. 4570
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Staff Contact Details:
Phone and email contact details can be located on the School website. These are updated at the commencement of each school term.

Map

MAP KEY

- A Dance/Drama
- AG Agriculture
- AGN Dental Van
- CAMSOE CAMS
- F Multirexia
- G Home Ec
- H Science
- J Marine
- K Learning Partnership Program
- M Industrial Technology & Design
- N The Arts
- STEM Science, Technology, Engineering, Mechanics
- Swim Amenities
- S Year 7 Building
- Classrooms
- Sports/Tennis Courts
- Sports Oval
- Grasped Areas / Gardens
- Junior School Only Area
- Junior Student Services
- Senior School Only Area
- Senior Student Services
- LPP Only Area
- School paths & Seating Areas
- Roads
- Council Footpath
- Staff Only Sheds
- Evacuation Points
- Staff Parking Only
- Disabled Parking
- Visitor Parking
- Ambulance Zone
- First Aid
- Ampitheatre
- Trees
- Tuck Shop
- Female & Male Restrooms
- Female Restrooms
- Male Restrooms
- Disabled Restrooms
- Traffic Lights
- Pedestrian Crossing
- Rugy Oval
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Introduction

Encompassing Years 7, 8 & 9, Junior Secondary at Gympie State High School is focussed on Engaging Personal Best. Each student is encouraged to achieve their personal best and to develop a purpose of excellence in their learning. In addition to engaging curriculum that promotes success, students further have the opportunity to pursue areas of individual interest through a number of Programs of Excellence and Innovation, as well as a wide range of elective offerings.

Engaging Personal Best – Year 7 Structure

Junior Secondary at GSHS is about Engagement. Our Year 7 curriculum structure, wellbeing programs and teaching and learning philosophy has an absolute focus on individual student achievement. We achieve this through acknowledging the importance of teaching the ‘whole child’, valuing and celebrating diversity, and providing positive learning environments that engage and challenge our young learners. We deliver our curriculum through deliberate class groupings based on a range of diagnostic data that identifies where students are at in their learning journey, and enact targeted intervention and extension programs that attend to individual student priorities. A combination of structural (customised classes) and instructional (targeted teaching) differentiation are combined with personal goal setting to ensure that individual learning goals are achieved.

Year 7 at Gympie SHS

Form Teacher
Head of Junior Secondary
Heads of Year

Core Subjects
English, Mathematics, History, Health and Physical Education, Science

Electives
Art, Technology, Music, Home Economics, STEM, Manual Arts, Agricultural Science

Wellbeing

Enhancement
Problem Solving, Thinking Skills, Goal Setting, Study Skills, Leadership Capabilities, Personal Development

Excellence Programs
Excellence
Coding Academy
Maths and Science
Rural Industries
GMSOE

Learning Enhancement

Customised Classes
Homework expectations develop a high standard of work ethic and develop a foundation of success. The junior secondary homework program is designed to consolidate literacy and numeracy focused self-managed learning tasks that will improve student capacity to engage more deeply with their learning journey and the world around them.

**WHAT?**

Junior secondary homework at GSHS is made up of micro focused learning and revision tasks that focus on both generic and specific capabilities. A simple one page task will be given once a week for each core KLA.

**WHY?**

The purpose of students participating in homework is to improve their capacity to engage with strategies that will develop their literacy and numeracy skills.

**HOW LONG?**

Required time to complete assessment tasks is on top of this general homework requirement.

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**Homework Expectations**

<table>
<thead>
<tr>
<th>Independent Learning Expectations</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>15 - 2h</td>
</tr>
<tr>
<td>Year 8</td>
<td>3 - 4h</td>
</tr>
<tr>
<td>Year 9</td>
<td>4 - 6h</td>
</tr>
</tbody>
</table>

- **Year 7**: 7 - 30 mins, three to four times per week (90 - 120 mins)
- **Year 8**: 8 - 60 mins, three to four times per week (180 - 240 mins)
- **Year 9**: 9 - 90 mins, three to four times per week (270 - 360 mins)

If students do not submit the task, they will be expected to complete it with their classroom teacher during their break on the same day as it is due. The expectation is 100% completion and students will be rewarded for consistency and effort.
Parents are encouraged to be involved in student achievement as much as possible and this is supported through the use of junior secondary student planners. Student planners are used to record all homework tasks, assessment and the organisation of learning. Homework term planners will also be provided that will reflect both the strategies taught, content that will be taught and homework requirements.

Junior Secondary Curriculum Framework

The Junior Secondary curriculum philosophy (Years 7 -9) is based on strengthening learning behaviors, foundation and success skills. Engaging minds and Empowering futures through active learning that is engaging and focused on the needs of the learner provide a solid foundation for Senior Schooling pathways.

A focus on Individual Student Achievement and Success

The majority of Year 7 classes (mainstream) operate under a core teacher model below:

Year 7 Model – Differentiated Learning

At Gympie SHS we acknowledge that the transition from a primary school model of predominantly one teacher for most subject areas, to a high school model of multiple teachers across a range of subject areas can be daunting, as can the prospect of moving about the campus from room to room in a large school with senior students. We have developed a model to support students to develop relational skills and confidence to move into the traditional high school model by providing a core teacher model. This reduces the number of teachers students have contact with initially, and coupled with classrooms being located in the dedicated Year 7 precinct ( S Block), supports students to develop confidence during this transition phase.
**Junior Secondary - Years 7 and 8**

Year 7/8 Curriculum is made up of Core and Elective Programs.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
<th>Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Home Economics</td>
<td>By application</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Manual Arts STEM</td>
<td>Scholarship Program 2016 (see your Primary Principal)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>(Science, Technology, Engineering, Mathematics)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Agricultural Science Art</td>
<td></td>
</tr>
<tr>
<td>Humanities (History and Geography)</td>
<td>Music</td>
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<tr>
<td>Languages other than English (LOTE)</td>
<td>Technology</td>
<td></td>
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<tr>
<td>Japanese or German</td>
<td>Dance/Drama</td>
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<td>Learning Enhancement</td>
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<td>Wellbeing (Learning Curve)</td>
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</tbody>
</table>

**Core Subjects:**

Student will be required to complete the following core subject as a mandatory component of the National Curriculum;
= English, Mathematics, Science, Humanities and HPE

**Electives (including LOTE):**

All Year 7/8 students will rotate through 8 electives over 2 years (1 per term) to provide an opportunity to experience and gain understanding of each of the subjects before required to select electives for the entire year in Year 9.

Our Languages Other Than English Program includes Japanese and German, and students study a semester of each in both years 7 and 8.

**Learning Enhancement Program (LEP)**

The Learning Enhancement Program has been developed to engage Year 8 students in a variety of innovative high interest programs led by an expert teaching team. Students may choose from one of Gympie State High School’s Programs of Excellence or rotate through four 10 week programs.
Learning Enhancement Program (LEP)

**GMSOE**
This program has been designed for musically interested students who would like to perform regularly in public and at school functions. Guitar, bass guitar, keyboard, ukulele, drum kit and vocals are the main instruments. It would be beneficial if students had some musical expertise.

**Year 8 Sports Academy 2017**
The Year 8 Sports Academy allows students to gain access to quality coaching and learning experiences in a specialised sport. It will coincide alongside the Senior Sporting Academies which will allow for high skill development and individualised peer coaching. Students are able to specialise in the following sports:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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<tbody>
<tr>
<td>Futsal</td>
<td>Touch Football</td>
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<tr>
<td>Volleyball</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Rugby League</td>
<td>Hockey</td>
</tr>
<tr>
<td>Tennis</td>
<td>Netball</td>
</tr>
<tr>
<td>Fitness</td>
<td>Fitness</td>
</tr>
</tbody>
</table>

**Online College of Coding**
The Online College of Coding develops confidence and competence through a ‘game based’ learning environment that motivates and challenges students. This course is designed for computer lovers and all things related to computer games. Students will learn to create their own computer apps, starting with coding computer games. Students do not need to have any experience with coding to be involved in this course.

**RISE**
The Rural Industries School of Excellence program provides students with the opportunity to be immersed in the fields of agriculture, horticulture and animal husbandry. Students will learn how to prepare and handle cattle.

The four 10 week rotations include:

**Hospitality**
Students will learn the basic elements of cookery and understand the processes of planning an event. The course will culminate in students creating a three dinner menu for a special occasion.

**The Arts- Dance/Drama**
This course will be broken up into two 5 week courses where students will learn the basic elements of dance and drama.

**The Arts – Visual Arts**
Students will learn the basic elements of visual art. They will produce a portfolio of art pieces which showcase these skills.

**Essential Business**
Students will gain an understanding of consumerism and the relationship with the economy. They will understand the importance of running a business and how this affects the Australian economy.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td><strong>Unit 1</strong>: Ours and others’ lives&lt;br&gt;<strong>Duration</strong>: 10 weeks&lt;br&gt;<strong>Assessment</strong>: Written Reflective: memoir</td>
<td><strong>Unit 2</strong>: Love ‘em or hate ‘em?&lt;br&gt;<strong>Duration</strong>: 10 weeks&lt;br&gt;<strong>Assessment</strong>: Persuasive spoken (based on novel study)</td>
<td><strong>Unit 3</strong>: Examining&lt;br&gt;<strong>Australian literature</strong>&lt;br&gt;<strong>Duration</strong>: 10 weeks&lt;br&gt;<strong>Assessment</strong>: Written Imaginative</td>
<td><strong>Unit 4</strong>: Shaping society through song&lt;br&gt;<strong>Duration</strong>: 10 weeks&lt;br&gt;<strong>Assessment</strong>: Expository Multimodal</td>
</tr>
<tr>
<td><strong>LPP Modified ICP</strong></td>
<td><strong>Unit 1</strong>: Number (5)&lt;br&gt;Index notation, square roots, number laws, algebra&lt;br&gt;<strong>Real Number fractions</strong>&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Class Test: Number and Indices</td>
<td><strong>Unit 3</strong>: Algebra Patterns (5)&lt;br&gt;Variables, evaluation by substitution&lt;br<em>L and NL Relations</em>&lt;br&gt;Plot and find coordinates&lt;br&gt;Solve L equations&lt;br&gt;Linear graphs&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Class Test: Number Patterns, Linear Algebra&lt;br&gt;<strong>Class Folio</strong></td>
<td><strong>Unit 5</strong>: Money (6)&lt;br&gt;Best buys&lt;br&gt;<strong>Real Numbers</strong>&lt;br&gt;Rounding decimals&lt;br&gt;Fractions&lt;br&gt;Decimal operations&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Assignment: Best Buys&lt;br&gt;Finance &amp; Real Numbers&lt;br&gt;SRT: In Class Test</td>
<td><strong>Unit 7</strong>: Data (4)&lt;br&gt;Collect data&lt;br&gt;Display data&lt;br&gt;Interprete measures of data&lt;br&gt;Describe and interpret data&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Data Investigation</td>
</tr>
<tr>
<td><strong>MATHS</strong></td>
<td><strong>Unit 2</strong>: Geometry&lt;br&gt;Triangles and Quads&lt;br&gt;Prisms&lt;br&gt;<strong>Measurement</strong>&lt;br&gt;Area and volume of rectangular prisms&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Assignment BBQ Area Design + SRT in class</td>
<td><strong>Unit 4</strong>: Real Numbers (6)&lt;br&gt;Rounding decimals and operations with fractions&lt;br&gt;<strong>Chance</strong>&lt;br&gt;Samples spaces and probability of an event&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Assignment: Game of Chance.&lt;br&gt;Probability SRT: In Class Test</td>
<td><strong>Unit 6</strong>: Number (5)&lt;br&gt;Integer operations&lt;br&gt;<strong>Real Numbers</strong>&lt;br&gt;Percentage&lt;br&gt;Connect fractions, decimals and percentages&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Class Test: Number, Algebra</td>
<td><strong>Unit 8</strong>: Location &amp; Transformations&lt;br&gt;Describe movements and symmetry&lt;br&gt;<strong>Geometry</strong>&lt;br&gt;Angle, triangles and on straight lines&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Test: Data, Geometry</td>
</tr>
<tr>
<td><strong>MATHS LPP Modified ICP</strong></td>
<td><strong>Unit 1</strong>: Number &amp; place value&lt;br&gt;Factors, multiples, common factors, common multiples&lt;br&gt;Four operations using a variety of strategies&lt;br&gt;<strong>Fractions and decimals</strong>&lt;br&gt;Data representation&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Class Test</td>
<td><strong>Unit 3</strong>: Number &amp; place value&lt;br&gt;Estimation, reasonableness&lt;br&gt;Strategies using four operations&lt;br&gt;<strong>Fractions</strong>&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Class Test</td>
<td><strong>Unit 5</strong>: Money &amp; financial&lt;br&gt;Investigate and calculate costs&lt;br&gt;<strong>Location &amp; transformation</strong>&lt;br&gt;Number &amp; place value&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Folio and test</td>
<td><strong>Unit 7</strong>: Chance&lt;br&gt;Order events on a continuum&lt;br&gt;Probability games &amp; predictions&lt;br&gt;Data representation&lt;br&gt;Measurement&lt;br&gt;Number &amp; place value&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Folio</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td><strong>Unit 2</strong>: Number &amp; place value&lt;br&gt;Estimation, reasonableness&lt;br&gt;Strategies using four operations&lt;br&gt;Fractions&lt;br&gt;<strong>Units of measurement</strong>&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Class Test</td>
<td><strong>Unit 4</strong>: Geometry&lt;br&gt;Angles&lt;br&gt;<strong>Location &amp; transformation</strong>&lt;br&gt;Number &amp; place value&lt;br&gt;Patterns and algebra&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Class Test</td>
<td><strong>Unit 6</strong>: Measurement&lt;br&gt;Capacity, mass, measure and area&lt;br&gt;Fractions and decimals&lt;br&gt;Patterns and algebra&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Class Test</td>
<td><strong>Unit 8</strong>: Money &amp; financial&lt;br&gt;Create budgets, calculate with money and GST&lt;br&gt;<strong>Geometry</strong>&lt;br&gt;Location &amp; transformation&lt;br&gt;Fractions &amp; decimals&lt;br&gt;Number &amp; place value&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Class Test</td>
</tr>
<tr>
<td><strong>CHEMICAL SCIENCES</strong></td>
<td><strong>Unit 1</strong>: Water — waste not, want not&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Separating Mixtures - Scientific Report</td>
<td><strong>Unit 3</strong>: Moving right along — exploring motion&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Supervised Written Review</td>
<td><strong>Unit 6</strong>: Science Inquiry&lt;br&gt;<strong>Science Inquiry as a Human Endeavour</strong>&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Formative practical investigations&lt;br&gt;<strong>Scientific Report</strong>&lt;br&gt;<strong>EARTH AND SPACE SCIENCE</strong></td>
<td><strong>BIological SCIENCES</strong>&lt;br&gt;<strong>Unit 7</strong>: Organising organisms&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Extended Scientific Investigation - Scientific Report</td>
</tr>
<tr>
<td><strong>LPP Modified Assessment</strong></td>
<td><strong>Unit 2</strong>: Water — waste not, want not (continued)&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Field Trip Data Collection - Scientific Report</td>
<td><strong>Unit 4</strong>: Moving right along — applications in real systems&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Supervised Written Review</td>
<td><strong>Unit 5</strong>: Heavenly bodies&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Supervised Written Review</td>
<td><strong>Unit 8</strong>: Affecting organisms&lt;br&gt;<strong>Duration</strong>: 5 weeks&lt;br&gt;<strong>Assessment</strong>: Supervised Written Review</td>
</tr>
</tbody>
</table>
# Year 7 Curriculum Plan

| HUMANITIES History | Unit 1: Investigating the Ancient Past  
Duration: 7 weeks  
Assessment: NAPLAN-style test | Unit 2: Ancient Mediterranean World  
Duration: 6 weeks  
Assessment – Folio of research skills activities | Unit 3: Ancient Asia  
Duration: 6 weeks  
Assessment: Research speech |
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</thead>
<tbody>
<tr>
<td>LPP Modified Assessment</td>
<td></td>
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</tbody>
</table>
| HUMANITIES Geography | Unit 1: Water in the world  
Duration: 9 weeks  
Assessment: Content test | Unit 2: Place and Liveability  
Duration: 9 weeks  
Assessment: Decision-making task | |
| LPP Modified Assessment | | | |
| HPE Theory | Unit 1: Sink or Swim  
Duration: 10 weeks  
Assessment: Extended Writing Test – Analytical Exposition | Unit 2: Human Relationship Education  
Duration: 10 weeks  
Assessment: Written Assignment – Essay | Unit 3: Health Related Fitness  
Duration: 10 weeks  
Assessment: Written Assignment – Report |
| LPP Modified Assessment | | | |
| Practical | | | |
| LOTE | German Unit 1: Personal Intro & family  
Duration: 10 weeks  
Assessment: Writing (assignment) | German Unit 2: School  
Duration: 8-10 weeks  
Assessment: Reading (exchange student) | Japanese Unit 1: Intro to Japan  
Duration: 3 Weeks  
Assessment: Formative  
Unit 2: Personal Introductions  
Duration: 6 Weeks  
Assessment: Speaking/Reading |
| | | | |
| DIGITAL TECHNOLOGY | Unit 1: How does that work?  
Duration: 2 weeks  
Assessment: Powerpoint / Poster | REPEAT | REPEAT |
| | Unit 2: Game ON II  
Duration: 8 weeks  
Assessment: Practical coding project to create multi-level maze game using GameMaker | | |
| ART | Unit 1: ALIEN WORLD  
Duration: 10 weeks  
Assessment: PORTFOLIO APPRAISING TASK | REPEAT | REPEAT |
| MUSIC | Unit 1: Feel the beat  
Duration: 10 weeks  
Assessment: Practical Written composition | REPEAT | REPEAT |
| AGRICULTURE | Unit 1: Introduction to Agriculture  
• Workplace  
• Health & Safety  
• Poultry  
• Large Animals  
• Horticultural crops  
Duration: 10 weeks  
Assessment: Supervised Written Review, Practical Review of Skills | REPEAT | REPEAT |
# Year 8 Curriculum Plan

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>Unit 1: Playing with texts Duration: 10 weeks Assessment: Written – Imaginative: fractured fairy tale</td>
<td>Unit 2: Love ‘em or hate ‘em? Duration: 10 weeks Assessment: Persuasive spoken (based on novel study)</td>
<td>Unit 3: The art of persuasion Duration: 10 weeks Assessment: Spoken – Persuasive</td>
<td>Unit 4: Representing human experience Duration: 10 weeks Assessment: Written folio – various genres</td>
</tr>
<tr>
<td><strong>MATHS</strong></td>
<td>Unit 1: Number (6) Integers 4 operations with rational numbers Express number in index form Scientific notation Duration: 5 weeks Assessment: Class Test: Integers Real Numbers Class Work Folio</td>
<td>Unit 3: Number(2) Percentage Chance (2) Complementary events and/or/not Duration: 5 weeks Assessment: Assign: Percentage and Chance Class Folio;</td>
<td>Unit 5: Geometry(2) Polygons, circles Angle properties Measure(4) Unit conversions Perimeter Area Duration: 5 weeks Assessment: Class Test: Geometry and Measures Class Folio</td>
<td>Unit 7: Algebra(4) Solving linear equations and inequalities Coordinate Geometry Table of values, plotting, linear, rule Duration: 5 weeks Assessment: Hall Test: Algebra 2 &amp; Coordinate Geometry, Class Folio</td>
</tr>
<tr>
<td><strong>MATHS</strong></td>
<td>Unit 2: Number (4) Ratio and rates Coordinate Geometry Plotting data Plotting Number patterns Duration: 5 weeks Assessment: Assign: Number Ratio, Rates, Coordinate Geometry</td>
<td>Unit 4: Algebra(6) Collecting terms HCF Expanding Factorising Simplifying Duration: 5 weeks Assessment: Class test: Algebra 1 Class Folio</td>
<td>Unit 6: Data (4) Sampling Constructing and comparing Calculating means Outliers and their effects Duration: 5 weeks Assessment: Assign: Statistics Class Folio</td>
<td>Unit 8: Measure (3) Solid geometry Units Volume and capacity Geometry(1) Congruence transformation Duration: 5 weeks Assessment: Assign: Measure 2, Volume &amp; Capacity + Transformations, Class Folio</td>
</tr>
<tr>
<td><strong>LPP</strong></td>
<td>Unit 1: Prime and Composite Fraction Data Duration: 5 weeks Assessment: Short answer test</td>
<td>Unit 3: Fraction Mental and written strategies Multiplying by 10, 100 and 1000, Shape Measure Number Duration: 5 weeks Assessment: Short answer Class Folio</td>
<td>Unit 5: Money Connect fractions and percentages Number Location Duration: 5 weeks Assessment: Short answer Class Folio</td>
<td>Unit 7: Chance Record data Write probability as a fraction, decimal or percent Data Algebra Duration: 5 weeks Assessment: Assignment</td>
</tr>
<tr>
<td><strong>LPP</strong></td>
<td>Unit 2: Measure Comparison of lengths and areas Use timetables Number Fraction Money Duration: 5 weeks Assessment: Written Assign</td>
<td>Unit 4: Algebra Order of operations Number Reasoning Fraction Duration: 5 weeks Assessment: Class Test</td>
<td>Unit 6: Fractions Add and subtract decimals and fractions Measure Algebra Duration: 5 weeks Assessment: Class Test</td>
<td>Unit 8: Data Interpret and compare Fractions Geometric Location Duration: 5 weeks Assessment: Class Test</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Unit 1: Physical Sciences – Keeping the Ball Rolling Duration: 5 weeks Assessment: Scientific Report</td>
<td>Unit 3: Chemical Sciences – Atomic Theory Duration: 5 weeks Assessment: Supervised written review</td>
<td>Unit 5: Biological Sciences – Cell Biology Duration: 5 weeks Assessment: Supervised Practical review of skills</td>
<td>Unit 7: Chemical Sciences – Caron Chemistry Duration: 5 weeks Assessment: Experimental Investigation – Scientific report</td>
</tr>
</tbody>
</table>
# Year 8 Curriculum Plan

## Humanities
- **History**
  - Unit 1: Western and Islamic World
    - Duration: 7 weeks
    - Assessment: Research essay
  - Unit 2: Expanding Contacts
    - Duration: 6 weeks
    - Assessment: Folio of NAPLAN-style tasks
  - Unit 3: Asia-Pacific World
    - Duration: 6 weeks
    - Assessment: NAPLAN-style test

- **Geography**
  - Unit 1: Landforms and Landscapes
    - Duration: 9 weeks
    - Assessment: Folio of in-class activities
  - Unit 2: Changing Nations
    - Duration: 9 weeks
    - Assessment: Decision-making task

## HPE
- **Theory**
  - Unit 1: Nutrition
    - Duration: 10 weeks
    - Assessment: Written Assignment – Report
  - Unit 2: Sports Related Fitness
    - Duration: 10 weeks
    - Assessment: Written Assignment - Report
  - Unit 3: Alcohol & Tobacco Education
    - Duration: 10 weeks
    - Assessment: Short Response Test
  - Unit 4: Harm Minimisation
    - Duration: 8 weeks
    - Assessment: Written Assignment – Persuasive Essay

- **Practical**
  - Unit 1: Swimming
    - Duration: 6 weeks
    - Assessment: Practical Performance
  - Unit 2: Indirect Interpretable Duration: 5 weeks
    - Assessment: Practical Performance
  - Unit 3: Athletics
    - Duration: 6 weeks
    - Assessment: Practical Performance
  - Unit 5: Direct Interpretable Duration: 6 weeks
    - Assessment: Practical Performance
  - Unit 7: Swimming/Climbing
    - Duration: 3 weeks
    - Assessment: Practical Performance

## LOTE
- **German**
  - Unit 1: Food Shopping
    - Duration: 8 – 10 weeks
    - Assessment: Listening (test)
      - optional and additional speaking assessment possible
  - Unit 2: Hobbies
    - Duration: 8-10 weeks
    - Assessment: Reading (test)
      - optional and additional speaking assessment possible

- **Japanese**
  - Unit 1: Sports and Leisure
    - Duration: 4 weeks
    - Assessment: Reading Task
  - Unit 2: Eating and Drinking
    - Duration: 6 weeks
    - Assessment: Speaking Task
  - Unit 3: Shopping
    - Duration: 5 weeks
    - Assessment: Listening Task
  - Unit 4: Making Arrangements
    - Duration: 5 weeks
    - Assessment: Writing Task

## Home Economics
- Unit 1: Textiles
  - Duration: 3 weeks
  - Assessment: Draw String Bag, Practical Procedural
- Unit 2: Cookery
  - Duration: 7 weeks
  - Assessment: Continuous Cookery Practical Procedural Assessment: Pizza Project
  - Written Practical Assignment Report

## Repeat
- Unit 1: Repeat
- Unit 2: Repeat
- Unit 3: Repeat
# Year 8 Curriculum Plan

| STEM | Unit 1: Engineering Design (Forces and Motion): Catapults  
Duration: 5 weeks  
Assessment: Scientific Report  
Unit 2: Engineering Design (Forces and Motion): Mouse Trap Racers  
Duration: 5 weeks  
Assessment: Scientific Report | REPEAT | REPEAT | REPEAT |
|------|---------------------------------------------------------------|--------|--------|--------|
| Manual Arts | Unit: Theory  
Duration: Integrated throughout the 9 weeks of practical  
Assessment: Short response & Procedural  
Unit 1: Pencil Case  
Duration: 3 weeks  
Assessment: Product  
Unit 2: Letter Holder  
Duration: 3 weeks  
Assessment: Product  
Unit 3: Dustpan  
Duration: 3 weeks  
Product  
Unit: Graphics  
Duration: 1 week  
Assessment: N/A | REPEAT | REPEAT | REPEAT |
| Drama | Unit 1: Elements of Drama  
Duration: 10 weeks  
Assessment: Practical – role play  
Written- analytical summary | REPEAT | REPEAT | REPEAT |
| Dance | Unit 1: Elements of Dance  
Duration: 10 weeks  
Assessment: Practical Written | REPEAT | REPEAT | REPEAT |
Core Subjects

English- Year 7

Contact: Ms Palm
Code: ENG071
HOD: Ms Palm
Semesters: 1 and 2

Content

The study of English consists of studies associated with the five main language activities – reading, writing, speaking, listening and viewing. With a strong focus on literacy, students will learn a variety of reading comprehension strategies and expand their vocabulary through different spoken and written language activities.

Year 7 English classes are customised according information gathered from primary schools and literacy testing undertaken at Gympie High to ensure students continue to improve their skills with reading and writing. Lessons are divided into segments with rotations of silent and group reading time, reading comprehension strategies, vocabulary building, grammar, spelling and Australian Curriculum assessment activities.

Assessment

Students will learn a variety of written and spoken genres for a range of purposes, contexts and audiences. They are given multiple opportunities to demonstrate their understanding of language choices across a range of contexts and the power that language has to fulfill a variety of purposes.

Written assessment includes: short story, imaginative recount based on a character from a class novel, a biography of a significant person and memoir. Spoken assessment includes: persuasive speech about a character from the class novel and a multimodal presentation analysing poetry. Essential skills class activities, weekly spelling and homework are also included in the end of semester calculation of results.

Students are encouraged identify areas of weakness, monitor their own improvement, and celebrate their success.

Other Information

English or English Communication is COMPULSORY to Year 12. Demonstrating a command of English is important for all careers. Employers expect their employees to be able to communicate by speaking and writing and be able to listen to or read directions.

The resources provided in English classes are mainly the maintenance and extension of class sets of novels, plays, poetry and language books, photocopying paper, DVDs and cultural performances.
Core Subjects

English – Year 8

Contact: Ms Palm
Code: ENGo81

HOD: Ms Palm
Semesters: 1 and 2

Content

The study of English consists of studies associated with the five main language activities – reading, writing, speaking, listening and viewing. With a strong focus on literacy, students will learn a variety of reading comprehension strategies and expand their vocabulary through different spoken and written language activities.

Year 8 English classes are customised according information gathered throughout Year 7, to ensure students continue to improve their skills with reading and writing. Lessons are divided into segments with rotations of silent and group reading time, reading comprehension strategies, vocabulary building, grammar, spelling and Australian Curriculum assessment activities.

Assessment

Students will learn a variety of written and spoken genres for a range of purposes, contexts and audiences. They are given multiple opportunities to demonstrate their understanding of language choices across a range of contexts and the power that language has to fulfill a variety of purposes.

Assessment includes writing a short story and creating a folio of written items in response to a class novel as well as preparing and presenting both analytical and persuasive presentations. Essential skills class activities, weekly spelling and homework are also included in the end of semester calculation of results.

Students are encouraged identify areas of weakness, monitor their own improvement, and celebrate their success.

Other Information

English or English Communication is COMPULSORY to Year 12. Demonstrating a command of English is important for all careers. Employers expect their employees to be able to communicate by speaking and writing and be able to listen to or read directions.

The resources provided in English classes are mainly the maintenance and extension of class sets of novels, plays, poetry and language books, photocopying paper, DVDs and cultural performances.
Core Subjects

Mathematics Years 7 & 8

Contact:  Mr Trueman (J Block Staffroom)  
HOD:  Mr Trueman
Code:  MAT071 / 081 and MAT072 / 082  
Seminsters:  1 and 2

Core Mathematics is the mainstream mathematics course for Years 7 & 8.

Content

The course follows the “Year 7 & 8 Mathematics” statements of the National Curriculum. The course material and standard expectations for “7 & 8 Mathematics” can be viewed online at: http://www.australiancurriculum.edu.au/. While Core Mathematics student will follow the statements of the National Curriculum, there will be a lower emphasis on algebra and greater emphasis on number and the application of number in real life situations. Students will study measurement, geometry, collection and use of data as well as probability.

Assessment

Students will normally complete a unit of work every 5 weeks with 4 units per semester. Assessment is a mixture of formal tests, assignments, investigations and in class observations. Students are assessed across the proficiencies of understanding, fluency, problem solving and reasoning in accordance with the National Curriculum.

Other Information

Students are required to supply their own equipment. This includes: a work book, a rule book, a text book (from the student resource hire scheme), a scientific calculator, stationery items, a ruler and a protractor. The recommended calculator is a Sharp EL 351 version available from the school. Students are required to complete homework according to their teacher's requirements and some teachers may require a separate book for the completion of homework or the keeping of rules.
Science- Year 7

Contacts: Mrs Bekker (J Block)
Codes: SC1071 & SC1072

HOD: Mrs Bekker

Science Understanding in Year 7
In Year 7 science, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object’s motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

Science Skills in Year 7
Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Essential 21st-century skills
In order to support students to be successful learners, there are a number of 21st-century skills that are considered essential. These skills (“general capabilities”) are embedded into Science teaching and learning at GSHS wherever appropriate. They include: Literacy, Numeracy, Information and Communication Technology (ICT) capability, and Critical and Creative Thinking.
Cross-Curriculum Priorities

Year 7 Science at GSHS allows students to develop an appreciation of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Environmental Sustainability.

Content

Year 7 science begins with units in Physical and Chemical Sciences, where students acquire an understanding of how to separate mixtures, develop practical skills using scientific apparatus, attain their Bunsen Burner license and write practical reports. In subsequent Semesters, students will study Units in Biological, Chemical, Physical and Earth and Space Science.

<table>
<thead>
<tr>
<th>Year 7 Sem 1</th>
<th>Term 1 Weeks 1 - 5</th>
<th>Term 1 Weeks 6 - 10</th>
<th>Term 2 Weeks 1 - 5</th>
<th>Term 2 Weeks 6 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water – Waste Not, Want Not CHEMICAL and PHYSICAL SCIENCES Separating Mixtures</td>
<td>Water – Waste Not, Want Not EARTH SCIENCES Scientific investigation of a local waterway</td>
<td>Moving Right Along PHYSICAL SCIENCES The forces that act on moving objects and power simple machines</td>
<td>Moving Right Along PHYSICAL SCIENCES Applying forces in real systems</td>
<td></td>
</tr>
<tr>
<td>Year 7 Sem 2</td>
<td>Heavenly Bodies EARTH and SPACE SCIENCES The Solar System: relationships between the planets, moons and stars</td>
<td>Science as a Human Endeavour SCIENTIFIC INQUIRY The science of fair testing</td>
<td>Organising Organisms BIOLOGICAL SCIENCES Energy transfer through materials</td>
<td>Affecting Organisms BIOLOGICAL SCIENCES Food chains and food webs</td>
</tr>
</tbody>
</table>

Assessment

Students are given multiple opportunities to demonstrate their understanding so they can monitor their progress and improve their results. They may:
- Conduct research and prepare a written or multimodal report
- Conduct a practical investigation and prepare a scientific report
- Complete supervised assessments: written and practical

Differentiation

Science at GSHS provides opportunities for tailored teaching and learning, with Master, Core and Practical science classes at each year level. All students will cover the same units but with more or less speed and depth. Additional time will be spent exploring related topics, applying technology to data collection and engaging in a greater variety of opportunities for creative assessment of student ability. Students may move between Master, Core and Practical classes in subsequent Semesters.
Science Understanding in Year 8
In Year 8 science, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. Students compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.

Science Skills in Year 8
Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

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In order to support students to be successful learners, there are a number of 21st-century skills that are considered essential. These skills (“general capabilities”) are embedded into Science teaching and learning at GSHS wherever appropriate. They include: Literacy, Numeracy, Information and Communication Technology (ICT) capability, and Critical and Creative Thinking.

Cross-Curriculum Priorities
Year 8 Science at GSHS allows students to develop an appreciation of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Environmental Sustainability.
Core Subjects

Science- Year 8

Content:

Year 8 science begins with units in Chemical Sciences, where an understanding of the nature of all matter is investigated. In subsequent Semesters, students will study Units in Biological, Physical and Environmental Sciences.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Term 1</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>Weeks 1 - 5</td>
<td>Weeks 6 - 10</td>
<td>Weeks 1 - 5</td>
<td>Weeks 6 - 10</td>
</tr>
<tr>
<td>Magic of Science CHEMICAL SCIENCES States of matter, physical and chemical Changes</td>
<td>Science of Magic CHEMICAL SCIENCES Trends in the Periodic Table and chemical Reactions</td>
<td>Keeping the Ball Rolling PHYSICAL SCIENCES Energy types and change</td>
<td>Energy Alternatives PHYSICAL SCIENCES Energy production and sustainability</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Year 8</th>
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</thead>
<tbody>
<tr>
<td>Sem 2</td>
<td>Weeks 1 - 5</td>
<td>Weeks 6 - 10</td>
<td>Weeks 1 - 5</td>
<td>Weeks 6 - 10</td>
</tr>
<tr>
<td>Cells - Building Blocks of Life BIOLOGICAL SCIENCES Animal and plant cell structures and cell division</td>
<td>The Human Body BIOLOGICAL SCIENCES The form and function of human body systems</td>
<td>Heat and Electricity PHYSICAL SCIENCES Energy Transfer through materials</td>
<td>Environmental Chemistry CHEMICAL SCIENCES The chemistry behind carbon</td>
<td></td>
</tr>
</tbody>
</table>

Assessment:

Students are given multiple opportunities to demonstrate their understanding so they can monitor their progress and improve their results. They may:

* Conduct research and prepare a written or multimodal report
* Conduct a practical investigation and prepare a scientific report
* Complete supervised assessments: written and practical

Differentiation:

Science at GSHS provides opportunities for tailored teaching and learning, with Master, Core and Practical science classes at each year level. All students will cover the same units but with more or less speed and depth. Additional time will be spent exploring related topics, applying technology to data collection and engaging in a greater variety of opportunities for creative assessment of student ability. Students may move between Master, Core and Practical classes in subsequent Semesters.
Core Subjects

Humanities- Year 7

Contact: Ms Rogers
Code: HUM071 / HUM072

HOD: Ms Rogers
Semesters: 1 and 2

Content:

Humanities is a compulsory, year-long subject in Year 7.

There are 3 subjects covered during the year in Year 7 Humanities:
1. History
2. Geography
3. Civics and Citizenship

ACARA History covers the ancient time period from 60,000 B.C.E to 650 C.E. and involves units from the following depth studies:
- Investigating the Ancient Past
- The Ancient Mediterranean
- Ancient Asia

ACARA Geography covers two units:
- Water in the World
- Place and Liveability

Assessment:

Over the year students will complete a range of assessments from the following types:
- Research assignments
- Stimulus response activities
- NAPLAN-style tests
- Decision-making tasks
- Matrix activities
- Folios of in-class work
- Field reports
Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities.

**THEORY**

**Content**

Term 1 – Health Studies: Why Health? Dimensions of Health and Learning to Learn  
Term 2 – Health Studies: I am who I am – Human Relationships Education  
Term 3 – Health Studies: Fit for Life – Health Related Fitness  
Term 4 – Health Studies: Why Can’t I – Youth Choices and Positive Decision Making

**PRACTICAL – Each term consists of 2 5 week units**

Term 1 – Indoor Rock Climbing / Aquatics  
Term 2 – Direct Interceptive Sports (Touch, Soccer, Basketball etc) / Athletics  
Term 3 – Indirect Interceptive Sports (Tennis, badminton, cricket, etc) / Direct Interceptive Sports  
Term 4 – Direct Interceptive Sports / Indirect Interceptive Sports – class choice

**Assessment**

Students will receive a level of achievement, A,B,C,D,E depending on how well they perform within each unit. Units are constructed to reflect the levels appropriate for their age and development. This level of achievement will be a combination of their Theory and Practical performance.

**THEORY**

Assessment will consist of one written task per term.

**PRACTICAL**

Ongoing physical assessment will be measured against the physical outcomes.

**Other Information**

Book requirements: A4 folder, 10 plastic sleeves, A4 paper or an exercise book and document folder for handouts.

A hat or cap is required for outdoor activities – no hat = no play. A water bottle is recommended.
Health & Physical Education - Year 8

Contact: Mr Banks (T Block Staffroom)  
Code: HPE081, HPE082  
HOD: Mr Banks  
Semesters: 1 and 2

Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities.

**THEORY**

**Content**

Term 1 – Health Studies: Food For Thought – Nutrition  
Term 2 – Health Studies: Fast and Furious – Sports Related Fitness  
Term 3 – Health Studies: I need to know – Relationships Education  
Term 4 – Health Studies: Making Choices – Alcohol and Tobacco Education

**PRACTICAL – Each term consists of 2 5 week units**

Term 1 – Climbing / Swimming  
Term 2 – Indirect Interceptive Sports (Tennis, badminton, cricket, etc) / Athletics  
Term 3 – Direct Interceptive Sports / Indirect Interceptive Sports (Tennis, badminton, cricket, etc)  
Term 4 – Direct Interceptive Sports / Minor Games

**Assessment**

Students will receive a level of achievement, A,B,C,D,E depending on how well they perform within each unit. Units are constructed to reflect the levels appropriate for their age and development. This level of achievement will be a combination of their Theory and Practical performance.

**THEORY**

Assessment will consist of one written task per term.

**PRACTICAL**

Ongoing physical assessment will be measured against the physical outcomes.

**Other Information**

Book requirements: A4 folder, 10 plastic sleeves, A4 paper or an exercise book and document folder for handouts.

A hat or cap is required for outdoor activities – no hat = no play. A water bottle is recommended.
ART - “ALIEN WORLDS” – a Term Elective

Contacts: Art Teachers in C & A Block Staffroom
Code: ART
HOD: in A Block Staffroom
Semester: 1 or 2

Content

In this Year 7, term length subject, students will explore and be trained in the basic starting skills and knowledge needed for a fundamental grounding in Art. Due to the short length of the elective only a small range of materials and art techniques are part of this course – possible examples could be designing, drawing, relief printing and construction. Students will also be amazed by a brief snapshot of the history of significant eras and works of art.

TAKE HOME: Students will complete a variety of artworks that may include: a drawing, a sketch book of work, a decorative relief print, a small clay piece or construction.

LEARNING ABOUT ART: The Year 8 elective is designed for students to LEARN THE BASICS. Students will discover how to think of creative ideas, how to plan work and different ways to develop these ideas to the best potential for a set task. After this creative preparation work students will then learn how to use different materials and techniques to make “individual” artwork. Challenge work is a part of all tasks to extend the acquired skills of students.

EXHIBITION OPPORTUNITIES: There is the opportunity for work to be displayed in the art room and the library. If students study art in future years you may have the opportunity of having your work selected for the "Hi-Artworks Exhibition” held each year at the Gympie Regional Gallery in October to November.

Assessment

Assessed work will include a combination of practical art work and written tasks.

Other Information:

The basic art equipment and materials needed to complete the set tasks, access to Art text books and Library resources are provided.

Contributions do NOT cover student’s own art kit on the textbook list:
• 1 x thin “Sketch Book” (approx. 20 sheets); Drawing pencils (1 x 2B), Soft plastic eraser; Ruler; Glue; Scissors.

ART IS USEFUL FOR YEARS 9 TO 12:

It is very helpful to have studied Art in Years 9 and 10 if you wish to successfully study • VISUAL ART (Authority Subject)

VISUAL ART STUDIES (Authority Registered Subject)

JOBS AND CAREERS: Child care, architecture, interior decorator, teaching, studio stage hand, sign writer, window dresser, shop assistant, florist, landscape gardener, hairdresser, beauty therapist, recreation officer, museum technician, occupational therapist, careers in advertising, as well as the various visual and performing arts career.
Elective Subjects

Dance and Drama

Contact:  Ms McFadzen and Ms Harrison  
Code:  DDR  
HOD:  Ms Roberts  
Terms:  1, 2, 3 or 4

Content

In year 8 Dance and Drama are a combined elective with one period a week of each being studied. Dance includes beginner training in performance and choreography along with some theory work on various aspects of dance. Drama includes improvisation, role play, mime, script work and an introduction to the elements of drama.

Assessment

Students are assessed in both dance and drama on some of the components listed above; usually this is pair or small group work. Written tasks usually require an individual response. Class work develops skills leading to rehearsals and then assessments.

Other Information

Although there is no uniform requirement at a year 8 level, it is recommended that shorts, pants or bike pants be worn as the classes require floor-work. If girls usually wear a skirt then bike pants or tights can be worn under the skirt.

In year 9 and 10 Dance and Drama can be chosen as electives to be studied separately. This is by the semester. In years 11 and 12 Dance and Drama are authority registered subjects with the Queensland Education Department and can be used for tertiary entrance scores or university studies.

The resources provided in Dance and Drama classes include photocopied sheets, relevant DVDs, CDs or music used for classwork, floor mats and relevant books.
Elective Subjects

Home Economics

Contacts: Ms Calvert, Ms Davidson, Mr Roberts  
HOD: Miss Keillor

Code: HEC  
Terms: 1, 2, 3, 4

Content

Home Economics focuses on the acquirement of skills and knowledge of kitchen safety and hygiene, kitchen equipment, techniques for measuring, use and care of kitchen equipment, oven use, stove management, understanding recipes and making healthy food choices. Students will gain practical experience with a variety of foods/ingredients. In the textiles area students will be introduced to the sewing machine including the use and care of it and learning to working safely in the textiles room. You will make and decorate a textile item eg. shoe bag.

This is a highly practical subject with lessons spent cooking and sewing to develop kitchen and textile skills. Theory work will focus on the practical experiences in the classroom.

Assessment

Assessment and reporting is based on the student’s ability in the following areas:

- Practical Skills - Continuous Practical Cookery
- Textile Item
- Applying Knowledge – Design Brief Task

Other Information

Home Economics is aimed at promoting the wellbeing of the individual and the family in everyday situations. Students in year 8 will study the subject for 2 lessons per week over 1 term. Students will participate in both cooking and sewing tasks. Cookery ingredients will need to be brought to school once a week. Safety and hygiene are priorities. Correct footwear for workplace health and safety requirements as per the Gympie SHS footwear policy will be expected for all practical food lessons.
Elective Subjects

Japanese – Year 7

Contact: Mr Haig, Mr O’Neill (Upper C Staffroom)
Mrs Keane (Upper B staffroom)
Code: JAP071, JAP072

HOD: Ms Rogers
Semesters: 1 or 2

Content

LOTE is a compulsory subject in both Year 7, and the student will undertake Japanese in either Semester 1 or 2.

The Year 7 program assumes that none if any of the students have any previous exposure to Japanese Language in their Primary School. Consequently the program starts from the very beginning, with an introduction to vocabulary, phrases, and grammatical structures, as well as a range of cultural information. The Japanese writing system hiragana is also introduced.

The following topics are covered:

- Doing as Self-Introduction
- Describing Body Parts
- Naming and describing Clothing
- Describing locations of Classroom Objects
- Explaining the Weather
- Talking about your Day activities

Assessment

The assessment program is designed to provide opportunity for students to demonstrate their learning and retention of vocabulary and concepts. Assessment is continuous and students are given clear guidelines as to what is required to achieve at a particular level.

Other information

The skills developed during the process of learning a second language can be transferred to just about any senior subject. The study of a foreign language is extremely important to Australia in terms of trade links and the tourist industry, and apart from exciting jobs in tourism and hospitality, students can combine Language studies with commerce, law, engineering, science and business studies to improve job prospects in these areas.
Elective Subjects

Japanese – Year 8

Contact: Mr Haig, Mr O’Neill (Upper C Staffroom)
Code: JAP081, JAP082

HOD: Ms Palm
Semesters: 1 or 2

Content

The teaching of LOTE at Gympie High is based on a term of Japanese and a term of German in Semester one. In Semester two, the student is able to choose between the two subjects.
The Year 8 program assumes that none if any of the students have any previous exposure to Japanese Language in their Primary School. Consequently the program starts from the very beginning, with a slow introduction to vocabulary, phrases, and grammatical structures, as well as a range of cultural information.
The Japanese writing system hiragana is introduced but not emphasised until Semester 2. The Units covered are “Getting to know you, me.”, and “Hello”, and cover topics such as Body, Family, Colours, etc.

Assessment

The assessment program is designed to provide opportunity for students to demonstrate their learning and retention of vocabulary and concepts. Assessment is continuous and students are given clear guidelines as to what is required to achieve at a particular level.

Other information

The skills developed during the process of learning a second language can be transferred to just about any senior subject. The study of a foreign language is extremely important to Australia in terms of trade links and the tourist industry, and apart from exciting jobs in tourism and hospitality, students can combine Language studies with commerce, law, engineering, science and business studies to improve job prospects in these areas.
Students are provided with set reading matter, texts, magazines, worksheets and access to a variety of computer software, as well as audio-visual materials during the course.
Industrial Technology & Design

Contact: Mr Lawson or Mr Petersen

HOD: Mr Lawson

Code: MAN081/MAN082/MAN083/MAN0834

Semesters: 1 or 2

Content

Year 8 Industrial Technology & Design (ITD) is an introductory course to the practical workshops. It is a project-based course enabling students to explore a range of materials and experiences. Its aim is to develop dexterity and skills in the areas of woodwork, metalwork and plastics and to provide an introduction to design and Graphics.

Projects include:
- Timber & acrylic pencil case
- Sheetmetal dustpan
- Acrylic letter rack
- Theory booklet
- Graphics & CAD

Assessment

Assessment and reporting is based on the students' ability in the following:
- practical workshop skills;
- knowledge and understanding of relevant theory;
- completion of graphics presentations.

All the categories are assessed and are equally important as each other

Other information

It is a requirement by law that students wear correct footwear in practical classes. Shoes must be fully enclosed with all leather or vinyl uppers. No other shoes will be accepted in the workshop. Students with long hair (as determined by the teacher) must be prepared to restrain it. Students are also expected to wear safety glasses in the workshop at all times (class set provided however students may provide their own if desired).

As a safety issue students should also note that any behaviour which creates, or is likely to create, a hazardous situation in a workshop shall not be tolerated and, if considered necessary, the student may accordingly be denied the use of a workshop's equipment. This may result in the student having to choose another subject.
Elective Subjects

German

Contact: Ms Weise (Upper C Staffroom)
HOD: Ms Palm
Code: GER08
Semesters: 1 or 2

Content

In the first Semester of Year 8, all students learn German for one term, and Japanese for the other term. In Semester two, the students have a choice to either continue with German or Japanese. The Year 8 German course in Semester 1 is based on units covering topics such as Personal Introduction and Family as basic revision from Primary School. Semester 2 German focuses especially on two main topics: School issues in Germany and Australia and Spare time activities with friends. Each unit introduces students to new vocabulary, phrases, grammatical structures and a range of cultural information. Regular use computers including German Internet, online exercises and exploring (researching) suitable German websites will provide students with interesting up to date cultural information.

In the second Semester, more attention is also paid to the development of the four basic skills of listening, speaking, reading and writing in the German language. A further aim of the course is to increase student awareness and understanding of other cultures and societies and compare it to their own lives. Students studying German will develop research and study skills which will enable them to become life-long learners. Often, students can also recognize similarities between the English and German languages and so become more aware of their own mother tongue.

By the end of Year 8, students will have a working knowledge of greetings, numbers, date, telling the time and sufficient vocabulary to hold different conversations with a German person using correct but basic German. This will enable students to choose German as one of the elective subjects in Grade 9. A range of resources is used in the classroom including different textbooks and video and internet, as well as teacher-prepared and authentic materials from Germany.

Assessment

Students will demonstrate their proficiency in each of the basic skills of listening, speaking, reading and writing through regular testing.

Other information

German is taught as a foreign language in Queensland High Schools because it is a major international language. It is spoken as a first language by up to 100 million people world-wide. As well as being spoken in Germany, Austria and Liechtenstein it is an official language of Luxembourg and Switzerland and is used by ethnic groups in other parts of Europe. In international affairs the now unified Germany is recognized as a major trading country, a leader in world technology and a major force in the EC. In addition, the countries where German is spoken have a long and rich cultural history encompassing many aspects of literature, art, architecture, music and sport.

Interesting connections can also be found in the history of Germans migrating to Australia and in particular, the Gympie area. With many German-speaking tourists visiting Australia each year, the tourism industry offers employment opportunities for people who speak German.
**Elective Subjects**

**Music**

**Contact:** Music staff in A Block Staffroom  
**Code:** MUS

**HOD:** Ms Roberts  
**Semesters:** 1 and 2

**Content**

“*Music Fun-damentals*”: In Year 7 / 8, students are introduced to the basics of music theory (notation, pitch and rhythm), together with opportunities to develop performing skills on one or more of drums, guitar, bass guitar, keyboard and vocals. Students will learn contemporary pop and rock songs and perform in fun, collaborative band settings.

**Assessment**

Assessment will include an exam, class performances, and one composition assignment.

**Other Information**

Students will have the use of available instruments and music resources, including texts, scores, videos and recordings. Students wanting experiences in performing in live settings will have opportunities to perform at school events, at lunch time concerts, or on parades.
**Instrumental Music - Years 7-12**

**Content**

*This is NOT A SUBJECT CHOICE - for your information ONLY*

Instrumental Music is an extra-curricular activity provided by the Education Department and supported by Gympie High and the Parent &Citizens Association. PLEASE contact an Instrumental Music teacher, a Music teacher or the Head of Dept – the Arts if you wish to be involved in this programme.

**WHAT YOU WILL LEARN**

- The technical aspects of playing an instrument
- Sight-reading skills - The special markings on music that relate to a particular instrument.
- Aural development

**Instruments**

- Brass
- Percussion
- Strings
- Woodwind

**BENEFITS TO STUDENTS:**

- Instrumental Music is an excellent means of self-expression. It builds self-confidence through performance work.
- It provides an opportunity to work as a team, through being in an ensemble, playing duets or in group lessons.

**STUDENT CONTACT:**

Students are required to have at least two (2) contact periods a week - one in a lesson (in class time) and one in an ensemble (out of class time, eg before or after school). A rotating timetable is used for lessons in the N2 Music room. There is some theoretical work.

**Assessment**

- Performances
- Levels of Achievement are shown on the Semester Reports.

**Other Information:**

- **COST: Instrumental Music District Library Levy** - $50 per instrument / ensemble
  
  This I.M. District Library Levy provide students with photocopies of parts, made under copyright requirements, from scores purchased by the I.M. District Library.
  
  - Provided - music folders and music stands. There are three sources of instruments:
  - Private ownership
  - School Musical Instrument Loan - $40 for use and maintenance per year
  - Hire from music retailers.
Elective Subjects

Technology & Multimedia (TAM)

**Contact:** Ms Claasz (Library) & G Block staff
**Code:** TAM071 and TAM081

**HOD:** Mr Brady (G Block).
**Terms:** 1, 2, 3 & 4

**Content**

Information technology and digital media are everywhere. They are on the smart phones we use everyday, they’re on the television we watch at night, and they’re in almost every job and every classroom. This course will teach you the essential skills you need to know about how to use these digital media devices to improve your learning experiences at school, as well as take you on a journey that will show you how to create the digital media you see and enjoy on your smart phone and latest gaming console.

You will develop the ICT skills that employers seek in almost every job, and have the opportunity to learn some more in-depth skills that can lead you on the path of a career in the Film and Television industry or computer game and software development industry.

Areas of study include:
- Digital competency and Information literacy – You, your IT device and school
- Lights Camera Action – Directing your own movie production
- Game ON - The concepts of game design and game mechanics

**Assessment**

Students are assessed through their completion and submission of project work based on the topics of study listed above. The type of project work can range from a short video composition to a written assignment to a complete computer game. All project work is based on developing skills that will be useful to the life of a student in the emerging digital world, and are based on industry style skills and qualifications.

**Other Information**

This course provides students with the essential digital literacy skills required to navigate their ongoing educational pathway in High School and later tertiary education. It also forms the pathway for students interested in pursuing a career that involves use of ICT’s and multimedia.

Students will have exposure to the following software.
- Video editing software including Sony Vegas Movie Studio,
- Game design software including Gamemaker
- the Microsoft Operating System and a range of Office software
- Online digital learning environments
Agriculture - Year 7

Contacts: Mr Leitch (SAC Agriculture)  
HOD: Mrs Bekker  
Codes: AGR071, AGR072  
Semesters: 1 and 2

Content

Agriculture in Year 7 introduces students to the scope of agricultural enterprises that are managed and run by students and staff at the school’s farm. This subject provides the background necessary to inform subject choices in Agriculture that can be made from Years 9-12.

During the course, students will engage in practical and theoretical learning experiences where the emphasis is on “agriculture in context”. Students undertake management of broiler and layer poultry, calculate weight gains over time and measure feed-use efficiency. The monitoring, harvesting and packing of golden button squash and strawberries gives students an insight into sustainable horticultural production while the propagation of vegetable, herb and flower seeds results in punnets of seedlings for students to take home. Farm safety is an important aspect of this course and students practice this each day at the farm where they are expected to wear appropriate personal protective equipment, such as hats, sunscreen and closed footwear. Students are given the opportunity to gain confidence in handling large animals when they practice the safe handling and grooming of horses.

This subject will allow students to develop interests in Animal Husbandry, Agricultural Science, Rural Operations and Agricultural Practices These subjects are sound preparation for careers in both academic and practical agriculture-related careers.

Assessment

Assessment of student performance is designed to be ongoing and to provide regular feedback, allowing for correction, learning and deepening of knowledge. Students are given multiple opportunities to demonstrate their understanding and skills so they can monitor their progress and improve their results.

Other Information

This subject may be selected in Years 9-12 with both Authority and Non-Authority pathways to a QCE. Students may select Agricultural Science (contributing to an OP) and/or Agricultural Practices and/or Rural Operations (both non-OP) options in Years 11 and 12.
Elective Subjects

STEM – Science, Technology, Engineering & Mathematics

Contacts: Mr Grudzinski (O3 STEM Lab)
Codes: SSC081, SSC082
HOD: Mrs Bekker
Seminsters: 1 and 2

Content

This course introduces students to STEM experiences in a project-based environment and connects these experiences to real-world applications of science, technology, engineering and mathematical industries.

During the course, students will engage in problem based learning through extended practical projects in areas such as Robotics, Electronics, Sensor and Control Technology, Alternative Energy Systems, Biophysics, Design and Prototyping using CNC lathes and 3-D printing.

Learning activities may include the use of computers in mathematical problem solving, technical writing and drawing, practical tasks and construction, data analysis and statistics as well as critical thinking and questioning skill-builders. Students are encouraged to demonstrate originality and inventiveness when generating ideas and to consider practical limitations. Students use higher-order thinking strategies to analyse evidence, generate explanations, make judgments, and solve problems.

This subject will allow students to develop an interest in Industrial Sciences and Design as well as Physics and Engineering. STEM is also sound preparation for careers in electrical, computer and technology related trades.

Assessment

Assessment of student performance is designed to be ongoing and provide immediate feedback, allowing for correction, learning and deepening of knowledge. Students are given multiple opportunities to demonstrate their understanding so they can monitor their progress and improve their results. Completion of group projects will contribute to successful completion of the course.

Other Information

This subject may be selected in Years 9-12 with both Authority and Non-Authority pathways. Students may select Engineering Technology (contributing to an OP) or Senior STEM (non-OP) options in Years 11 and 12.
General School Information

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