



STUARTHOLME SCHOOL



2022 Curriculum Handbook Years 7, 8 & 9

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Stuartholme School

OUR MISSION

Stuartholme School is a Catholic independent girls' day and boarding school located in Toowong, Brisbane, conducted by the Religious of the Sacred Heart and inspired by the charism of Saint Madeleine Sophie Barat. Stuartholme School has a global outreach through its membership of the Sacred Heart national and international network of schools. This network of schools operates under the ethos and philosophy of the Five Goals of Sacred Heart Education. The five goals seek to embody Saint Madeleine Sophie Barat's vision in a contemporary context. They are:

- To educate to a personal and active faith in God.
- To educate to a deep respect for intellectual values.
- To educate to the building of community as a Christian value.
- To educate to a social awareness that impels to action.
- To educate to personal growth in an atmosphere of wise freedom.

The Stuartholme curriculum is grounded in an understanding of the principles of effective teaching underpinned by Kendall and Bloom's Taxonomy. Students are provided the opportunity to achieve through an accessible curriculum delivered in an environment that supports diverse and authentic learning and assessment. Stuartholme has an expectation of hard work and a positive contribution to learning from all members of the school community. Our goal is for all students to strive for academic excellence and to achieve their personal best in all they do.

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From the Principal

Dear Parents and Students,

“The essence of a Sacred Heart school is that it is deeply concerned for each student’s total development – spiritual, intellectual, emotional, physical”

Sr Suzanne Cooke, rscJ.

Stuartholme is well known and regarded for its diverse and holistic curriculum offerings. The school prides itself on optimising success for the young women under our care through an innovative and connected curriculum that lays an effective foundation for their journey into the senior years of schooling.

Years 7, 8 and 9 are a time of exponential growth and development. At Stuartholme, we look to develop a curriculum that responds to the holistic development of students during this key phase, in a targeted and engaging manner. Our commitment is to provide a curriculum that supports students development of skills for their future. As such, the curriculum is enriched through cultures of thinking that enable creative problem solving, focus and perseverance, critical thinking and above all adaptability. Through developing resilience and grit through this period, students have a platform for success well beyond the gates of Stuartholme.

This Curriculum Handbook has been designed to support you and your daughters on the next phase of the learning journey and will inform your decisions around subject choice. I encourage you to take the time to explore the Handbook in detail and connect with Academic Services, Leaders of Learning, and teachers to enable informed decisions.

I hope your daughter enjoys her junior studies at Stuartholme. Enflamed through the heart of Gospel values, we look forward to continuing the provision of a supportive, caring, and nurturing environment so she can harness the opportunity to be the best she can be.

Blessings,



Kristen Sharpe
Principal

Introduction

This booklet has been compiled by staff to inform parents and students of the nature and content of curriculum studied by Year 9 and 10 students at Stuartholme School. It should also assist students entering Year 9 to make wise subject selections.

CURRICULUM

All students in Years 7 and 8 at Stuartholme School have studied a common broad curriculum covering nine (9) Learning Areas: The Arts (Visual Art, Drama and Music), English, Health and Physical Education, Humanities (History and Geography), Languages (French and Chinese), Mathematics, Religious Education, Science and Technologies (Design and Technologies and Digital Technologies).

As students move into Year 9, the common core is reduced to six (6) learning areas: English, Health and Physical Education, Humanities (Geography and History), Mathematics, Religious Education and Science. Specialisation in these core learning areas is delayed until Year 11, although at the end of Year 9, students will be assigned to either Mathematics Beta or Mathematics Alpha as determined by the Leader of Learning, Mathematics.

In addition to the core learning areas in Year 9, students choose two (2) elective subjects. Whilst the core learning areas give students a broad educational base, electives provide an opportunity to select some subjects of special interest. The elective subjects offered in 2022 are:

- Visual Art
- Chinese
- Design and Technologies
- Digital Technologies
- Drama
- Economics and Business
- Extension Health and Physical Education
- French
- Music

When selecting electives for Year 10, students are strongly encouraged to maintain their two (2) electives from Year 9 in addition to choosing a third. In Year 10, History and Geography are no longer compulsory and are in the elective pool. Please refer to the Year 10 subject handbook for further guidance.

ACADEMIC SERVICES

The School has an Academic Services team who offer academic and career advice. Parents and students wishing to take advantage of this service should contact our Careers Counsellor on 3369 5466 to make an appointment. The Academic Services team is comprised of a Careers Counsellor, Diverse Learners Team, a Vocational Education and Training Co-ordinator, Director of Studies, Director of Academic Performance and Development, and Director of Enrichment.

REPORTING

At the end of each semester, parents are provided with a report of their daughter's academic progress. Academic achievement is reported on an A to E scale and reflects judgements based on standard elaborations established by the Queensland Curriculum & Assessment Authority (QCAA) in each subject.

Continuous Reporting is available on myStuartholme and is a live assessment record of your daughter's results for each subject. Once each assessment has been marked and moderated, the result will be published on myStuartholme, (within 10 – 15 working days of the completion of assessment).

ONLINE SUBJECT SELECTION PROCESS

Students will be asked to complete their elective selections online. Details will be issued by email to students early in Term 3.

CURRICULUM OVERVIEW FOR YEARS 7 TO 9

YEAR 7: students in Year 7 study nine(9) key learning areas	
Core Learning Areas	Elective Learning Areas
Religious Education English Health and Physical Education Humanities <ul style="list-style-type: none"> History and Geography (one semester each) Languages <ul style="list-style-type: none"> Chinese and French (one semester each) Mathematics Science Technologies <ul style="list-style-type: none"> Design and Technologies and Digital Technologies (one semester each) The Arts <ul style="list-style-type: none"> Drama and Visual Art (one semester each) Music – studied all year Wise Wellness (not assessed) Information and Digital Literacy (not assessed)	
YEAR 8: students in Year 8 study seven (7) key learning areas, and can select two (2) electives from two (2) KLAS	
Core Learning Areas	Elective Learning Areas
Religious Education English Health and Physical Education Humanities <ul style="list-style-type: none"> History and Geography (one semester each) Mathematics Science Technologies <ul style="list-style-type: none"> Design and Technologies and Digital Technologies (one semester each) Wise Wellness (not assessed)	Arts – Drama, Music, Visual Art (select two) Languages – Chinese and French (select one)
YEAR 9: students in Year 9 study six (6) key learning areas, and can select two (2) electives from five (5) KLAS	
Core Learning Areas	Elective Learning Areas (select two)
Religious Education English Health and Physical Education Humanities <ul style="list-style-type: none"> History and Geography (one semester each) Mathematics Science Wise Wellness (not assessed)	Chinese Design and Technologies Digital Technologies Drama Economics and Business Extension Health and Physical Education French Music Visual Art

Overview

The primary aim of the Junior Course is communicating across Chinese and Australian cultures and promoting intercultural understanding and competence.

The course aims to develop a level of proficiency in the macro-skills in practical areas of communication such as would be encountered in visiting Chinese or being a host to Chinese people in one's own country.

In Year 7, students complete one semester of Chinese and one semester of French. In Year 8 and 9, students can elect a language to study for the whole year.

Course Outline

Year 7	Overview	Assessment
It's All About Me	<ul style="list-style-type: none"> Engage in simple conversations, including questions and answers about name, age, location and family structure Write simplified Chinese about the above topics Understand the history behind Chinese characters – distinguishing between simplified and traditional characters. Count from 1 – 100 Understand and say a few common phrases Engage with songs to assist in learning 	1 x Speaking task 1 x Writing task
Year 8	Overview	Assessment
Unit 1 My Family	<ul style="list-style-type: none"> Engage in more complex conversations about family structure, asking and answering questions. Give a short presentation about self and family in Chinese Recite 3 Chinese songs containing questions and answers about self. Understand the history behind Chinese characters – distinguishing between simplified and traditional characters. Write a letter in Chinese characters introducing self and family. Recognise and produce Chinese characters 	1 x Speaking task 1 x Writing task
Unit 2 My Chinese Friend	<ul style="list-style-type: none"> Engage in conversations with Chinese students, asking and answering questions Give a short presentation about their Chinese friend, in Chinese Write letters in Chinese to their Chinese friend and their family Create and perform a comedy skit in Chinese Recognise and produce Chinese characters 	1 x Speaking task 1 x Writing task

Year 9	Overview	Assessment
<u>Unit 1</u> Home	<ul style="list-style-type: none"> • Respond to questions relating to one's home • Know the names of rooms in the home with a view to conducting a tour of one's home for a visiting Chinese student • Know the names of a variety of items around the house • Know the names of a variety of household activities • Recognise and produce Chinese characters relating to home • Master the grammatical patterns relating to one's own home • Write a passage about a character from a movie, in Chinese 	1 x Speaking task 1 x Writing task
<u>Unit 2</u> The Past	<ul style="list-style-type: none"> • Respond to questions relating to the past • Read a series of murder mysteries to gain proficiency in understanding the past tense • Create a murder mystery scenario consisting of suspect statements and a police report in Chinese characters • Listen to suspects talk about their whereabouts in order to solve a crime • Watch the movie – <i>The Road Home</i> (Zhang Yi Mou, 1999) • Read and write passages about the characters from the movie • Read and sing stories set in the past • Write a story in Chinese characters that contains a moral message 	1 x Speaking task 1 x Writing task

Design and Technologies

Overview

In Design and Technologies students engage in the design process. They generate, develop and evaluate ideas to design, make and evaluate products in a range of contexts. Students take action and make decisions, considering legal, economic, environmental and social implications. They learn about the process of design as well as different technologies contexts. They make solutions by working technologically using processes and production involving their hands, tools and equipment, using a range of materials.

Materials Specialisation

The Materials specialisation involves a study of design using textiles as a way for students to become positive, questioning and informed individuals able to take socially and ethically responsible actions in their everyday lives. In this specialisation, students acquire knowledge and understanding through theoretical and practical learning experiences involving textiles. These experiences are designed to develop creativity, innovation, collaboration and enterprise skills, allowing students to work with increasing confidence and independence. They develop problem solving skills to develop, refine and implement solutions that respond to design problems that involve textiles. Students will progressively develop knowledge and understanding of the characteristics and properties of a range of textiles through the development of either products or design solutions.

Food Specialisation

The Food specialisation involves students using problem solving skills, creativity and innovation to design solutions for identified food products, services and environments. Students investigate and make judgements on how the principles of good health, food safety, preservation, preparation and sensory properties influence the creation of food solutions. Students work independently and collaboratively to identify the steps involved in food design processes. They develop, apply and evaluate management plans to complete tasks, adjusting them as necessary to achieve successful outcomes. The course comprises both theoretical and practical learning experiences. *It should be noted that food will be supplied for all food classes. However, students are required to supply ingredients for trials and practical exams. Boarders will be supported regarding the purchase of their ingredients.*

In Year 7 and Year 8, students complete one semester of Design and Technologies, and one semester of Digital Technologies. In Year 9, students may elect to study one or both of these subjects for the year.

Course Outline

Year 7	Overview	Assessment
Introduction to Textiles and Food Production	<ul style="list-style-type: none"> • Create and adapt design ideas • Produce an item for an intended purpose (e.g. an apron) • Develop skills in measuring, cutting, sewing and finishing • Evaluate the final product based on set criteria • Understand factors that influence production and services in a kitchen environment • Enact important safety and hygiene practices in a kitchen • Analyse nutritional value and compare food items • Develop skills in measurement and practical cookery 	<p>Practical Textiles task</p> <p>Microsoft Forms Quiz</p>
Year 8	Overview	Assessment
Unit 1 Food for Life	<ul style="list-style-type: none"> • Build on skills and safety practices from Year 7 • Investigate the characteristics of recipes • Develop workplans in preparation for practical lessons • Understand the abbreviations commonly used in recipes • Define food preparation terms • Describe food with an understanding of its sensory properties – appearance, aroma, flavour and texture • Understand the importance of nutrition on health • Discuss the importance of breakfast • Understand the various functions of eggs in cookery 	Microsoft Forms Quiz
Unit 2 Textiles	<ul style="list-style-type: none"> • Build on skills and safety practices from Year 7 • Name and describe the function of the parts of a sewing machine • Identify and define fabric terms – Selvedge, Warp, Weft, Bias and Straight Grain • Explain the use of pattern markings when placing patterns on fabric • Understand machine settings for particular purposes e.g. straight stitching, reversing, zigzag • Describe the use of the Elements and Principles of design with regard to clothing construction 	Boxer shorts project
Year 9	Overview	Assessment
Unit 1 Food: Back to Basics	<ul style="list-style-type: none"> • Develop understanding of food and nutrition principles • Apply these principles to adolescent nutrition • Develop more complex skills in food production • Develop skills in time management and menu planning 	<ul style="list-style-type: none"> • Written Exam • Management plan incorporating elements such as sequenced time and actions plans
Unit 2 Textiles	<ul style="list-style-type: none"> • Use design thinking to produce designed solutions in a textile. • Engage in a variety of textile techniques to solve a design brief problem. Develop creativity, innovation and enterprise skill • Compile a skills folio that will include an illustrated and annotated view of designed product. • Develop a management plan 	<ul style="list-style-type: none"> • Designer cushion project including folio

Digital Technologies

Overview

Today we are surrounded by digital systems such as mobile and desktop devices and networks that are transforming learning, recreational activities, home life and work. The Digital Technologies course provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The knowledge and skills built up in this course empower students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. The course articulates into the General subject offered in Years 11 and 12 called *Digital Solutions*, as well as preparing students for vocational learning in digital technologies.

In Digital Technologies students analyse problems and then design, implement and evaluate digital solutions in areas such as gaming, relational databases, mobile app solutions and artificial intelligence engines and simulations. They learn how to consider the user experience of a digital system and how to design and evaluate alternative digital solutions against criteria such as functionality, accessibility, usability, and aesthetics.

Throughout the course, students will have the opportunity to participate in challenges and tournaments such as the Australian STEM Video Game tournament, Next Super Hero challenge, Premier's Coding challenge to name a few. Students will be provided with Certificates for recognised challenges.

In Year 7 and Year 8, students complete one semester of Design and Technologies, and one semester of Digital Technologies. In Year 9, students may elect to study one or both of these subjects for the year.

Course Outline

Year 7	Overview	Assessment
Digital Media projects	<ul style="list-style-type: none">• Plan and manage digital projects to create interactive information.• Demonstrate their practical knowledge by completing a project which involves digital image manipulation from concept to final distribution.• Explain how text, image and audio data can be represented and secured.• Create digital media to meet the needs of the end user.	Unit 1: Infographic media project Unit 2: Working with audio and video digital media project

Year 8	Overview	Assessment
<u>Unit 1</u> Website development	<ul style="list-style-type: none"> • Build on Year 7 work to distinguish between different types of networks and defined purpose. • Explore basics of website development • Plan and manage digital projects to create interactive information through website development. 	Unit 1: Website project
<u>Unit 2</u> Coding and problem solving	<ul style="list-style-type: none"> • Devise a technical device following a set of criteria. • Engage in coding tasks to develop skills. • Apply coding skills to solve problems. 	Unit 2: Problem solving project Folio
Year 9	Overview	Assessment
<u>Units 1 – 4</u> Digital problems and digital solutions	<ul style="list-style-type: none"> • Analyse digital problems • Design, implement, and evaluate digital solutions • Consider the user experience of a digital system • Design and evaluate alternative digital solutions against criteria such as functionality, accessibility, usability and aesthetics. 	Unit 1: Graphic manipulation project Unit 2: Certificate in HTML, CSS and JavaScript languages Unit 3: Innovative design architecture project Unit 4: Introduction to Games

Drama

Overview

The Drama course at Stuartholme School is a rich and fulfilling program that offers students a variety of different Drama activities and experiences. Students begin with learning about the Elements of Drama which are the building blocks for creating drama, presenting drama and responding and reflecting on drama. These elements are drawn upon right through into senior Drama studies. Through an exploration of many different styles of performance, students' drama knowledge will grow along with their understanding and respect for others and the world around them. Students also have many opportunities to view professional live theatre throughout the course. There are two objectives in the course which are equally balanced:

Making – Students are in role as the artist, as director, playwright and actor

When in role as a director and playwright students are assessed on their management of the Elements of Drama, Styles and Conventions to create and shape dramatic. *When in role as actor* students are assessed on performances of a scripted or devised dramatic work for an audience in a formal or informal setting.

Responding and Reflecting – Students deconstruct and reflect on professional performances

When responding, students are assessed on their analysis and evaluation of the Elements of Drama, Styles and Conventions within a professional live performance. Through this analysis students discuss how meaning was created for the audience.

Course Outline

Year 7	Overview	Assessment
Movement and Melodrama (semester unit)	<ul style="list-style-type: none"> Identify and explain the stock characters of a Melodrama. Create Melodrama stock characters through movement and voice Understand and demonstrate the personality traits of the Melodrama characters through role play Explore and make choices about character voice and movement Understand and be able to perform the exaggerated performance skills of Melodrama such as over the top voice and movement Experiment and create narrative structure of a Melodrama Learn and practice physical comedy/ slapstick routines Understand and use the plot conventions of a Melodrama Create short Melodrama scripts, utilising the plot conventions of a Melodrama Understand and demonstrate how the context of the play influences the plot conventions and language of a Melodrama 	<p><i>Making:</i> Create and present a monologue</p> <p><i>Making:</i> Collaborate to create and present a polished performance of a Melodrama</p> <p><i>Respond and reflect:</i> Respond and reflect to questions about Melodrama.</p>

Year 8	Overview	Assessment
Unit 1 Script Alive: From Script to Stage	<ul style="list-style-type: none"> • Read and storyboard <i>The Trolleys</i>. Identify characters and themes within the script and evaluate how this align with us as an audience • Understand how Character is created in a script and how to translate this into stage work • Understand the dramatic elements of voice, movement, human context and language • Define dramatic elements of human context, voice, movement and language • Understand how movement can be manipulated to reflect role and an emotion (mood) to and audience • Create movements that expression role and use specific movements to layer role to create a character • Understand how movement can be manipulated to create improvisation • Describe how human context, movement, voice, language and mood make an audience understand (dramatic meaning) • Create movements and use voice for an audience that create emotions and character • Manipulate movement in non-literal to create place through shape and space • Layer voice and movements to create character • Practically manipulated Contemporary convention through devising and rehearsals • Use rehearsal techniques – blocking and stage craft • Practical understand of movement and voice • Use movement and voice to create mood for an audience • Create an entertaining performance through use of movement, language and voice 	<i>Making:</i> Intervention performance – creation and performance of a character from <i>The Trolleys</i>
Year 9	Overview	Assessment
Unit 1 Elements of Drama 101	<ul style="list-style-type: none"> • Introduction to the elements of Drama • Making short scenes and plays manipulating specific elements of drama • Creating complex characters using voice and movement • Responding to live theatre 	<i>Responding:</i> Analysis of performance. Short Response
Unit 2 Contemporary Performance – Theatre for Young People	<ul style="list-style-type: none"> • Exploring the style of Contemporary Performance to create performances for specific audiences. • Using Children stories and interviews to create scenes and performances • Manipulating contemporary convention such as action/narration, multiple roles, personification and direct address to perform an engaging and entertaining performance for a young audience. • Creating script by transforming a Children’s story using Contemporary conventions. • Performing in small groups for public audience (including primary school groups and year 7s) 	<i>Making:</i> Small groups performance of a devised a Theatre for Young People piece. 1 – 2 mins per person.
Unit 3 Contemporary Performance – Ritual	<ul style="list-style-type: none"> • Exploring the style of Contemporary and Ritual using conventions such as chorus, unison, repetition and using the body to create shape and place • Using contemporary conventions explored in Unit Two, to create mood and tension • Layering scenes using symbol • Re-telling verbatim stories from the floods, fires and WWII using the style of Ritual • Understanding how Contemporary Performance can be identified through use of conventions • Responding to live theatre 	<i>Making:</i> Small group performance of a Ritual Performance. 2-3 min per person <i>Responding:</i> Written Response to Live Theatre Analysis of performance.

Economics and Business

Overview

Business Education is a four-semester subject offered in Year 9 and 10. It is designed to introduce students to areas such as Business, Accounting, Law, Economics, Management and Entrepreneurship. It is a useful introductory subject for the Senior General Subjects: Business, Accounting and Economics.

On various occasions throughout the course, students have the opportunity to initiate and manage their own business ventures. Activities such as planning, budgeting, marketing, costing and record keeping enable students to gain practical experience and exposure to the world of business. Students work in groups, and individually, to conduct market research, promote the 'business', produce the product, price the product, sell the product and keep all appropriate business records.

Economics and Business facilitates active student-based learning, generating links between theoretical concepts and real business settings. Students will develop enterprising attributes to enable them to successfully manage personal, business, work and community opportunities in later life.

Course Outline

Year 9	Overview	Assessment
Unit 1 Entrepreneurs	<ul style="list-style-type: none">• Understand Australia as a trading nation and its place within the rising economies of Asia and broader global economy• Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives• Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations• Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action	Extended Research Response: Report

<p><u>Unit 2</u> Business Environments</p>	<ul style="list-style-type: none"> • Describe the roles, functions and sizes of different business models • Describe the four main types of industry and give examples of businesses within each type of industry • Explain the influence that stakeholders can upon the different business models • Explain potential conflict of interests between stakeholders • Explain the different business legal structures • Analyse, using sources, the advantages and disadvantages of the common forms of business ownership legal structures • Analyse and classify information from a variety of sources on internal and external business environments using a SWOT analysis • Analyse and interpret internal and external business environments • Analyse business decision making based on the influences of internal and external business environments 	<p>Short Response Examination</p>
<p><u>Unit 3</u> Marketing</p>	<ul style="list-style-type: none"> • Describe the marketing function and its key objectives using business terminology • Describe the steps involved in target marketing strategy • Explain and apply the relationship between the target market and the four elements of market segmentation; demographic, geographic, psychographic and behavioural • Explain and apply the 4Ps (Product, Price, Place, Promotion) of the marketing mix • Analyse secondary research to create an understanding of the businesses competitive situation • Synthesise research to interpret conclusions and marketing recommendations based on relationships, patterns and trends • Evaluate different marketing mix strategies to suit a range of businesses, products, services or ideas using a SWOT analysis and the rule of thirds • Create a marketing pitch to effectively propose marketing recommendations using appropriate business terminology 	<p>Extended Research Response: Multimodal presentation</p>
<p><u>Unit 4</u> Economics</p>	<ul style="list-style-type: none"> • Describe the economic problem of scarcity and choice. • Describe the nature of economic decision-making e.g. the three economic decisions which all economic systems must make. • Explain how the three factors of production can influence economic decision making • Describe the concept of opportunity cost • Explain the relationships between the different sectors of the circular flow of income model • Explain the theories and determinates of demand and supply and create models • Analyse and interpret information from a variety of sources to demonstrate movements and shifts of demand and supply models • Analyse how the decisions which governments, business and consumers make impact demand and supply models • Analyse how changes in the determinants for supply and demand can impact on the free market • Evaluate government responses to changes in the free market using predetermined criteria 	<p>Short Response Examination</p>

Overview

The goal of English is to develop and refine students' abilities to compose and comprehend spoken and written English - fluently, appropriately, effectively and critically - for a wide range of personal and social purposes. The course has been developed in line with the Australian Curriculum, Assessment and Reporting Authority (ACARA) and is structured through sequenced learning activities which involve studying spoken, written and visual texts and reflecting on language structures and language use and its conventions. Students analyse, compare, synthesise, question and evaluate all aspects of language.

The same assumptions about language and language learning that inform the Senior English course inform the Junior English course, thereby providing for a continuity and coherence to the study of English across all year levels. Both Senior and Junior English courses are shaped by the understanding that students learn about language while using it to comprehend and compose specific texts, either written, visual or spoken/signed, within cultural and social contexts. It is important students understand language as a social and creative process.

Course Outline

Year 7	Overview	Assessment
Term 1	<ul style="list-style-type: none"> Building literacy skills 	There is no assessment for this unit.
Term 2 Story Telling	<ul style="list-style-type: none"> Development of an understanding about how stories shape our personal and social identity. Engagement in story writing to strengthen techniques in structuring texts and language features and to shape meaning according to audience and purpose. Evaluation of how readers are influenced by the combination of characters, events and settings in stories. Appreciation of how meaning-making in a story can be influenced by other stories read. 	Story map, character map and story introduction
Term 3 Novel Study: <i>Wonder</i>	<ul style="list-style-type: none"> Analysis of characters (e.g. point of view, perspective) and plot to identify themes and messages Engagement in how a novel can reflect values, attitudes and beliefs. Development of skills of persuasive speaking for a specific audience. 	Persuasive speech
Term 4 Coraline	<ul style="list-style-type: none"> Engagement with graphic and film versions of a text to identify how visual texts can change perspectives Examination of film techniques and visual elements, and how they influence viewers Analysis of character construction and author purpose. 	Exam
Year 8	Overview	Assessment
Term 1 Advertising	<ul style="list-style-type: none"> Examination of the ways advertisements are constructed to influence people's thoughts and behaviours. Investigation into the ways representations in advertising reinforce certain values and beliefs Identification of elements of advertising and how they can be manipulated to represent ideas. Development of analytical writing skills for a specific audience 	Analytical paragraphs

<u>Term 2</u> Novel Study	<ul style="list-style-type: none"> • Reflection on and evaluation of opinions and arguments about aspects of literary texts. • Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. • Explanation of how different perspectives are represented in texts. • Interpretation and analysis of literary techniques, including characterisation, narrative point of view, imagery and other language features. 	Analytical essay
<u>Term 3</u> Persuasion	<ul style="list-style-type: none"> • Analysis of how text structures and language features can be utilised to create a persuasive text that represents a person's opinion • Development of persuasive speaking skills 	Persuasive speech
<u>Term 4</u> Creative Writing	<ul style="list-style-type: none"> • Examination of imagery used in poetry and its translation to prose text • Experimentation with figurative and descriptive language • Development of own creative writing skills 	Creative writing
<u>Year 9</u>	<u>Overview</u>	<u>Assessment</u>
<u>Term 1</u> Imaginative Writing	<ul style="list-style-type: none"> • Examination of written language as a mode of self-expression • Analysis of the ways figurative and descriptive language can be used evocatively • Appreciation of the power of story-telling in exploring the human experience • Development of skills related to how language choices can influence audiences and tell a story. 	Creative textual intervention
<u>Term 2</u> Novel study	<ul style="list-style-type: none"> • Analysis of how different themes are represented through an exploration of events, situations and characters • Interpretation and comparison of how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts • Investigation into how the combination of language choices work to position readers • Reflection on how one's understanding of the world influences the interpretation of themes represented in the novel • Development of skills to create an analytical argument about a literary text 	Analytical essay
<u>Term 3</u> Persuasive Speaking	<ul style="list-style-type: none"> • Analysis of how text structures and language features can be utilised to create a persuasive text that represents a person's opinion • Further refinement of persuasive speaking skills • Examination of social issues as a springboard for persuasive speaking 	Persuasive speech
<u>Term 4</u> Film Codes	<ul style="list-style-type: none"> • Analysis of the ways films are constructed through an examination of film language • Exploration of dystopian fiction as a way of examining social criticism • Further development of analytical paragraph writing skills 	Exam

Overview

The primary aim of the Junior Course is communicating across French and Australian cultures and promoting intercultural understanding and competence.

The course aims to develop a level of proficiency in the macro-skills in practical areas of communication such as would be encountered in visiting France or being a host to French people in one's own country.

Communication (or negotiation of meaning) involves comprehending and composing French in written and spoken modes. These modes include 4 macro skills: Listening, Speaking, Reading and Writing.

In Year 7, students complete one semester of French and one semester of Chinese. In Year 8 and 9, students can elect a language to study for the whole year.

Course Outline

Year 7	Overview	Assessment
Madame Chapeau	<ul style="list-style-type: none"> Know recognise and use the 135 most used words of the French language. Be able to ask and answer basic questions about oneself, both orally and in the written form Understand basic grammatical features Count to 30 Perform a group play in French 	1 x Reading task 1 x Writing task
Year 8	Overview	Assessment
Term 1 My Family	<ul style="list-style-type: none"> Be able to introduce oneself and one's family (name, age, birthday, etc.) Describe self and family (physical and personality) Use a selection of verbs in the present tense Choose between gender forms for nationality Understand basic grammatical features related to the topic Describe favourite celebrities. Be able to discuss likes and dislikes regarding pastimes. 	1 x Multimodal task (Writing, Speaking)
Term 2 French Food in French Culture	<ul style="list-style-type: none"> Use vocabulary for food and drink to express preferences Ask what someone else is having/wants to eat or drink Respond to what one wants/is having Use definite and partitive articles depending on context Use high frequency expressions related to food Use the article de with food/drink when using two-verb phrases Identify and use language between people around food (e.g. buying goods, ordering in a café/restaurant) Use verbs in the infinitive to say how one can help out with meals Compose own written texts on food/drink using common structures and vocabulary Recognise and appreciate typical French dishes and their cultural context (e.g. differences between Australian and French meal structures and habits) 	1 x Portfolio task (Listening, Reading, Writing)
Term 3 My Home and Bedroom	<ul style="list-style-type: none"> Explain where they live (geographical location) and what they think of this location. Construct sentences to describe their living environment using appropriate vocabulary and grammar structures Use adjectives of size and colour to describe furniture and objects in their bedroom (e.g. <i>une grande armoire noire</i>) Use positional adjectives to describe the location/position in relation to other objects 	1 x Portfolio task (Listening / Reading & Speaking)

	<ul style="list-style-type: none"> • Synthesise vocabulary, grammar and expressions to communicate ideas in multiple formats 	
Term 4 French Fashion Show	<ul style="list-style-type: none"> • Identify and name clothing vocabulary and describe items with colour adjectives • Employ definite and indefinite articles appropriately • Synthesise language to describe what they and others are wearing and like to wear, using verbs such as porter, avoir • Classify clothing suitable for different purposes and justify using the future tense • Research information on famous French fashion trends and designers • Prepare spoken conversations in a variety of social contexts (e.g. shopping, family conversation, friends) • Listen and read texts on the topic and explain language in short response formats • Communicate ideas in writing in a variety of formats 	1 x Combination Response (Listening & Writing)
Year 9	Overview	Assessment
Unit 1 School, Routine and Free-time Activities	<ul style="list-style-type: none"> • Be able to talk about the subjects studied at school • Compare French and Australian timetables and school days • Interpret timetables and calendars • Be able to talk about events in a school calendar • Ask/give opinions about performance and grades in different subjects • Ask/tell the date and time • Talk about daily and weekly activities, routines and habits about school life, before and after school • Be able to say when, how often and where these activities are done 	1 x Combination response (Listening & Writing)
Unit 2 Holiday Plans	<ul style="list-style-type: none"> • Explain one's intention to go somewhere using correct verbs • Use place names to explain destination: Names of cities, regions, countries and continents using relevant prepositions • Use the future tense to say where, when and for how long they and others are going on holidays • Say how they/others will get there • Talk about what the weather is like and will be like • List what they/others will take with them • Explain what they/others will do there at different parts of each day in terms of possibility and probability 	1 x Portfolio task (Writing & Speaking)
Unit 3 Activities in Town	<ul style="list-style-type: none"> • Use correct grammatical structures, including present tense conjugations of regular and irregular verbs • Suggest a social activity to someone else, and accept/decline their invitation • Use 24-hour time to ask and say when something starts, finishes, opens and closes • Ask about public transport options • Use the names of places in town to ask for and provide directions • Change register (tu/vous forms) when using the imperative to give directions • Employ prepositions of location to describe the precise location of places • Read directions and interpret directions in spoken French 	1 x Speaking task
Unit 4 Talking About My Week	<ul style="list-style-type: none"> • Use the past tense to talk about past actions • Employ a variety of time expressions, cohesive and connectors to explain the sequence and timing of past actions • Describe experiences in the past using <i>être</i> in the imperfect tense • Analyse and evaluate written and spoken texts that are focused on information about past actions • Use vocabulary and expressions related to part-time work; • Write about their life using a combination of verb tenses (past, present and future). 	1 x Combination response (Reading & Writing)

Health and Physical Education

Overview

HPE is designed to educate students on the importance of a healthy and active lifestyle. It aims to provide students with knowledge and experiences that they can use throughout their life.

Students will learn a wide range of physical activities where they will be encouraged to work together, communicate and cooperate as they learn the skills, strategies and tactics of different sports. These experiences, knowledge and attitudes will empower them to become physically active throughout their lives. Practical elements match those played competitively within the school system and encourage development of school spirit. Students will demonstrate evidence of their learning in relation to the following assessable elements:

- **Knowledge and Understanding** describes concepts, facts and procedures. This criterion is assessed through on-going, in-class tasks.
- **Practical Performance** through application of physical activity theories, concepts and strategies to improve performance. This criterion is assessed through skills/drills, modified activities, and game play.

Course Outline

Year 7	Topics	Assessment
Unit 1 On Your Marks	<ul style="list-style-type: none"> • Demonstrate the correct technique for all competitive swimming strokes <ul style="list-style-type: none"> ▪ Freestyle, breaststroke, backstroke and butterfly • Perform a racing start dive • Perform a tumble turn • Swim 100 m continuously • Undertake fitness tests: • Record individual results for fitness tests in a table • Record resting heart rate and heart rate after exercise • Identify areas of strength • Identify areas for further improvement • Suggest ways in which to maintain/improve identified strengths and weaknesses 	Theory No theory assessment Practical Swimming and Athletics
Unit 2 Yulunga Games	<ul style="list-style-type: none"> • Examine the cultural and historical significance of physical activities. • Investigate Aboriginal and Torres Strait Islander histories and cultures, and play traditional Indigenous games. • Explain how games have changed over the last century as a result of the different cultural groups migrating to Australia. • Create and participate in student designed and led games. 	Theory Assignment Practical No practical assessment
Unit 3 Muscular and Skeletal System	<ul style="list-style-type: none"> • Identify the different types of muscle that can be found in the human body • Explain the difference between the three different types of muscle found in the body and select an example of each • Define terms such as striped, skeletal and smooth • Recall the major muscles of the body and recognise the location of these by labelling a diagram • Recognise the function (role) of the muscular system – support, movement, protection • Select the correct words to complete sentences to show an understanding of key concepts • Apply knowledge of the types of movement that can occur at a joint • Describe the difference between fast twitch fibres and slow twitch fibres • Explain why a sport relies on either fast twitch or slow twitch fibres to produce movement 	Theory Formative assessment Practical Hockey
Unit 4 Aquathon and Training	<ul style="list-style-type: none"> • Define the term “fitness” • Identify factors that can affect physical fitness • List the fundamental components of fitness that relate specifically to the Aquathon • Identify individual weaknesses in the different elements of the Aquathon • Identify strategies/tactics that will assist in performing the Aquathon in a faster time 	(a) Report (b) Multimodal

	<ul style="list-style-type: none"> Record individual times achieved throughout the unit in an online training journal and reflect on progress Reflect on recorded times and breakdowns/splits to write specific individual goals Propose ways in which to maintain general fitness gains over the school holidays. 	
Year 8	Topics	Assessment
Unit 1 Risky Business	<ul style="list-style-type: none"> Identify risks and risk taking behaviours Explore being safe and independent Investigate strategies and practices that enhance their own health and wellbeing Apply decision making skills to make informed decisions that will enhance their own and others' health and wellbeing 	Theory Short Response Examination Practical Waterpolo
Unit 2 Fair Go	<ul style="list-style-type: none"> Examine and apply personal and social skills which contribute to working in teams Adopt roles and responsibilities that support and enhance team cohesion Apply fair-play and inclusivity principles Explore adjustments required for success and equitable participation Apply and refine strategies in response to modifications made 	Theory Group Assignment Practical Modified Games
Unit 3 Super Snacks	<ul style="list-style-type: none"> Understand how to choose healthy food options as a growing adolescent Interpret the Australian Guide to Healthy Eating to draw conclusions about their own nutritional profile Investigate the nutritional needs when training and competing Interpret food labels to make decisions about the most appropriate food choices for performance Use positive health messages to promote a performance snack 	Theory Diagnostic OneNote portfolio Practical Softball
Year 9	Topics	Assessment
Unit 1 Healthy Heart, Healthy Body	<ul style="list-style-type: none"> Define fitness Recognise definitions for all components of fitness Describe fitness tests that relate to specific components of fitness Apply knowledge of the circulatory and respiratory systems to explain the effects smoking has on these systems. Apply knowledge to hypothesise why a heart attack is more likely for people who smoke. 	Theory Formative assessment Practical Netball
Unit 2 Training and Energy	<ul style="list-style-type: none"> Construct graphs relating to heart rate response to exercise Calculate heart rates at different intensities Recognise and explain the 3 energy systems and their contribution to specific activities Apply knowledge of energy systems and body's response to exercise to interpret heart rate data graphs Analyse heart rate data to determine the fitness level of an individual 	Theory Assessment: Infographic and Justification Practical Softcrosse
Unit 3 Body Confidence	<ul style="list-style-type: none"> Examine the impact of positive and negative body image Analyse and apply strategies to enhance the health and wellbeing of an individual and community. Investigate and propose a strategy to enhance health concerning body confidence. 	Theory Exam Practical Gaelic Football
Unit 4 Prompting Change	<ul style="list-style-type: none"> Recognise and understand the health policies that promote Organ and Tissue Donation Recognise and understand the AIHW determinants of health Investigate the major lifestyle-related chronic illnesses that can lead to being on the donor list Identify factors that negatively impact donation rates Analyse OTD rates in other countries to determine factors that positively influence Evaluate Australia's OTD model to determine barriers and propose recommendations for the future 	Theory Advertisement and/or newspaper article– (Formative) Practical Synchronised Swimming

Extension Health and Physical Education

Overview

If you want to be:

- A nurse
- A doctor
- A counsellor/social worker
- A teacher
- A sports coach
- A physiotherapist

then you should consider Extension Health and Physical Education.

This is a two year program that includes:

- Attaining a Level 1 Coaching Certificate.
- Completing the Bronze Star Certification and First Aid training.
- A 'Body in Motion' Unit that focuses on 'current trends' in training and exercise.
- A unit allowing to 'Escape their comfort zone' experiencing some fun and adventurous sports.
- Understanding fundamental skills that focus on preparing students for Senior PE and Senior Health.

Extension Health and Physical Education (elective) is an extension to the key learning area of Health and Physical Education and a precursor to the Years 11 and 12 subjects: Senior Physical Education and Senior Health Education.

Extension Health and Physical Education would interest students who are physically active, enjoy a range of sports or participate in sport as a coach. It is an opportunity to explore public health issues and put theory into practise.

Students study various physical activities throughout the course. These physical activities serve both as a source of content and as a medium to learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities.

Course Outline

Year 9	Topics	Assessment
Unit 1: This is Your Health	<ul style="list-style-type: none"> • Recall that health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent. • Comprehend the determinants of health and explain the interrelationship between a number of factors which influence an individual's or community's health. • Comprehend the river of life and identify personal, social and community factors that act as barriers or resources taking towards ease or dis-ease. • Analyse data on special populations to identify trending information across various special populations and make judgments about those that experience obvious advantage or disadvantage. • Reflect on health inequities and identify the impact of diverse influences on health and wellbeing and the best use of positive influences. • Synthesis and evaluate information gathered (secondary sources) to construct arguments, reach conclusions and justify solutions and actions. 	Theory Multimodal presentation Practical Sports Aerobics
Unit 2 Ready, Set, Go	<ul style="list-style-type: none"> • Recall fitness components and energy systems • Analyse images of different sports to explain energy contributions. • Create a glossary of key terminology and their definitions. • Complete a series of fitness tests, pre and post fitness program. 	Theory 1. Folio 2. Extended Exam response Practical

	<ul style="list-style-type: none"> • Calculate target heart rates. • Practice note-taking skills to gather further information about cardiovascular response. • Analyse training programs to determine what makes a training program specific to particular sports. • Understand the necessary elements required in creating a fitness program. • Keep a training journal over the 4-week period to evaluate the program and be able to provide future recommendations and changes to the program for improved success. 	Personal training programs
<u>Unit 3</u> Physical Inactivity: A 21 st Century Health Problem	<ul style="list-style-type: none"> • Recognise and comprehend the societal trend of physical inactivity and its impact on health. • Recognise and comprehend the interaction between health, social view of health, social justice principles and Ottawa Charter Action Areas. • Investigate the community health status through the use of primary data and analyse physical inactivity trends. • Synthesise health promotion information to propose and implement a strategy to improve equity, health and wellbeing within the Stuartholme community. • Evaluate and critique the implemented strategy utilising the RE-AIM evaluative framework. 	Theory Action research project Practical 21 st Century Sports
<u>Unit 4</u> Sport Psychology	<ul style="list-style-type: none"> • Recognise and explain that sport psychology aims to optimise <i>performance</i> through the application of psychological knowledge and strategies. • Identify and explore the impact of goal setting, confidence, imagery, relaxation/arousal control, and team dynamics on personal performance in volleyball. • Investigate information about psychological techniques that can be used to optimise performance. • Analyse primary data to determine the influence of psychological techniques on personal performance in authentic performance environments 	Theory OneNote Folio Practical Volleyball

Humanities (Geography and History)

In Year 7 - 9, students study a range of interesting topics from the disciplines of History and Geography, which are each studied for one semester per year. The course develops each subject's knowledge and understandings and the unique inquiry processes and skills associated with each of these disciplines. Through these processes, students develop and demonstrate their knowledge, understanding and geographical and historical skills.

Course Outline

The following overview is an overview of the course in each subject.

Year 7	Overview	Assessment
<p><u>Unit 1</u> <u>Geography</u> Water in the World</p>	<ul style="list-style-type: none"> Classify environmental resources and the different forms water takes and a resource Consider the way that flows of water connects and affects places as it moves through the environment Compare and contrast the quantity and availability of Australia's water resources to other countries Examine water scarcity in Australia, Asia and Africa and investigate ways of overcoming the challenge Identify the economic, cultural, spiritual and aesthetic value of water for people, including ATSI Peoples and those from the Asia-Pacific region Investigate causes, impacts and responses to an atmospheric or hydrological hazard (e.g. flood) Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies 	Short Response Test
<p><u>Unit 2</u> <u>Geography</u> Place and Liveability</p>	<ul style="list-style-type: none"> Identify the factors that influence the decisions people make about where to live and their perceptions of the liveability of places Identify the influence of accessibility to services and facilities on the liveability of places Identify and describe the influence of social connectedness and community identity on the liveability of places Discuss strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships 	Assignment

Year 7	Overview	Assessment
<u>Unit 1 History</u> Investigating the Ancient Past	<ul style="list-style-type: none"> • Suggest reasons for change and continuity over time in relation to early humans (Reasons for human migration out of Africa) • Describe the effects of change on societies, individuals and groups (Effect of Neolithic revolution and settlement in cities such as Catalhoyuk) • Identify different perspectives on how early humans and early civilisations developed • Construct timelines • Identify the origin and purpose of historical sources and draw conclusions about their usefulness • Identify and describe points of view, attitudes and values in primary and secondary sources • Develop texts, particularly descriptions and explanations, present their findings, use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information. 	Short Examination
<u>Unit 2 History</u> The Mediterranean World	<ul style="list-style-type: none"> • Describe events and developments from the perspective of different people who lived at the time (Pharaoh's perspective on their reign) • Explain the role of groups and the significance of particular individuals in society in New Kingdom Egypt (Hatshepsut, Thutmose III, Amenhotep III, Akhenaten, Ramesses II) • Identify past events and developments that have been interpreted in different ways (Interpret the success of a pharaoh) • Be able to construct a timeline of Ancient Egypt) • Develop questions to frame a historical inquiry (With teacher assistance) • Identify and select a range of sources and locate, compare and use information to answer inquiry questions • Examine sources to explain points of view • Identify the origin and purpose of sources • Develop texts into paragraphs, organise and present their findings, use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information. 	Independent research enquiry: Egyptian pharaoh
Year 8	Overview	Assessment
<u>Unit 1 Geography</u> Landforms and Landscapes	<ul style="list-style-type: none"> • Identify different types of common landscapes from photographs • Identify (from photographs or diagrams) and describe a range of unique and interesting landforms found in South East Queensland's riverine and coastal landscapes • Discuss the use and significance of landforms for people - including Aboriginal peoples - focusing on the Brisbane River and the Glasshouse Mountains • Describe the ways people have used the Brisbane River and how this has changed over time. • Describe how human activities affect the Brisbane river such as the effects of sedimentation, nutrient pollution, erosion, bank transformation, creek channel straightening and dredging. • Suggest ways that people/Council reduce their impact on the Brisbane River • Describe processes involved in the formation of some of South East Queensland's unique and/or interesting landforms such as the Glasshouse Mountains, sand islands, meanders, and sand spits • Describe the process of longshore drift and the effects of processes such as weathering, erosion, transportation and deposition on coastal areas of South East Queensland • Suggest ways that we can reduce our impact/reduce erosion in coastal areas • Interpret and analyse topographic maps (scale, contour lines, landforms and cross sections, area and grid referencing, human and built features). 	Short response test
<u>Unit 2 Geography</u> Changing Nations - Megacities	<ul style="list-style-type: none"> • Discuss and understand the concept of urbanisation, global spatial patterns and urbanisation patterns in Australian and Asian countries. • Utilise spatial knowledge relating to the location of the Australian population, and understand population density and causes of urbanisation in Australia. 	Assignment

	<ul style="list-style-type: none"> Identify and describe characteristics of urban and rural areas, the historical development of urbanisation, and the causes for movement of people, both intra- and internationally. Compare and contrast population distribution and causes and consequences of urbanisation between USA and Australia Define migration, and push and pull factors Identify and describe characteristics and location of world megacities. Discuss strategies which can be implemented to encourage sustainability in a city through identifying the issues facing megacities as a result of their urbanisation. Analyse data, figures and text to draw conclusions relating to population distribution and urbanisation 	
Unit 1 History: Medieval Europe and The Black Death	<ul style="list-style-type: none"> Suggest reasons for the transformation of the Roman world and the spread of Christianity Describe the way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society Explain the causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries Analyse and explain other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility Sequence historical events, developments and periods Use historical terms and concepts Analyse primary and secondary sources to identify their origin and purpose; draw conclusions about their usefulness; identify and describe points of view, attitudes and values Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged 	<p>a. Examination b. Research Task</p>
Unit 2 History: The Crusades and the Renaissance	<ul style="list-style-type: none"> Describe the emergence of ideas about the world and the place of people in it by the end of the period; the way of life in Renaissance Italy and the roles and relationships of different groups in society; significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning; the role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli; and the spread of Renaissance culture to the rest of Europe, and its legacy Sequence historical events, developments and periods Use historical terms and concepts Identify and develop a range of questions about the past to inform a historical inquiry Locate, compare, select and use information from a range of sources as evidence using ICT and other methods Build on the skills of source analysis developed in Unit 1 to complete an extended response task 	<p>a. Portfolio Task 1: Source Analysis: The Crusades b. Portfolio Task 2: Short Feature Article: The Middle Ages</p>
Year 9	Overview	Assessment
Unit 1 Geography: Food Security and Biomes	<ul style="list-style-type: none"> Understand that human development related to food production has altered the world's biomes and changed landforms. Identify how limited land and water resources has led to the need for sustainable farming practices to ensure future food security. Define and describe biomes, and identify the major biome locations and the relationships between climate and biome characteristics. Identify the special distribution of key terrestrial biomes Understand the concept of food security and the spatial patterns of food insecurity Identify how the production of food and fibre can alter biomes through a case study of palm oil production Identify the challenges to food production including population, land degradation, water scarcity and climate change 	Short response and data test

	<ul style="list-style-type: none"> • Examine sustainable farming methods and management of food waste in order to increase food security • Develop skills in mapping and data analysis 	
Unit 2 Geography: Geographies of Interconnections	<ul style="list-style-type: none"> • Investigate and explain how and why places are connected regionally, nationally and globally • Explore the effects of interconnections on people, places and environments • Reflect and evaluate on people's connection to places • Prepose actions or responses to changes and challenges, and explain outcomes • Use a geographic inquiry models to collect, select, record and organise research • Use technologies to create special purpose maps and graphs • Use Spider Analysis tool to analyse and evaluate data and draw conclusions 	Research Report
Unit 1 History: The Industrial Revolution	<ul style="list-style-type: none"> • Refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. • Analyse the causes and effects of events and developments and make judgments about their importance. • Explain the significance of these events and developments over the short and long term. • Explain different interpretations of the past e.g. the experiences of men, women and children during the Industrial Revolution, and their changing way of life • Sequence events and developments within a chronological framework, • Examine and evaluate sources • Develop skills in text construction including explanations and discussions, historical interpretations, use of historical terms and concepts, evidence identified in sources, and referencing 	Examination
Unit 2 History: World War I	<ul style="list-style-type: none"> • Develop an understanding of how the Industrial Revolution resulted in significant changes – key concepts are Nationalism, Imperialism and Colonialism. • Develop understanding of forces acting on Europe preceding World War I and explain the relationship between each of these concepts and theories about their contribution to the outbreak of war. • Identify and analyse different historical interpretations for the main cause of the outbreak of war, and reasons for the substantial scale of the war. • Evaluate the relative significance of the MAIN causes in comparison with the assassination of Archduke Franz Ferdinand. • Use maps and other evidence, to identify the main theatres of war in WWI • Use primary and secondary sources to identify and analyse historical interpretations for reasons why Australia became involved in World War I, compare and contrast these reasons with the reasons for the enlistment of individual Australians. • Evaluate the objectives and outcome of the Gallipoli campaign and its relative significance compared to other theatres of war, such as the Somme. • Evaluate the reliability and usefulness of primary sources in developing an understanding of the Australian experience at Gallipoli. • Identify and analyse interpretations of the significance of the campaign in contributing to the creation of the Anzac Legend. 	Research Essay



Overview

Mathematics at Stuartholme School is organised around the interaction of three content strands and four proficiency strands as indicated in the Australian Curriculum documents: **Number and Algebra**, **Measurement and Geometry**, and **Statistics and Probability**. There are also four proficiency strands: *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of Mathematics. They provide the language to build in the developmental aspects of the learning of Mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling. It is anticipated that by the end of Year 9 students will be in a strong position to determine appropriate subject selections and pathways in Mathematics in their senior schooling at Stuartholme.

Assessment

One piece of assessment is completed every term. This assessment item has questions related to 'Knowledge' (rehearsed procedures) and 'Problem Solving' (application of procedures in familiar and unfamiliar problems). All exams will contain a balance of 60% **Simple Familiar** questions [rehearsed content], 20% **Complex Familiar** questions [rehearsed content requiring multiple steps] and 20% **Complex Unfamiliar** questions [unrehearsed problem solving]. In line with Australian Curriculum guidelines, some assessment pieces will be completed without a scientific calculator. This prepares the students for senior studies where some assessment items are **Technology Free**.

Course Outline

Year 7	Overview	Assessment
Term 1	<ul style="list-style-type: none"> Whole Numbers Integers Line Graphs and Applications Map References, Number Grids, Plotting Coordinates 	Examination
Term 2	<ul style="list-style-type: none"> Percentages Fractions Decimals Applications of Percentages, Fractions, Decimals 	Examination
Term 3	<ul style="list-style-type: none"> Algebra - Introduction Solving Equations Angles and Geometry Ratio and Rates 	Examination
Term 4	<ul style="list-style-type: none"> Probability Statistics Measurement [Perimeter, Area, Volume] 	Examination

Year 8	Overview	Assessment
Term 1	<ul style="list-style-type: none"> • Fractions • Decimals • Rational and Irrational numbers • Percentages and Applications 	Examination
Term 2	<ul style="list-style-type: none"> • Algebraic Equations • Linear Equations • The Geometry of Polygons 	Examination
Term 3	<ul style="list-style-type: none"> • Measurement [Perimeter, Area, Volume] • Time Calculations • Coordinate Geometry • Linear Relationships 	Examination
Term 4	<ul style="list-style-type: none"> • Ratio and Proportion • Rates • Statistics • Probability [Venn Diagrams] 	Examination
Year 9	Overview	Assessment
Term 1	<ul style="list-style-type: none"> • Algebraic Patterns and Rules • Percentage [Business Mathematics] • Indices and Surds 	Examination
Term 2	<ul style="list-style-type: none"> • Coordinate Geometry • Linear Relationships • Pythagoras' Theorem and Applications 	Examination
Term 3	<ul style="list-style-type: none"> • Geometry [Angles and Triangles] • Measurement • Algebra [Factorisation] 	Examination
Term 4	<ul style="list-style-type: none"> • Statistics [Representing Data] • Probability Applications • Trigonometry • Similar Triangles and Applications 	Examination

Future Pathways

At the end of Year 9 students will be placed into either **Year 10 Mathematical Methods Foundation Studies** or **Year 10 General Mathematics Foundation Studies**. This placement is largely determined by overall performance in Year 9 so it is important for students to stay curious and work consistently so that we can make accurate, evidence based decisions for individuals on future pathways in Mathematics.



Overview

In Music, students will identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They will evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Course Outline

Year 7	Overview	Assessment
This Is Music	<ul style="list-style-type: none"> Explore and listen to a variety of music from Australia, Western classical art music and contemporary styles. Play and perform a variety of compositional techniques characteristic of music from traditional and contemporary styles. (e.g. ostinato, drone, pedal note, riff, hook) Practise analysing and performing contemporary songs that use harmonic and melodic devices. Develop a working knowledge of traditional and Western instrumental timbres. Reflect on creative decisions and modifying choices to create a refined musical composition. 	1 x Composing 1 x Performing
Year 8	Overview	Assessment
<u>Unit 1</u> Music on the Screen	<ul style="list-style-type: none"> Explore and listen to a variety of contemporary and traditional music including music from Australia Investigate the function music plays in film. Analyse works using knowledge of the musical elements Evaluate different music styles Develop a working knowledge of rhythm, pitch, timbre, texture and expression. Identify layers within a texture, especially in the context of ensemble work. Evaluate expressive techniques used in music and apply these in compositions. Practise and rehearse to refine a variety of film music repertoire including various styles and genres with increasing technical and interpretative skill. 	1 x Composing
<u>Unit 2</u> Popular	<ul style="list-style-type: none"> Explore a variety of popular music Investigate popular music's origins in rock'n'roll to its modern use in mainstream media. Place popular music in a musical, social and historical context. Analyse works using knowledge of musical elements and styles. manipulate combinations of the elements of music that involves various styles and genres using technology and notation practise and rehearse to refine a variety of performance repertoire including various styles and genres with increasing technical and interpretative skill plan and organise compositions involving a variety of styles and genres with an understanding of style and convention, including drawing upon Australian music by Aboriginal artists and Torres Strait Islander artists perform music, involving a variety of styles and genres, applying techniques and expression to interpret the composer's use of elements of music 	1 x Performing 1 x Responding
Year 9	Overview	Assessment
<u>Unit 1</u> Music of Other Cultures	<ul style="list-style-type: none"> Explore and listen to a variety of music from other cultures, and Western art and contemporary music influenced by music of other cultures. Develop an understanding of the function of music in a particular society. Continue to develop a working knowledge of major and minor scales and keys. 	1 x Composing

	<ul style="list-style-type: none"> • Have a developing knowledge and understanding of the primary/secondary chords of I, ii, iii, IV, V, vi and practise writing and identifying them both aurally and visually. • Learn about and practise using chords in their compositions and arrangements. • Play and perform a variety of compositional techniques characteristic of music from a particular culture. • Analyse the elements that combine to create a typical work from a particular culture and/or contemporary composition, (e.g. repetition, chord patterns, timbre and form). • Practise analysing and performing contemporary songs that use harmonic and melodic devices influenced by music of a particular culture. • Develop a working knowledge of traditional instrumentation of a variety of cultures and understand the oral tradition utilised by many cultures. • Reflect on creative decisions and modifying choices to create a refined musical composition. 	
<p><u>Unit 2</u> All that Jazz</p>	<ul style="list-style-type: none"> • Explore and listen to a variety of jazz repertoire. • Develop an understanding of the function of jazz music in society and the social and political context in which it originated. • Have a developing knowledge and understanding of the primary I, IV, V and practise writing and identifying them both aurally and visually. • Learn about and practise using chords in their compositions and arrangements. • Play and perform a variety of compositional techniques characteristic of jazz music. • Analyse the music elements that combine to create a blues. • Practise analysing and performing jazz pieces that use harmonic and melodic devices. • Develop a working knowledge of traditional and western instrumental timbres. • Reflect on creative decisions and modifying choices to create a refined musical performance. 	1 x Performing
<p><u>Unit 3</u> Bach to Beyonce</p>	<ul style="list-style-type: none"> • Explore and listen to a variety of Baroque repertoire. • Develop an understanding of the function of Baroque music in society and the social and political context in which it originated. • Have a developing knowledge and understanding of the primary I, IV, V and practise writing and identifying them both aurally and visually. • Learn about and practise using chords in their compositions and arrangements. • Play and perform a variety of compositional techniques characteristic of Baroque music. • Analyse the music elements that combine to create Baroque music. • Practise analysing and performing Baroque pieces that use harmonic and melodic devices. • Develop a working knowledge of traditional and western instrumental timbres. • Reflect on creative decisions and modifying choices to create a refined musical performance. 	1 x Composing 1 x Responding

Religious Education

Overview

The overall religious life of The School forms a rich backdrop to Stuartholme School's Religious Education program. In addition to curriculum based Religious Education and Service-Learning Programs, many school activities directly contribute to the fostering of Catholic spirituality and traditions within our community. These include school Masses and Liturgies, an annual retreat for each year group and the offering of reflections and reconciliation during the season of Lent. Major school events and festivities are also marked by liturgical celebrations. The religious life of the school at Stuartholme School also informs all other subject areas.

Through structured learning programs, the classroom **Religious Education Program** is directed towards the development of students' religious knowledge, deep understanding and skills. It is based on the *Archdiocese of Brisbane Religious Education Guidelines* and is designed to meet the needs of students at their particular stage of development while, at the same time, presenting them with a clear account of Catholic teaching and tradition.

Course Outline

Year 7	Overview	Assessment
Term 1 One Heart	<ul style="list-style-type: none"> Examining the life of Jesus Analysis of the way of life of religious communities and the influence of their founders. Exploration of the Creeds of the apostolic and ancient Churches expressing an understanding of God. Identification and use of practices that assist in engaging in meditative prayer. 	Not assessed
Term 2 Scriptural Heroes	<ul style="list-style-type: none"> Identification and exploration of cultural context of Old Testament and New Testament texts. Identification of Catholic Church communities in our region. Investigation into the variety of leadership roles held within the Church. Examination into change and continuity within the early Church. 	Essay
Term 3 Sacramental Journey	<ul style="list-style-type: none"> Examination of the Church's liturgical seasons (rituals, themes, symbols, colours), celebration of the sacraments and their meanings. Analysis of the Church's teaching about the common good and how it can be served through gifts and talents. Examination of the Decalogue and how it affirms believers' relationship with God. 	Multimodal presentation
Term 4 In The Beginning...	<ul style="list-style-type: none"> Analysis of the connection between Christianity, Judaism and Islam. Exploration of the cultural context of New Testament texts such as festivals, religious practices and social structures. 	Exam
Year 8	Overview	Assessment
Term 1 Liturgy	<ul style="list-style-type: none"> Examining the RCIA process and understanding the responsibility that comes with Baptism. Development of an understanding of liturgy, including how believers participate in liturgy. Engagement in meditative prayer and contemplation to understand how and why believers prepare and engage in the 'work of meditation'. 	Essay

<u>Term 2</u> Echoes of Scripture	<ul style="list-style-type: none"> • Examination of the theme of covenant in Old Testament texts and the relationship between the actions and messages of some Old Testament prophets. • Identification and description of key events in the lives of the Apostles. • Identification of the motives and actions of some significant Church reformers • Examination of connections between scripture and the Christian belief in God's saving plan. 	Exam
<u>Term 3</u> Unity and Diversity	<ul style="list-style-type: none"> • Identification of key elements in core beliefs and rituals of the monotheistic religions. • Analysis of ideas and images of the Trinity as expressed in Church teachings. • Investigation of commonalities of Baptism in different denominations, as well as the significance of words, symbols and actions. • Identification and examination of 'ecumenism' and the heart of Christian unity. 	Exam
<u>Term 4</u> Catholic Mission	<ul style="list-style-type: none"> • Investigation into the ways the Church is active and present in the world today. • Investigation into the meaning of 'living a virtuous life' using different sources. • Analysis and evaluation of social and economic structures, informed by the way the Church communicates its social teaching. 	Creative assignment
<i>Year 9</i>	<i>Overview</i>	<i>Assessment</i>
<u>Term 1</u> Footsteps of the Faithful	<ul style="list-style-type: none"> • Investigation into the writings and key messages of various religious and lay leaders, and how they inspire and empower others. • Examination of the ways people participate in actively living their Christian vocation. • Identification, discussion and participation in prayer experiences, both personally and communally. 	Feature Article
<u>Term 2</u> Hope and Healing	<ul style="list-style-type: none"> • Examination and analysis of the key themes of the Old and New Testaments • Identification of examples of good and evil co-existing in human history, and the connections between the experience of sin throughout history. • Examination of the significance and patterns of change of the Sacraments of Healing. 	Artistic representation of a parable + written justification
<u>Term 3</u> The Church Today	<ul style="list-style-type: none"> • Examination of significant events and developments in the Church and the different historical interpretations of the Church's history. • Analysis and evaluation of the different perspective on the dignity of the human person, human rights and responsibilities. • Principles of Catholic Social Teaching 	Written Report
<u>Term 4</u> Being Christian	<ul style="list-style-type: none"> • Identification and use of practices of meditative prayer. • Identification and understanding of the foundational beliefs of Christianity, and the relevance of these for Christians today. • Examine the monotheistic religions and their divergent understandings of God that are reflected in their beliefs and practices. 	Exam

Overview

Science provides opportunities for students to develop understandings about science and its processes, the scope of its contributions to our culture and society, and its applications in our daily lives. Science is organised around three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, and their content is taught in an integrated way. The strand of Science Inquiry Skills involves questioning and predicting; planning and conducting; processing and analysing data and information; evaluating; and communicating. The strand of Science as a Human Endeavour involves the areas of: Nature and development of science and Use and influence of science. These areas are developed across the four-year levels and details can be found at www.acara.edu.au/ .

Course Outline

The Junior Science Program for Stuartholme School has been developed from the National Curriculum Syllabus published by ACARA. The following table outlines the Science Understanding content to be covered in our program.

Year 7	Overview	Assessment
Unit 1 Science In All Its Purity	<ul style="list-style-type: none"> Identify and apply different types of questions used for scientific investigations Recognise a range of scientific equipment Identify, explain and analyse differences between pure substances and mixtures Use a range of physical separation techniques Identify, explain and analyse different states of matter Analyse data presented in different forms Explore the big idea of “Interaction and change: substances change and new substances are produced by rearranging atoms through atomic interactions and energy transfer”. 	Assessment in Year 7 – 9 Science is a combination of summative and formative examinations and scientific reports.
Unit 2 Living In A Connected World	<ul style="list-style-type: none"> Develop understanding about ecosystems, biodiversity and the ways in which organisms have observable differences that can be used to classify them at a range of levels Examine how advances in technology have contributed to the development of classification systems Analyse and interpret food chains/webs Identify different parts of a cell Identify and use the hierarchical system of classification. Examine the five kingdoms into which living organisms are classified Appreciate how the relationships (interactions) between organisms can be used to make predictions about the consequences of human activity Apply skills of field work, use of scientific equipment and scientific language 	
Unit 3 Resources and Our Place in Space	<ul style="list-style-type: none"> Recognise that some of Earth’s resources are renewable, while others are non-renewable Describe how minerals are used in everyday life and are a valuable resource Define and explain the formation of coal and the use of fossil fuels Explain why water is an important resource and describe the water cycle Model the relative movements of the Earth, Sun and Moon, and understand their orbits Investigate and explain natural phenomena such as phases and seasons Compare the seasons on Earth with seasons on other planets Engage in observations and research to analyse relationships between celestial objects Explore and explain these relationships through complex representations 	

<p>Unit 4 The Force Be With You</p>	<ul style="list-style-type: none"> Describe gravity and how it relates to objects and movements (including Newton's three laws of motion) Identify, explain and analyse the effects of different forces Identify friction in different contexts Examine the actions of forces through objects and machines Apply investigative strategies including data analysis, scientific experimentation and measurement, evaluation, and drawing conclusions. 	
Year 8	Overview	Assessment
<p>Unit 1 What's The Matter</p>	<ul style="list-style-type: none"> Identify, describe and explain the properties of different states of matter Describe different examples of physical properties of materials Describe the basic structure of an atom Locate elements on the periodic table Examine elements and simple compounds, including their symbols and formula, and differences between elements. Engage in a range of laboratory-based experiments and investigative learning experiences to explore changes in matter at particle level Explore how chemicals react, word equations representing chemical change, properties and uses of chemical substances, and examples of the work of chemists 	<p>Assessment in Year 7 – 9 Science is a combination of summative and formative examinations and scientific reports.</p>
<p>Unit 2 Rock'n'Roll</p>	<ul style="list-style-type: none"> Recognise and identify the layers of the Earth Describe properties of minerals and their value as a resource Explain the processes of different forms of weathering and erosion Examine the formation of igneous, sedimentary and metamorphic rocks, compare their features and the role of forces and energy in their formation Explain how fossils form Understand how comparative dating is used to estimate the age of fossils Investigate useful elements and compounds that are found in everyday life through research Engage in a range of laboratory-based experiments and investigative learning experiences to explore processes of rock formation 	
<p>Unit 3 Energy Buzz</p>	<ul style="list-style-type: none"> Distinguish between heat and temperature Relate heat to kinetic energy and state units for energy State the direction in which energy flows naturally Explain what is meant by specific heat capacity and perform calculations involving specific heat capacity Explain the methods by which heat is transferred and explain which methods are more common in solids, liquids and gases Engage in a range of laboratory-based experiments, both teacher- and student-designed, to compare processes of heat transfer and energy conversion Describe and explain how some surfaces absorb and radiate heat poorly and others well Describe how fossil fuels are formed 	
<p>Unit 4 Multiplying By Dividing</p>	<ul style="list-style-type: none"> Compare unicellular and multicellular organisms Identification and explanation of cell characteristics, structures and functions Describe cellular respiration and photosynthesis Engage in a range of laboratory-based experiments to compare processes of cells and the reproductive system Examine specialised cells and tissues Explain, describe and compare asexual reproduction, and the systems and functions of the reproductive systems of humans Discuss ethical issues related to stem cell research Collect, organise and analyse data from an investigation to draw conclusions 	
Year 9	Overview	Assessment
<p>Unit 1 Energy Around Us</p>	<ul style="list-style-type: none"> Name and describe the various layers which make up the Earth Explain how heat energy plays a role in earth movements and link convection currents in the mantle to seismic movements Examine the theories of 'Continental Drift' and plate tectonics and detail the evidence supporting each theory Describe, sketch and name what happens at the boundaries of tectonic plates 	<p>Assessment in Year 7 – 9 Science is a combination of summative and formative</p>

	<ul style="list-style-type: none"> Describe, explain and compare the three types of waves formed during an earthquake, their properties and what is meant by the Richter scale Compare the properties of light and sound waves Explain how the eye focusses light and how sound is used in scientific investigations (eg sonar) 	examinations and scientific reports.
Unit 2 It's All Chemical	<ul style="list-style-type: none"> Outline and describe the evidence that underpinned the different historical models of the atom Describe protons, neutrons and electrons in terms of charge, relative mass and position within the atom. Compare alpha particles, beta particles and gamma rays Write equations for alpha and beta decay Identify reactants and products in chemical reactions. Engage in a range of laboratory-based experiments, both teacher- and student-designed, to investigate chemical reactions Discuss how the Law of Conservation of Mass is represented in chemical equations. Recognise and describe chemical reactions using word equations and simple symbolic equations, and balance simple chemical equations. Discuss the properties of common acids and bases, understand pH and distinguish between weak or strong acids or bases 	
Term 3 Life in the Balance	<ul style="list-style-type: none"> Recognise that cells in multicellular organisms are specialised and organised Describe how humans detect changes in our environment by the use of sense organs Describe the physiological functioning in humans as controlled by the nervous and endocrine systems Identify the main parts of the mammalian brain and their functions Explain the mechanisms by which messages are transferred throughout the nervous system Describe the effect of various poisons and drugs on the functioning of neurotransmitters Explain how a negative feedback mechanism operates to help maintain homeostasis Explain the various causes of disease, the body's immune response and pathogen control Appreciate the work of Professor Ian Frazer in developing a vaccine for cervical cancer Understand the role of decomposers in recycling of matter in the environment Describe the flow of energy and cycling of matter through an ecosystem 	
Term 4 Power Charge	<ul style="list-style-type: none"> Explain the origin of electric charge and the nature of the interaction between like and unlike charges Describe the process of charging by contact/friction Explain the terms current, resistance and voltage and state the units for each Recall and apply Ohm's Law and distinguish between ohmic and non-ohmic conductors Draw electric circuit diagrams Describe how an ammeter and voltmeter should be placed in a circuit Distinguish between and describe the effect of placing electrical components in series and parallel Distinguish between AC and DC and sketch the appearance of each on a cathode ray oscilloscope List the components in the typical household electrical system; describe the electricity supplied to households 	



Overview

The Junior Art program offers an exciting opportunity to develop creative awareness through practical art processes, eg, drawing, painting, sculpture, new media etc. There is an emphasis on visual literacy developed through an understanding of the Visual Elements and Principles common to all the visual compositions that surround us in so many forms beyond traditional art forms, eg, architecture, fashion, film.

Research into cultural foundations of civilisations, both past and present, forms the basis for critical, discerning written responses that build language and writing skills throughout the junior program.

The 2 dimensions of Making Artworks and Appraising Artworks underpin the three main areas in the course are equally weighted for assessment.

- Creating artworks that reflect their understanding of the compositional elements in aesthetically successful and imaginative responses.
- Presenting these artworks in skillfully resolved outcomes.
- Responding and Reflecting through the appraising of artworks.

Course Outline

Year 7	Overview	Assessment
The Elements of Art	<ul style="list-style-type: none"> • Develop concentration • identify each of the basic Elements of Composition • understand how they may be used to create compositions that are aesthetically pleasing • use elements in combination according to select principles of composition • develop hand/eye co- ordination through the introduction to a diverse range of wet and dry media • Develop knowledge of media processes through the control and manipulation of media 	
Home	<ul style="list-style-type: none"> • translate an aerial perspective of their home and its surrounds into a drawn A3 composition • use knowledge of how the Principles work with the Elements to bring this abstracted composition together in a visually successful way. • develop fine motor skills and knowledge associated the control, manipulation with application of paint to resolve the image. 	
Year 8	Overview	Assessment
Unit 1 Learning to Draw	<ul style="list-style-type: none"> • practise techniques and processes will enhance their representation of ideas in their art-making, • learn to draw from life in a series of exercises designed to exercise hand /eye co- ordination • enhance their observation of their surroundings in everyday life. • understand the meditative aspects of drawing /activating the right brain • understand the basic Elements and Principles of Visual Design form the building blocks of all visual imagery. 	Portfolio
Unit 2 Adornment	<ul style="list-style-type: none"> • Translate drawing from Unit 1 into a multi-media collage • Bring focus to the main sections of the multi-media using knowledge of how the Principles work with the Elements to bring a composition together in a visually successful way. • develop fine motor skills and knowledge associated the control, manipulation with application of wet and dry media • know how to select, from a diverse range of 2D surfaces, the colours, lines, textures, tones and patterns in ways that show a discerning and visually 	Adornments

	successful manipulation of compositional elements and principles of visual design.	
Year 9	Overview	Assessment
Unit 1 Cane Headdresses	<p>1. Design in watercolour.</p> <ul style="list-style-type: none"> Identify and develop the scope of their inquiry through research. Implement their ideas in a design concept with an interrelationship of ideas and theme. Apply visual literacy skills that put elements together in an aesthetically harmonious whole. Realise their response showing ability to use materials and processes and elements. Creates and communicates meaning through final design. <p>2. 3D Construction in cane</p> <ul style="list-style-type: none"> Implement the design concept into a 3D construction. Apply visual literacy skills in choice of media and techniques for construction. Realise their response showing ability to refine and resolve their ideas using materials and processes. Communicate meaning through final design. <p>3. Visual Diary</p> <ul style="list-style-type: none"> Evaluate the success of the documented project, reflecting on art making, its creative development and resolved presentation. 	<p>Making: Headdress in Watercolour</p> <p>Making: Headdress in cane</p> <p>Reflection: Reflect on the process</p>
Unit 2 The Ancient World of Egypt and Greece	<ul style="list-style-type: none"> Identify visual language, art practices and techniques of the representation of the human figure in the official art of Ancient Egypt. Identify and compare these features with those figures from the Archaic Greek period. <p>Identify, analyse, evaluate the rapid changes in artistic intentions and art practices of artists of the Classical Greek period responding to societal and technological changes.</p>	Short answer and extended response test with stimulus
Unit 3 Clay Teapots	<p>1. Design in Watercolour</p> <ul style="list-style-type: none"> Identify and develop the scope of their inquiry through research. Implement their ideas in a design concept with an interrelationship of ideas and theme. Applies visual literacy skills that put elements together in an aesthetically harmonious whole consistent with the limitations of clay as a sculptural material. Realise their response showing ability to refine and resolve their ideas through their use of materials and processes and elements. Creates and communicates meaning through final design. <p>2. 3D Construction</p> <ul style="list-style-type: none"> Implement the design concept into a 3D sculptural form. Apply visual literacy skills in choice of techniques for modelling. Realise their response showing ability to use materials 	Making: design in watercolour, modelling in clay and applying painted finish.
Unit 4 Part A: The Renaissance Part B: Indigenous Art	<p>Part A:</p> <ul style="list-style-type: none"> compare Renaissance art to Early Christian and Medieval figurative works become familiar with relevant terminology and refer to the use of the Elements and Principles of Design in communicating meaning. understand the significance of the renewed interest in the Classical world that sparked the Renaissance and the foundation of the Classical Tradition in Western Society become aware of the significant legacy of the Classical Age. <p>Part B:</p> <ul style="list-style-type: none"> View a variety of media for background on indigenous culture and introduction to artists. Read relevant texts about history of Papunya group of artists Engage with indigenous works through gallery excursion to GOMA and QAG Enjoy input of our indigenous students and their history and language View the growing collection of indigenous works within the school Engage with artist- in- residence, Nick Olsen, and his knowledge as past gallery owner of indigenous works. 	Short answer test in response to stimulus slides

Specialised Education Program



Extended Studies Program (ESP)

At Stuartholme School, we recognise that students with disabilities or learning difficulties, like all students, need to learn at a pace and in a style both appropriate and challenging for them. Our aim is to accommodate the strengths and learning needs of the student in accessing the regular curriculum, engaging effectively in the learning process and demonstrating successful outcomes within a supported learning environment.

It is acknowledged that the responsibility for inclusion and its enactment predominately takes part in the classroom where teachers create a safe, yet challenging learning environment. In addition, we offer the Extended Studies Program (ESP) which is designed to provide individual and small group support for students with high learning support needs. This program is offered across Years 7 to 10 in consultation with the Leader of Learning, Diverse Learners.

The program concentrates on the development of core academic skills embedded within key assessment tasks across each Semester. Additionally, processes of planning, organisation and individual approaches to effective learning are reviewed as part of the program.

To maintain a high level of assistance and a focus on individualised learning goals, it is necessary to keep class numbers small. Entry into the subject is dependent on an interview with Leader of Learning, Diverse Learners.

Language Enrichment - English as an Additional Language/Dialect (EAL/D)

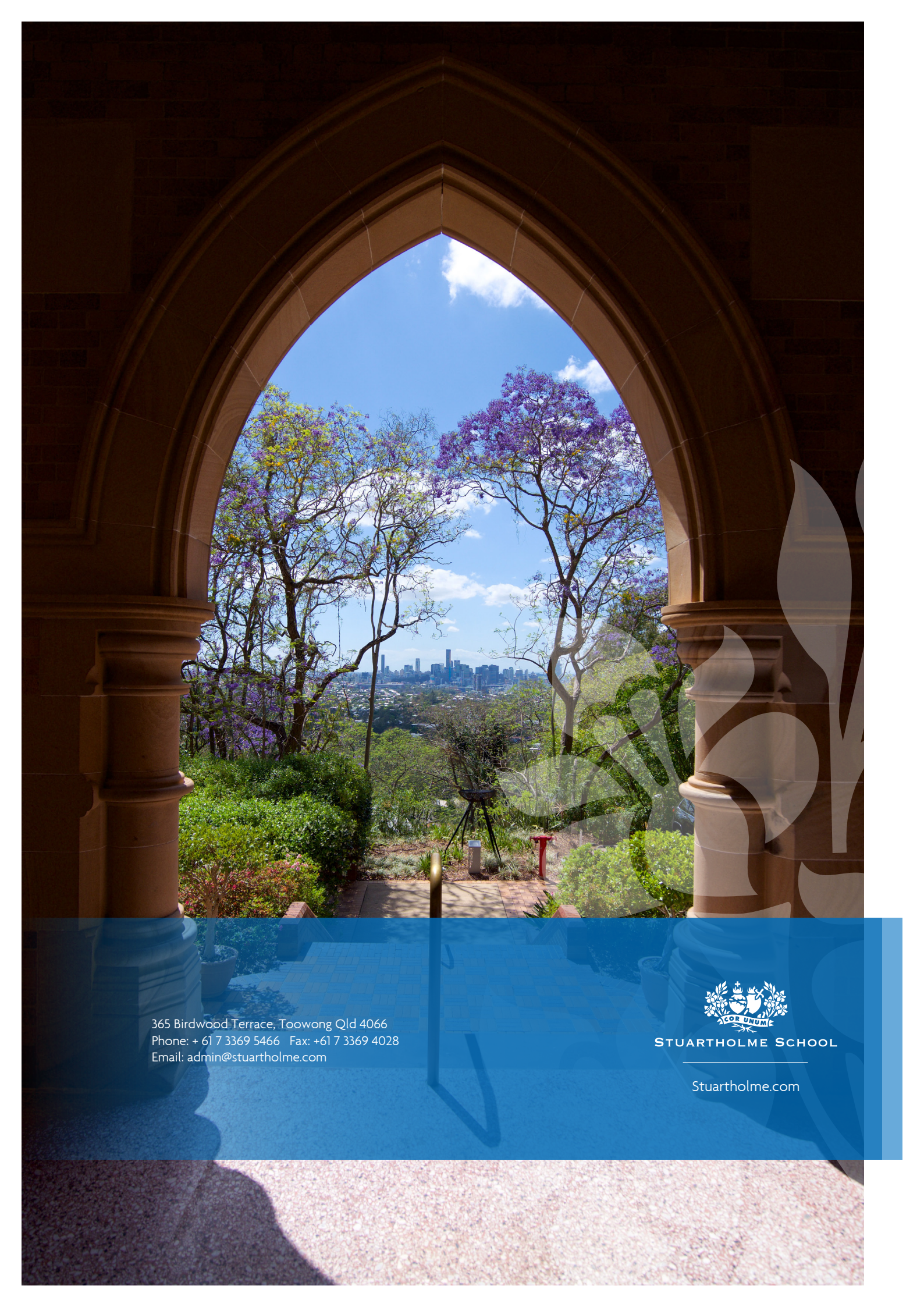
At Stuartholme School, we have a number of students with a first language and cultural background other than English.

In both, the Middle and Senior phase of learning, opportunities exist for students whose first language is not English to attend specialist classes in supporting language development and proficiency.

Support is provided by specialist staff who work with students in small groups.

The EAL/D Program provides targeted English language enrichment across reading, writing, listening and speaking as well as individualised academic support in key subject areas.

Entry into the subject is dependent on an interview with Leader of Learning, Diverse Learners or International Student Co-coordinator. Participation in this program is strongly recommended for newly arrived international students.



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