Junior Secondary Curriculum Handbook

“Every student succeeding…….”
INTRODUCTION ...................................................................................................................... 1  
Junior Secondary Leadership ................................................................................................. 2  
Our Junior Secondary School ................................................................................................. 3  
Junior Secondary Pods ........................................................................................................... 4  
Junior Secondary Curriculum ................................................................................................. 5  

CORE  
English ..................................................................................................................................... 7  
Years 7 & 8 LOTE Japanese ........................................................................................................ 8  
Japanese Essentials .................................................................................................................. 9  
Year 9 LOTE Japanese .............................................................................................................. 9  
Junior Secondary Mathematics ............................................................................................... 10  
Junior Secondary Science ....................................................................................................... 11  
Junior Secondary History and Geography .............................................................................. 12  
Years 7 & 8 Health and Physical Education ............................................................................ 13  
Year 9 Health and Physical Education ..................................................................................... 14  

Elective – Sports Performance  
Year 9 Sports Performance .................................................................................................... 18  

Elective – Applied Technology  
Year 8 Industrial Technology & Design .................................................................................. 19  
Year 9 Industrial Technology & Design .................................................................................. 20  
Year 9 Graphics ....................................................................................................................... 21  
Year 8 Home Economics .......................................................................................................... 22  
Year 9 Home Economics .......................................................................................................... 23  

Elective – The Arts  
Years 7 & 8 Dance ................................................................................................................... 24  
Years 7 & 8 Drama ..................................................................................................................... 25  
Years 7 & 8 Music ....................................................................................................................... 26  
Years 7 & 8 Visual Art ................................................................................................................ 27  
Year 9 Dance ............................................................................................................................. 28  
Year 9 Drama ............................................................................................................................. 29  
Year 9 Music .............................................................................................................................. 30  
Year 9 Advanced Music ............................................................................................................. 31  
Year 9 Visual Art ....................................................................................................................... 32  
Year 9 Media .............................................................................................................................. 33  

Elective – eLearning  
Year 9 Business Education ...................................................................................................... 34  
Year 9 Computer Education ..................................................................................................... 35  

Signature Programs  
Lighthouse Program ................................................................................................................... 36  
Innovate ..................................................................................................................................... 36  
Cultural Music Program ........................................................................................................... 36/37  
Rugby League ............................................................................................................................. 38  
Aspiring Athletes Program (AAP) ............................................................................................ 39  

Inclusive Learning  
Foundation Courses ................................................................................................................... 40  
Supported Studies ..................................................................................................................... 41  
Literacy & Numeracy Support .................................................................................................. 41  
Access ....................................................................................................................................... 41  
Student Support Services ......................................................................................................... 41  

“Every student succeeding...”
Welcome to Forest Lake State High School.

Our focus is clearly on providing each and every student an educational journey that meets their learning needs with a strong focus on literacy and numeracy. Our junior secondary facilities are specially designed to cater to the unique needs of the very important transition years from primary school into senior secondary. Our teaching teams work toward enabling the very best results from our students. We are clear that Forest Lake SHS is a learning community that aspires to engage parents in their child’s learning, which is a critical component of success. We will welcome your involvement in our school and your child’s learning journey. The Junior Secondary School (years 7, 8 and 9) curriculum provides a foundation for success for future school, work and community life. The Senior Secondary School (years 10, 11 and 12) curriculum is more focused. It provides a diverse range of academic and vocational subjects specifically designed to meet the needs of our students and their post school preferences.

I am very confident your child will enjoy their time here at Forest Lake SHS and I look forward to sharing the educational journey ahead.

Tom Beck
Principal

P R I D E
Forest Lake State High School is a positive behaviour support school (PBS). PBS is an evidence-based approach to teaching social competencies and enhancing the school social and learning environment. This results in decreased levels of problematic behaviour and increased academic achievement and positive student perceptions of school safety. Proactive whole-school systems are embedded into school practise to ensure that the Forest Lake SHS environment is predictable, positive and safe for the school community.

At FLSHS, we use the acronym, PRIDE, to identify whole school expectations.

Prepared, Respected, Included, Dedicated and Educated

Key principles of PRIDE in FLSHS are:

1. common language
2. common vision (understanding of expectations
3. common experience (transparent processes)
4. regular recognition for positive behaviour and academic achievement
5. violent and disruptive behaviour is not tolerated

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Junior Secondary Leadership

PRINCIPAL

Deputy Principal

Associate Deputy Principal

HOD Junior Secondary

Success Coach

Heads of Department

Year 7 Student Coordinator

Year 8 Student Coordinator

Year 9 Student Coordinator

PODs
O’Neill, Roycroft
Fairweather, Thorpe,
Diamond

Student Enrichment Centre
Sauvage

“Every student succeeding...”
Our Junior Secondary School

Junior secondary caters for students in years 7, 8 and 9.

The aim in junior secondary is to assist students to experience a smooth transition from primary school to secondary school within an environment designed to foster a sense of belonging, security and the potential to achieve success.

- Dedicated year 7 precinct.
- Each year level is divided into smaller “pods” of approximately 112 students with a designated Head of Department in each pod.
- In year 7 and 8 pods the Head of Department is supported by a multidisciplinary team of teachers who work within and are based in the pod to assist in developing positive and connected relationships between students and staff.
- Each pod consists of four classrooms and students have a home classroom.
- Student learning is not interrupted by changing rooms every lesson. Students generally work in time periods of 70 minutes and at least half of their lessons are in their home classroom.
- Year 7 students are collected from their pod and escorted to specialist areas across the school by teachers to assist them in the transition process.
- Each pod has access to computers.
- Programs are in place for students requiring additional academic, social and or emotional support, including the lighthouse program (an academic extension class), the student enrichment centre (special education unit), specialised literacy and essentials classes.
- Parents are kept informed via our website, newsletters, text messages and individual contact with staff as required. Parent-teacher interviews are held once in each semester.
- FLSHS is a full uniform school and students are required to wear the sport or formal uniform appropriately every day.

Junior secondary provides a supportive classroom environment that develops students’ skills, knowledge and confidence enabling them to flourish in senior school.

Structure of the school day:

- school commences at 8.30 am
- four seventy minute lessons in the day
- school ends at 2:30 pm
Junior Secondary Pods

All Pods:
- purpose built classrooms
  - pod based Head of Department
  - pod based core teachers
  - a bank of laptops

All Junior Secondary students have access to:
- learning support and extension
- a variety of extra-curricular activities
- a diverse array of supervised lunchbreak activities
- leadership opportunities
- senior mentors
- student support services
- Year level coordinators
- ongoing transition and preparatory program (Access)
- Junior Secondary (JS) Deputy Principal; Associate Deputy Principal and Junior Secondary Head of Department

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Junior Secondary Curriculum

CORE Subjects
- English
- LOTE - Japanese
- Mathematics
- Science
- Geography & History
- HPE

ELECTIVE Subjects
- Applied Technology
- Information Technology
- Sports Performance
- The Arts
- Business

SIGNATURE Programs
- Academic – Lighthouse and Innovation
- Cultural – Music
- Sport – Aspiring Athletes Program
- Rugby League Program

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Forest Lake State High School offers a broad range of educational pathways in the junior secondary school. Our school aims to provide students with the opportunity to access learning experiences across the key learning areas.

**Year 7 & 8**
All students trial a variety of elective subjects to make informed decision about their future pathways.

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<thead>
<tr>
<th>Year 7 &amp; 8 Curriculum</th>
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<tbody>
<tr>
<td>Core</td>
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<td>English</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>Geography &amp; History</td>
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<td>Health &amp; Physical Education</td>
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<td>LOTE Japanese</td>
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<td>The Arts</td>
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<td>Applied Technology</td>
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<td>Drama</td>
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<td>Music</td>
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<td>Visual Art</td>
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<td>Industrial Design &amp; Technology</td>
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<td>Home Economics</td>
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<tr>
<td>Information &amp; Communication Technology</td>
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<tr>
<td>Access</td>
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**Year 9**
Students may select TWO subjects from the arts and/or technology, LOTE or sports performance in year 9. Students should select elective subjects that they find interesting, enjoyable and that offer them some challenge. (Subjects will be offered depending on availability of staff, prior academic suitability and on student numbers selecting the subjects).

Year 9 students complete an online subject selection process. Students are required to print subject selections, take them home for parent/carer to sign and then return the form to school.

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<th>Year 9 Curriculum Selections</th>
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<td>Core</td>
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<tr>
<td>Computer Education</td>
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<tr>
<td>Sports Performance</td>
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- 6 -
### Junior Secondary English

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<tr>
<th>Description</th>
<th>In English students further their language development by actively engaging in using language for a wide variety of genuine purposes and reflecting on its use. English in years 7 &amp; 8 will prepare students for further study in year 9, especially the NAPLAN tests of reading, writing and language conventions (grammar and punctuation and spelling). The course also prepares students for study in Senior School. A major focus will be wide reading, as part of the whole school focus on reading. English in year 9 will prepare students for further study in senior school. Students will study the newly introduced Australian Curriculum. Students will also focus strongly on developing key reading, writing and communication skills, as tested in NAPLAN in May of years 7 and 9.</th>
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</thead>
</table>
| Learning Experiences | **Core Curriculum** The Australian Curriculum for English is organised around:  
- literature (prose, poetry, drama)  
- literacy  
- language |
| Assessment | Students read write and speak using a range of genre including:  
- stories  
- plays  
- persuasion  
- essays  
- personal reflection |
| Pathways to senior subjects | English in years 7-10 will lead students to a range of future subject pathways in senior:  
- Non-OP Pathway – English Communication  
- OP Pathway - Authority English OR English for ESL learners  
**NB:** **English for ESL Learners** is open to students who speak another language at home and have significant issues with their language use or who are indigenous.  
**Career Pathways** English prepares students for every career. All students need to be able to use language accurately and appropriately in their work environment. For those in practical areas, being able to speak and write accurately and fluently is essential. This is what **English Communication** trains students to be able to do. For those heading to university, language use becomes much more complex. **Authority English** and **English for ESL learners** prepare students to be able to write essays at university, to be able to manage complex texts, and to communicate in complex ways with an audience. |

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### Year 7 & 8 LOTE “Japanese”

**Description**

In Japanese students learn how to communicate with and understand a culture other than their own. We are a growing global community, and having another language will give an edge over others in a competitive global market. Learning a language gives the learner the ability to step inside the mind and content of the culture. The course will cover language study at a variety of levels, either at a conversational level or in preparation for future studies.

There are two strands of Japanese in year 7 & 8 – Japanese and Japanese essentials.

Japanese is the choice for students who are performing well in this subject from primary school and may want to continue studying Japanese beyond year 8. The course will cover language study at a variety of levels, either at a conversational level or in preparation for future studies.

Study of the culture of Japan is achieved through a wide range of texts, including a novel, via IT and through a range of excursions.

**Learning Experiences**

- Students will practice comprehending Japanese language in written and spoken form.
- Students will compose Japanese language in conversation and text.
- Students will develop a further understanding and appreciation of Japanese culture and way of life.

**Assessment**

Students are assessed across four core skills:

- listening
- speaking
- writing
- reading

This is done by a variety of assessment instruments such as:

- production of short spoken activities
- short response exams
- listening tests
- students using their skills in practical applications
- reading and responding to Japanese texts

**Pathways to senior subjects**

After year 8, Japanese is an elective subject all the way through to year 12 where students study in years 11 and 12 the senior authority subject of Japanese. Please note that it is not advisable to do Japanese essentials if you plan to study this subject in future years.

**Please Note:** Year 9 & 10 Japanese is recommended for students wishing to do this subject in year 11/12.

**Career Pathways**

Japanese, like all foreign languages, can be beneficial across a variety of careers including working as translators and interpreters, work in the tourism industry, work in foreign affairs and diplomacy as well as work in business and industry.

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### Japanese Essentials

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Japanese essentials focusses on the culture of Japan. There is less emphasis on the traditional Japanese script and students only use the Romanised version of Japanese script. This subject is for those who do not want to continue with Japanese in year 9. It is not advisable to do Japanese essentials if you think you may want to study Japanese in future years. This subject caters for those students whose academic data indicates that they are not experiencing success in LOTE studies yet are not eligible for LOTE exemption.</td>
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</table>

### Year 9 LOTE “Japanese”

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>In Japanese students learn how to communicate with and understand a culture other than their own. We are a growing global community, and having another language will give an edge over others in a competitive global market. It is important that students consider continuing with Japanese into year 9 as, unlike other subjects, Japanese is very scaffolded and losing a year or more of learning will make it difficult (though not impossible) to catch up should the student wish to return to it in later years. UQ, Griffith Uni and QUT now all offer a “boost” to the OP score for any student who passes Japanese in year 12.</td>
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<table>
<thead>
<tr>
<th>Learning Experiences</th>
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<tbody>
<tr>
<td>Study of the culture of Japan is achieved through a wide range of texts, print and multimedia, including magazines, cartoons, film, print-based text and web-based communication.</td>
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<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Assessment is based on the four skills of listening, speaking, reading and writing. This is done by a variety of assessment instruments such as:</td>
</tr>
<tr>
<td>- production of short spoken activities</td>
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<tr>
<td>- short response exams</td>
</tr>
<tr>
<td>- listening tests</td>
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<tr>
<td>- students using their skills in practical applications</td>
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<tr>
<td>- reading and responding to Japanese texts</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Pathways to senior subjects</th>
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</thead>
<tbody>
<tr>
<td>This subject leads directly to the senior authority subject of Japanese.</td>
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<table>
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<tr>
<th>Career Pathways</th>
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<tbody>
<tr>
<td>Japanese, like all foreign languages, can be beneficial across a variety of careers including working as translators and interpreters, work in the tourism industry, work in foreign affairs and diplomacy as well as work in business and industry.</td>
</tr>
</tbody>
</table>
## Junior Secondary Mathematics

| Description | At Forest Lake State High School we aim to give all students the essential mathematical skills they will need in their personal, work and civic life. Students can also explore the fundamentals of specialised and professional mathematics study. Mathematics has its own value and beauty and we want to help students appreciate the elegance and power of mathematical reasoning. Digital technologies are helping us to explore mathematical ideas in new ways and by using old and new technologies, we focus on developing skilled mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. Students will see the way mathematics links together as well as the relationship between mathematics and other disciplines. While exploring these links students can develop critical skills and concepts and become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. |
| Learning Experiences | **Core Curriculum**  
The mathematics program is based on the Australian curriculum for mathematics. This curriculum presents mathematics under the following three broad areas:  
- number and algebra  
- statistics and probability  
- measurement and geometry |
| Assessment | A range of assessment techniques are used including:  
- written tests  
- short-answer questions  
- assignments  
- investigations |
| Pathways to senior subjects | Mathematics in the junior secondary leads into core mathematics or extension mathematics in year 10. In year 11 and 12, students have access to four mathematics subjects. All four are based on Queensland Studies Authority syllabi with all subjects except prevocational mathematics contributing to OP eligibility.  
- mathematics A  
- mathematics B  
- mathematics C  
- prevocational Mathematics |
| Career Pathways | Mathematics is an essential aspect of every career choice. |

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## Junior Secondary Science

<table>
<thead>
<tr>
<th>Description</th>
<th>Science, within the national curriculum, provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.</th>
</tr>
</thead>
</table>
| Learning Experiences | The Australian curriculum for science is organised around 4 key subject areas:  
- biological sciences  
- chemical sciences  
- earth and space sciences  
- physical sciences |
| Assessment | Students are assessed using the following criteria:  
- science understanding  
- science as a human endeavor  
- questioning and predicting  
- planning and conducting  
- processing and analyzing data and information  
- evaluating  
- communicating  
These will be assessed using a variety of assessment instruments such as:  
- experimental investigation  
- research task  
- collection of work  
- supervised assessment  
- |
| Pathways to senior subjects | Science in junior secondary will lead students to a number of future subject pathways:  
- Year 9: science  
- Year 10: science or science extension  
- Years 11 and 12: biology, chemistry, physics, science in practice |
| Career Pathways | Science provides students with numerous career pathways such as: engineering, environmental science, laboratory manager, research assistant, microbiologist, doctor, nurse, paramedic, pharmacist, industrial chemist, forensic scientist |

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### Junior Secondary History and Geography

**Description**

Social science is broken into two core disciplines: **history and geography**. In **history**, student learning will focus on the following themes:

- year 7 – the ancient world;
- year 8 – the ancient to the modern world;
- year 9 – the making of the modern world.

In **geography**, student learning will focus on the following themes:

- year 7 – water in the world and place and livability;
- year 8 – land forms and landscapes and changing nations;
- year 9 – biomes and food security and geographies of interconnection.

### Learning Experiences

**In history:**

- reading, understanding and analysing a variety of historical sources
- paragraph and essay writing in response to historical evidence
- building a greater understanding of key historical events
- research skills and how to best use a library

**In geography:**

- reading, understanding, analysing and interpreting geographic evidence including maps, graphs and other data
- using information and collecting data to create sources such as maps, tables and graphs
- writing responses using a range of geographic information
- building a greater understanding and appreciation of human systems and their interactions with their surrounding environment

### Assessment

Students will be assessed on the following criteria:

- knowledge and understanding
- questioning and researching
- interpreting and analysing
- communicating

These will be assessed using a variety of assessment instruments such as:

- short-response tests
- practical exercises
- response to stimulus essays
- reports
- written research tasks

### Pathways to senior subjects

History and geography are core subjects from years 7-10. In years 11 and 12 students can specialise in history and/or geography by choosing: modern history, ancient history, legal studies, senior geography, social and community studies or tourism.

### Career Pathways

The core skills learnt in history and geography are beneficial for students looking to enter university. These subject areas prepare students, regardless of their ultimate career pathway, with research and analytical skills that can be used in any subject. Careers that can be followed by studying a Social Science subject through to year 12 are wide-ranging and include occupations in law, teaching, politics and public policy, foreign affairs and diplomatic posts, library and museum posts, tourism and researching.
# Years 7 & 8 Health and Physical Education

<table>
<thead>
<tr>
<th>Description</th>
<th>In health and physical education students learn about promoting the health of individuals and the community. They develop concepts and skills for physical activity and work on their personal development. A significant amount of time is allocated to physical activity through sports and games.</th>
</tr>
</thead>
</table>
| Learning Experiences | Students use their interests in health and physical activity to explore how the dimensions of health are interrelated and are influenced by the interaction of personal, social, cultural and environmental factors. They understand how to promote health and wellbeing, active engagement in physical activity and enhance personal development. They recognise people who work in occupations related to health, physical activity and personal development. **Health is multidimensional and influenced by individual, group and community actions, and environments:**  
  - health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated  
  - family, peers and the media influence health behaviours  
  **Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity:**  
  - modifying techniques and selectively applying movement concepts can enhance physical performance and increase enjoyment in physical activities  
  **Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development:**  
  - identity and self-image are influenced by environmental factors including the media, and social expectations of age, gender and culture |
| Assessment | Students demonstrate evidence of their learning over time in relation to the following assessable elements:  
  - knowledge and understanding  
  - investigating  
  - planning  
  - implementing and applying  
  - reflecting  
  A variety of assessment instruments may be used, including: theory activities (exams and assignments); practical performance |
| Pathways to senior subjects | **Health and physical education in year 7 & 8 will lead students to a number of future subject pathways:**  
  - **year 9:** health and physical education, sport performance  
  - **year 10:** health and physical education, health and physical education extension, sport performance  
  - **years 11 and 12:** health and physical education, health education, and recreation studies |
| Career Pathways | Health and physical education provides students with numerous career pathways in trade, paraprofessional and professional careers such as:  
  - teacher, sports medicine officer, personal trainer, physiotherapist, pharmacist, university lecturer, dietician, sports coach, fitness centre manager and facility manager |
| Signature Program | Students have the option to apply for the rugby league signature program. See signature programs on page 36. |
# Year 9 Health and Physical Education

## Description
In Health and physical education students learn about promoting the health of individuals and the community. They develop concepts and skills for physical activity and work on their personal development. A significant amount of time is allocated to physical activity through sports and games.

## Learning Experiences
Students use their interests in health and physical activity to explore how the dimensions of health are interrelated and are influenced by the interaction of personal, social, cultural and environmental factors. They understand how to promote health and wellbeing, active engagement in physical activity and enhance personal development. They recognise people who work in occupations related to health, physical activity and personal development.

**Health is multidimensional and dynamic, and influenced by actions and environments:**
- health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent
- the interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices

**Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals:**
- developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities

**Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development:**
- identity, health and wellbeing are interdependent and influenced by social and cultural factors

## Assessment
Students demonstrate evidence of their learning over time in relation to the following assessable elements:
- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting

A variety of assessment instruments may be used, including:
- theory activities (exams and assignments)
- practical performance

## Pathways to senior subjects
**Year 10:** health and physical education, health and physical education extension, sport performance and soccer performance | **years 11 and 12:** health and physical education, health education, soccer performance (commencing 2017) and recreation studies

## Career Pathways
Health and physical education provides students with numerous career pathways in trade, paraprofessional and professional careers such as: teacher, sports medicine officer, personal trainer, physiotherapist, pharmacist, university lecturer, dietician, sports coach, fitness centre manager and facility manager

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### ELECTIVES – Sports Performance

#### Year 9 Sports Performance

<table>
<thead>
<tr>
<th>Description</th>
<th>This subject is chosen as an elective and is studied as an addition to participation in core health and physical education. Students who are enrolled in the rugby league signature program are ineligible for this elective. A significant amount of time is allocated to physical activity through sports and games with the focus on specifically developing skills for particular sports.</th>
</tr>
</thead>
</table>
| Learning Experiences | High level coaching and training will be provided to students as well as the study of:  
- skill acquisition  
- health concerns affecting our society  
- exercise physiology—training principles and energy systems; and  
- biomechanical principles affecting sport performance  
Students will also undertake sport specific units of work targeted at extending the more gifted athletes within the school. |
| Assessment | Students demonstrate evidence of their learning over time in relation to the following assessable elements:  
- knowledge and understanding  
- investigating  
- planning  
- implementing and applying  
- reflecting  
A variety of assessment instruments may be used, including:  
- theoretical assessments (e.g. journals, exams & assignments)  
Students will study a variety of physical activities and one theoretical focus each term. |
| Pathways to senior subjects | **Year 10:** health and physical education, health and physical education extension, sport performance  
**Years 11 and 12:** health and physical education, health education, recreation, certificate iii in fitness. |
| Career Pathways | Sports excellence provides students with numerous career pathways in trade, paraprofessional and professional careers such as: teacher, sports medicine officer, personal trainer, sports coach, fitness centre manager and facility manager. |
ELECTIVES - Applied Technology

Year 8 students will study home economics and industrial technology and design. They explore both theory and practice in food and nutrition, human development and relationships, living environments and textiles. They also use materials, tools, machinery and systems to design, make and evaluate products. They study how changes in environment and society affect our needs for particular products.

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<th><strong>Year 8 Industrial Technology &amp; Design</strong></th>
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<td><strong>Description</strong></td>
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<td><strong>Learning Experiences</strong></td>
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<tr>
<td><strong>Pathways to senior subjects</strong></td>
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<td></td>
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<tr>
<td><strong>Career Pathways</strong></td>
</tr>
</tbody>
</table>
## Year 9 Applied Technology
### Industrial Technology and Design

<table>
<thead>
<tr>
<th>Description</th>
<th>Industrial technology and design students will be exposed to a diverse range of problems, skills, tools and materials. This will provide the basic building blocks for further years to expand on these processes. Students will establish technical knowledge, develop reasonable proficiency in hand and machine skills, create an awareness of quality design and create a safe and productive working environment. In industrial design and technology there are many opportunities for students to express their creativity in problem solving and designing.</th>
</tr>
</thead>
</table>
| Learning Experiences | Students will gain real world learning experiences in:  
- working with tools, materials, equipment and machinery  
- skills in the manipulation of materials  
- creating a safe work environment  
- graphical communication by sketching and using computer aided design  
- product design and manufacture  
- subject specific literacy and numeracy |
| Assessment | A variety of assessment tools is used in industrial technology and design  
Students will be assessed on:  
- knowledge and understanding  
- investigation and design  
- production  
- evaluation  
- reflection  
By using a variety of test instruments such as:  
- production of practical class projects and exercises  
- written tests determining knowledge and understanding of safety, tools and equipment and the design process  
- production of a safety poster  
- production of a folio using evaluation, reflection, investigation and the design process. |
| Pathways to senior subjects | Industrial technology and design in year 9 will lead students to a number of pathways:  
Year 10: graphics, technology studies, introduction to trades | years 11 and 12: graphics, technology studies, construction, furnishing, engineering, industrial graphics. |
| Career Pathways | Industrial technology and design provides students with numerous career pathways in trade, paraprofessional and professional careers such as: carpentry, brick laying, cabinet making, boiler makers, metal fabricating, architecture, engineering, building, drafting, tiling, plastering, mechanical and numerous other career pathways. |
### Year 9 Applied Technology

#### Graphics

| Description | In graphics students use the elements and principles of design to produce graphical representations for design challenges. They learn about a range of graphical communication methods including free-hand sketching, computer aided and manual drafting as well as multimedia. Students apply these skills in the areas of product design and the built environment and business. |
| Learning Experiences | Students **will gain real world learning experiences in:**  
- graphical communication by sketching and using computer aided design (CADD) programs: Autocad, Inventor and Revit  
- developing graphical products  
- product design and prototyping  
- 3D printing  
- subject specific literacy and numeracy |
| Assessment | A variety of assessment tools is used in graphics including:  
- design projects  
- folios  
- formal drawing tests |
| Pathways to senior subjects | Graphics in year 9 will lead students to a number of pathways:  
**year 10:** graphics, technology studies  
**years 11 and 12:** graphics, technology studies, industrial graphics. |
| Career Pathways | Graphics provides students with numerous career pathways in trade, paraprofessional and professional careers such as:  
building, design, architecture, engineering, drafting, graphic design, interior design multimedia and numerous other career pathways. |
All year 8 students will study home economics. They explore both theory and practice in food and nutrition, human development and relationships, living environments and textiles. They also use materials, tools, machinery and systems to design, make and evaluate products. They study how changes in environment and society affect our needs for particular products.

### Year 8 Home Economics

#### Description
Students will produce real world products using a range of ingredients, utensils and equipment. They study how changes in environment and society affect our needs for particular products. Students will use a process of design, investigation, evaluation and reflection.

#### Learning Experiences

**Home economics**
- working with cooking and sewing equipment
- using skills and techniques to produce useable products
- creating a safe work environment in the kitchen and textile lab
- subject specific literacy and numeracy

#### Assessment

Students will be assessed on:
- knowledge and understanding
- investigation and design
- production
- evaluation
- reflection

By using a variety of assessment instruments such as:
- production of practical projects and exercises
- written tests determining knowledge and understanding of safety
- production of a safety poster
- completion of a written assignment, digitally produced written work using evaluation, reflection, investigation and the design process

#### Pathways to senior subjects

Home economics in junior secondary will lead students to a number of future subject pathways:
- year 9: home economics
- year 10: textiles, tots & teens, food studies, home economics
- years 11 and 12: early childhood studies, hospitality and senior home economics

#### Career Pathways

Home Economics provides students with numerous career pathways in trade, paraprofessional and professional careers such as: diploma of hospitality, primary teaching, home economics teaching, nursing, interior design, food technology, chef, food service course, hospitality courses, child care and community services and numerous other career pathways.
## Year 9 Applied Technology

### Home Economics

<table>
<thead>
<tr>
<th>Description</th>
<th>What is home economics?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The study of home economics incorporates the key learning areas of technology and health. With a focus on the individual and the environmental impact of their everyday actions, students gain knowledge as they undertake introductory practical skills in both nutritious food preparation and the production of textile items.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th>The course of study will take concepts from the following strands to build an interesting and practical subject for students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- food studies—students develop a fundamental knowledge of nutrition and food science. They undertake a range of practical cooking skills and safe food preparation practices designed to promote adolescent health and well-being.</td>
</tr>
<tr>
<td></td>
<td>- textile studies—offers students the opportunity to design, make and appraise textile items that reflect their individuality, as they develop a basic knowledge of sewing skills and fabric construction techniques</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Continuous assessment is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment techniques include:</td>
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<tr>
<td></td>
<td>- practical cookery</td>
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<td></td>
<td>- practical sewing</td>
</tr>
<tr>
<td></td>
<td>- written and practical assignments</td>
</tr>
</tbody>
</table>

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<tr>
<th>Pathways to senior subjects</th>
<th>Home economics in junior secondary will lead students to a number of future subject pathways:</th>
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<td>year 10: textiles, tots &amp; teens, food studies, home economics</td>
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</tbody>
</table>

| Career Pathways | Home economics provides students with numerous career pathways in trade, paraprofessional and professional careers such as: Diploma of Hospitality, primary teaching, home economics teaching, nursing, interior design, food technology, chef, food service course, hospitality courses, child care and community services and numerous other career pathways. |
**ELECTIVES – The Arts**

Across year 7 & 8 students participate in dance, drama, music and visual art.

<table>
<thead>
<tr>
<th><strong>Dance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
</tbody>
</table>
| **Learning Experiences** | Dance involves using the human body to express ideas, considering specific audiences and intended purposes, by manipulating dance elements in genre-specific dance sequences. Content and learning experiences could include:  
  - combinations of locomotor and non-locomotor movements to create actions for movement sequences  
  - directional focus is used to draw attention in space in movement sequences  
  - exploring various movement qualities to express different concepts and ideas  
  - structuring devices, including transitions, motifs and improvisation forms, are used to organize movement sequences  
  - genre-specific movements are used to create actions for dance sequences  
  - dance elements of space, choreographic devices, energy, form and interpretation |
| **Assessment** | Students will be assessed on:  
  - knowledge and understanding  
  - creating  
  - presenting  
  - responding  
  - reflecting  
  A variety of assessment instruments may be used, including:  
  - theory activities (exams and assignments)  
  - choreography  
  - performance |
<p>| <strong>Pathways to senior subjects</strong> | Studying dance can continue from year 8 through to year 12, with the subject offered in each year level, and dance in years 11 and 12 is an authority subject. |
| <strong>Career Pathways</strong> | The subject of dance can lead to many and varied careers including: dance teacher, choreographer, professional performed, dance critic or journalist, historian, researcher, composer, theatre designer/technician, costumer/designer, arts administrator, dance model, dance therapist, entertainment lawyer. |</p>
<table>
<thead>
<tr>
<th><strong>Drama</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
</tbody>
</table>
| **Learning Experiences** | Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and intended purposes, through dramatic action based on real or imagined events. Content and learning experiences could include:  
- roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus  
- purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas  
- dramatic action is interpreted, prepared and shaped through scenarios and scripts  
- drama elements are manipulated to create tension and status, and are used to express ideas |
| **Assessment** | Students will be assessed on:  
- knowledge and understanding  
- creating  
- presenting  
- responding  
- reflecting  
A variety of assessment instruments may be used, including:  
- responding theory activities (exams and assignments)  
- forming  
- presenting |
| **Pathways to senior subjects** | Studying drama can continue from year 8 through to year 12, with the subject offered in each year level, and drama in years 11 and 12 is an authority subject. |
| **Career Pathways** | The subject of drama can lead to many and varied careers including: actor, announcer, arts administrator, choreographer, dancer, film and TV lighting operator, film and TV producer, make-up artist, model, public relations officer, receptionist, recreation officer, set designer, speech pathologist, stage manager, teacher, tour guide, writer, lighting technician, sound technician, lawyer, psychologist, social worker, politician, public speaker, director. |
## Music

### Description

In music students focus on making music and developing the ability to think and express themselves in sound. Students learn to identify, analyse and respond to music from a wide range of cultural and historic contexts. They sing and play (keyboard and/or guitar) individually and in groups and learn how to read and write music.

### Learning Experiences

Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering specific audiences and intended purposes, through sound. Content and learning experiences could include:

- duration, beat, time values and metre are used to create rhythm
- pitch and intervals are used to create melody
- contemporary and traditional musical forms are used to structure music
- vocal, instrumental and electronic sound sources have characteristic sound qualities (tone, colour)

### Assessment

Students will be assessed on:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting

A variety of assessment instruments may be used, including:

- theory activities (exams and assignments)
- performance

### Pathways to senior subjects

Studying music can continue from year 8 through to year 12, with the subject offered in each year level. In years 9 and 10, the opportunity to study advanced music or music exists, and in years 11 and 12 music is offered as an authority subject, and a non-authority subject called music in practice is also available. For students with exceptional musical ability, a further year 12 subject, music extension can be studied. Forest Lake SHS also runs a very successful instrumental music program which complements the classroom program.

### Career Pathways

The subject of music can lead to many and varied careers including: musician, teacher, composer, singer, musical instrument maker, music critic, orchestra conductor, music publisher, lawyer, arts administrator, sound/audio engineer to name just a few.
### Visual Art

<table>
<thead>
<tr>
<th>Description</th>
<th>In visual art students develop confidence in their creative talents and skills that can be transferred to their working and recreational lives. Students will be introduced to the elements and principles of art and design. They may study drawing, design, painting, collage and mixed media.</th>
</tr>
</thead>
</table>
| Learning experiences | Visual art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audiences and intended purposes, through images and objects. Content and learning experiences could include:  
- blended, controlled and symbolic colour is used to create depth, representation and symbolism  
- descriptive and emotive lines are used to create abstraction, proportion and symbolism  
- negative space and positive shape are used to create abstraction, non-representation and proportion  
- actual, invented and simulated textures are used to create depth, representation and non-representation  
- design and visual documentation are used to develop images and objects from visual, verbal and tactile stimuli  
- visual arts elements and concepts in combination are used to create compositions |
| Assessment | Students will be assessed on:  
- knowledge and understanding  
- creating  
- presenting  
- responding  
- reflecting  
A variety of assessment instruments may be used, including:  
- theory activities (exams, assignments, visual art diary)  
- folios of work |
| Pathways to senior subjects | Studying visual art can continue from year 8 through to year 12, with the subject offered in each year level. In year 10, the opportunity to specialise is available with two further subjects offered – fashion design and design. Fashion design and design change names into years 11 and 12, becoming multi-art studies and visual art studies and are non-authority subjects. Visual art in year 11 and 12 is an authority subject. |
| Career pathways | The subject of visual art can lead to many and varied careers including: artist, craftsperson, diversional therapist, fashion designer, dressmaker, graphic designer, hairdresser, interior designer, multimedia developer, jeweler, set designer, teacher, wood turner, photographer, screen printer, industrial designer, florist, landscape architect, sign writer, screen printer, promotion designer. |
### Year 9 The Arts

#### Dance

**Description**
Dance focuses on students learning about dance as an expressive means of ordering movement, gesture and motion. Dance conveys ideas, images and feelings, using the human body as the means of expression and communication.

**Learning experiences**
Dance involves using the human body to express ideas, considering specific audiences and intended purposes, by manipulating dance elements in genre-specific dance sequences. Content and learning experiences could include:

- combinations of locomotor and non-locomotor movements are used to create actions for movement sequences
- directional focus is used to draw attention in space in movement sequences
- combinations of simple and compound time signatures are used to modify timing of movements in sequences
- suspending and vibrating movement qualities are used to modify energy
- structuring devices, including transitions, embellishments, abstraction and variation forms, are used to organise movement
- genre-specific movements are used to create actions for dance sequences
- combinations of movement qualities are used to manipulate energy
- dance elements of space, choreographic devices, energy, form and interpretation

The three strands of dance are *choreography, performance and appreciation*.

**Assessment**
Students will be assessed on:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting

A variety of assessment instruments may be used, including:

- theory activities (exams, assignments, oral presentations)
- choreography
- performance

**Pathways to senior subjects**
Studying dance can continue from year 8 through to year 12, with the subject offered in each year level, and dance in years 11 and 12 is an authority subject.

**Career pathways**
The subject of dance can lead to many and varied careers including: dance teacher, choreographer, professional performed, dance critic or journalist, historian, researcher, composer, theatre designer/technician, costumer/designer, arts administrator, dance model, dance therapist, entertainment lawyer.

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"Every student succeeding..."
# Year 9 The Arts

## Drama

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th>Drama helps students communicate understanding about human issues and experience by enacting real and imagined events. They develop confidence and awareness of self and others as they collaborate to prepare and present drama. They learn about a range of forms, styles and purposes of drama.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Experiences</strong></td>
<td>Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and intended purposes, through dramatic action based on real or imagined events. Content and learning experiences could include:</td>
</tr>
<tr>
<td></td>
<td>• roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus</td>
</tr>
<tr>
<td></td>
<td>• purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas</td>
</tr>
<tr>
<td></td>
<td>• dramatic action is interpreted, prepared and shaped through scenarios and scripts</td>
</tr>
<tr>
<td></td>
<td>• drama elements are manipulated to create tension and status, and are used to express ideas</td>
</tr>
<tr>
<td></td>
<td>• dramatic action and texts are created and interpreted through specific styles, including realism and non-realism.</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>Students will be assessed on:</td>
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<td></td>
<td>• knowledge and understanding</td>
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<tr>
<td></td>
<td>• creating</td>
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<td>• presenting</td>
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<td></td>
<td>• responding</td>
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<td></td>
<td>• reflecting</td>
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<tr>
<td></td>
<td>A variety of assessment instruments may be used, including:</td>
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<td></td>
<td>• responding theory activities (exams, assignments and oral presentations)</td>
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<tr>
<td></td>
<td>• forming (develop and write scripts)</td>
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<td></td>
<td>• presenting (rehearse and perform a range of texts)</td>
</tr>
<tr>
<td><strong>Pathways to senior subjects</strong></td>
<td>Studying drama can continue from year 8 through to year 12, with the subject offered in each year level, and drama in years 11 and 12 is an authority subject.</td>
</tr>
<tr>
<td><strong>Career Pathways</strong></td>
<td>The subject of drama can lead to many and varied careers including: actor, announcer, arts administrator, choreographer, dancer, film and TV lighting operator, film and TV producer, make-up artist, model, public relations officer, receptionist, recreation officer, set designer, speech pathologist, stage manager, teacher, tour guide, writer, lighting technician, sound technician, lawyer, psychologist, social worker, politician, public speaker, director.</td>
</tr>
</tbody>
</table>
# Year 9 The Arts

## Music

### Description

Music focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music. Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles.

### Learning Experiences

Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering specific audiences and intended purposes, through sound. Content and learning experiences could include:

- **duration**, beat, time values and metre are used to create and vary rhythm
- **pitch**, tonalities, scales and intervals are used to create and vary the horizontal arrangement of sound; tonalities and harmonies are used to organise music in different vertical arrangements
- **contemporary, traditional and genre-specific musical forms** are used to structure music
- **interaction between the linear and the vertical arrangement of music** is used to create the texture or density of sound
- **vocal, instrumental, electronic and computer-generated sound sources** have characteristic sound qualities (tone colour) that can be altered through methods of production and manipulation
- **relative softness and loudness of sounds**, and **digital and electronic devices**, are used to change dynamic levels and expression of music

The three strands of music are *aurally and visually identifying music (theory), composition and performance.*

### Assessment

Students will be assessed on:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting

A variety of assessment instruments may be used, including:

- **theory activities** (exams, assignments and oral presentations)
- composition
- performance

### Pathways to senior subjects

Studying music can continue from year 8 through to year 12, with the subject offered in each year level. In years 9 and 10, the opportunity to study advanced music or music exists, and in years 11 and 12 music is offered as an authority subject, and a non-authority subject called music in practice is also available. For students with exceptional musical ability, a further year 12 subject, music extension can be studied. Forest Lake SHS also runs a very successful instrumental music program which complements the classroom program.

### Career Pathways

The subject of music can lead to many and varied careers including: musician, teacher, composer, singer, musical instrument maker, music critic, orchestra conductor, music publisher, lawyer, arts administrator, sound/audio engineer

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“Every student succeeding...”

- 30 -
Year 9 The Arts

**Advanced Music**

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Students must receive an A in year 8 music or seek approval from the HOD Arts to enrol in this subject.</strong> Advanced music focuses on students making music and developing the ability to think and express themselves in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music. Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles.</td>
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<td>Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering specific audiences and intended purposes, through sound. Content and learning experiences could include:</td>
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<td>• duration, beat, time values and metre are used to create and vary rhythm</td>
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<td>• pitch, tonalities, scales and intervals are used to create and vary the horizontal arrangement of sound; tonalities and harmonies are used to organise music in different vertical arrangements</td>
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<tr>
<td>• contemporary, traditional and genre-specific musical forms are used to structure music</td>
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<tr>
<td>• interaction between the linear and the vertical arrangement of music is used to create the texture or density of sound</td>
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<td>• vocal, instrumental, electronic and computer-generated sound sources have characteristic sound qualities (tone colour) that can be altered through methods of production and manipulation</td>
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<tr>
<td>• relative softness and loudness of sounds, and digital and electronic devices, are used to change dynamic levels and expression of music.</td>
</tr>
<tr>
<td>The three strands of music are <strong>aurally and visually identifying music (theory), composition and performance.</strong> Advanced music students study the same content/topics as music (in year 9) however, the subject is differentiated by the assessment and opportunities for fast-tracking and extension.</td>
</tr>
</tbody>
</table>

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<td>Students will be assessed on:</td>
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<td>• responding</td>
</tr>
<tr>
<td>• reflecting</td>
</tr>
<tr>
<td>A variety of assessment instruments may be used, including:</td>
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<td>• theory activities (exams, assignments and oral presentations)</td>
</tr>
<tr>
<td>• composition</td>
</tr>
<tr>
<td>• performance</td>
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<td>Studying music can continue from year 8 through to year 12, with the subject offered in each year level. In years 9 and 10, the opportunity to study advanced music or music exists, and in years 11 and 12 music is offered as an authority subject, and a non-authority subject called music in practice is also available. For students with exceptional musical ability, a further year 12 subject, Music extension can be studied. Forest Lake SHS also runs a very successful instrumental music program which complements the classroom program.</td>
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<td>The subject of music can lead to many and varied careers including: musician, teacher, composer, singer, musical instrument maker, music critic, orchestra conductor, music publisher, lawyer, arts administrator, sound/audio engineer to name just a few.</td>
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## Year 9 The Arts

### Visual Art

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<tr>
<td>Visual art focuses on making, displaying and appraising artworks. Students will engage in experiences to develop personal expression, aesthetic judgment and critical awareness and a sense of satisfaction and enjoyment in making artworks and experiencing display.</td>
</tr>
</tbody>
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<td>Visual art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audiences and intended purposes, through images and objects. Content and learning experiences could include:</td>
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<td>- negative space and positive shape are used to create abstraction, non-representation and proportion</td>
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<td>- actual, invented and simulated textures are used to create depth, representation and non-representation</td>
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<td>- design and visual documentation are used to develop images and objects from visual, verbal and tactile stimuli</td>
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<td>- visual arts elements and concepts in combination are used to create compositions</td>
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<tr>
<td>The three strands of visual art are <em>making, displaying and appraising artworks</em>.</td>
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<tr>
<td>- responding</td>
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<td>- reflecting</td>
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<td>A variety of assessment instruments may be used, including:</td>
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<td>- theory activities (exams, assignments, visual art diary, oral presentations)</td>
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<td>- folios of work</td>
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<td>Studying visual art can continue from year 8 through to year 12, with the subject offered in each year level. In year 10, the opportunity to specialise is available with two further subjects offered – fashion design and design. Fashion design and design change names into years 11 and 12, becoming multi-art studies and visual art studies and are non-authority subjects. Visual art in year 11 and 12 is an authority subject.</td>
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<tr>
<td>The subject of visual art can lead to many and varied careers including: artist, craftsperson, diversional therapist, fashion designer, dressmaker, graphic designer, hairdresser, interior designer, multimedia developer, jeweler, set designer, teacher, wood turner, photographer, screen printer, industrial designer, florist, landscape architect, sign writer, screen printer, promotion designer.</td>
</tr>
</tbody>
</table>
## Year 9 The Arts

### Media

#### Description
Media students will focus on designing, producing and responding to meaning in media texts. Students will learn to communicate visually, using a variety of technologies combining still and moving images, words and sounds.

#### Learning experiences
Media involves constructing meaning, considering specific audiences and intended purposes, by manipulating media languages and technologies to create and shape representations.

Content and learning experiences could include:
- still and moving images, sounds and words are used to construct and reconstruct meaning in media texts
- media techniques and practices, including editing and publishing, are used to create media texts and market, promote, deliver and exhibit media texts
- representations of different beliefs and ideas in media texts are influenced by regulations and by contexts of audiences, producers and institutions
- an understanding of the five interrelated concepts that are common to communicating through all forms of media - media languages, technologies, audiences, institutions and representations

The three strands of media are *critiquing, developing and producing media*.

#### Assessment
Students will be assessed on:
- knowledge and understanding
- creating
- presenting
- responding
- reflecting

A variety of assessment instruments may be used, including:
- theory activities (exams, assignments, oral presentations)
- practical work, including designing storyboards, advertisements (using technology)
- practical work, including producing and editing film

#### Pathways to senior subjects
Studying media can continue from year 9 through to year 12, with the subject offered in each year level. In years 11 and 12, media changes name to film television and new media and is an authority subject. An authority-registered subject, media arts in practice is also offered in years 11 and 12 as an alternative pathway.

#### Career pathways
The subject of media can lead to many and varied careers including actor, camera operator, director, director of photography, production manager, producer, film distributor, scriptwriter, script editor, editor, arts administrator, film festival director, animator, graphic artist, photographer, multimedia developer.
### Year 9 eLearning

#### Business Education

**Description**

Business practice underpins studies within this subject area. Business practice involves the use of management, entrepreneurial creativity, communication, technology practice and technologies. It promotes students' knowing, thinking, investigating, creating, communicating, participating and reflecting. Students use one or more of the elements of business practice to respond to real life situations.

The knowledge, practices and dispositions of business contexts are transferable to other life contexts.

Business contexts present a range of challenges to people in their roles as citizens, consumers, workers or entrepreneurs. Within contemporary society these challenges may include:

- making consumer decisions to meet the needs of self and others
- participating as a responsible citizen
- entering the labour force
- owning or managing a business, enterprise or venture
- engaging in a variety of business activities such as entering into contractual agreements and managing personal finances, investments and records

<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th>Focus/Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business education</strong> focuses on business and economic systems, business enterprise and ventures and work environments. Understandings within these focus areas are drawn from the fields of accounting, law, economics, marketing, management, communications, industrial relations, human resources, information and communication technology and administration.</td>
<td></td>
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</tbody>
</table>

Students develop their understandings of the concepts within the focus areas or strands through the lower secondary years. Courses of study will be planned using learning outcomes from a single strand or from a number of strands.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Students will complete a number of projects that centre around real-life business situations.</td>
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</table>

<table>
<thead>
<tr>
<th>Pathways to senior subjects</th>
<th>Business education in year 9 will lead students to a number of future subject pathways:</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 10</strong>: business studies</td>
<td>years 11 and 12: accounting, business communication and technologies, certificate ii in business.</td>
</tr>
</tbody>
</table>

| Career Pathways | Business provides students with numerous career pathways in commerce such as: accounting, retail services, business ownership (sole trader, partnerships), management, bookkeeping and marketing. |
### Year 9 eLearning

#### Computer Education

| Description | **Computer education** (CED) is a hands-on computer and technology based subject where students will have the opportunity to design and develop products and communicate with others using modern media and technologies. They will also consider the social and ethical issues resulting from modern information and communication practices. The course is project based and students will have choices of learning experiences which may include the following:  
- designing, developing and evaluating a variety of digital documents in various formats, including web pages and social networking systems  
- comparing the merits of print and on-line media using a variety of different software and equipment (digital cameras, scanners etc.) for specific purposes  
- discussing and arguing the disadvantages and advantages of modern technologies  
- animation and multimedia as a communication tool; and  
- creating, analysing and evaluating, programming languages to build interactive multimedia and systems. |
| Learning Experiences | **Focus**  
This subject enables students to meet the requirements of the Information technology syllabus. The focus of the technology practices strand is how to design, develop and evaluate a product. The focus of the information strand is to help students understand that information exists in many forms and can be manipulated and managed for different purposes. |
| Assessment | **Assessment**  
Students will complete a number of projects using information communications technologies throughout the year to meet the course requirements. |
| Pathways to senior subjects | **Industrial technology and design in year 9 will lead students to a number of future subject pathways:**  
**Year 10:** computer education (certificate i in information, digital media and technologies), computer management systems  
**years 11 and 12:** information technology systems, Certificate II in Information, digital media and technology. |
| Career Pathways | Computer education provides students with numerous career pathways in digital media such as: programming, game design, computer office management, systems management, networking, digital services, marketing. |
### FLSHS Signature Programs

#### Lighthouse

**Description**

The *lighthouse program* is designed to support high performing academic students with a focus on:

- critical thinking
- metacognitive and creative problem solving
- working in teams
- self-directed learning
- developing high level communication skills

The lighthouse program provides the opportunity to work with like-minded students to extend and challenge their learning. This program continues throughout junior secondary. Students are identified in year 6 and after successful application are offered a position in this program. All students in the lighthouse program participate in the 1:1 laptop program.

#### Innovate

**Description**

Innovate is a science, technology, engineering, arts and mathematics (STEAM) based course for year 7, 8 and 9 students that nurtures and develops skills for the new economy and the technology that will drive it.

Innovate uses cutting edge technology (3D printing, laser cutting, robotics, drone technology, coding) with advanced maths and science to design and build innovative technology solutions for problems inside and outside the school. Through Innovate, students become responsible citizens by considering social and ethical implications of technology solutions and develop an entrepreneurial outlook to prepare them to run successful businesses in the future.

Students apply to join Innovate in the same way as they do lighthouse.

#### Music & Instrumental Music

**Description / Purpose**

Music is a signature program at Forest Lake State High School. There are two complementary programs, instrumental music and classroom music.

*Classroom Music*: students in years 7 and 8 study music as part of their timetabled curriculum. Students in years 9 to 12 can choose music as an elective. In years 9 and 10, the music electives are music and advanced music. In years 11 and 12, students can study non-authority music studies and/or authority music. Further to this, students in year 12 can elect to study music extension and specialise in musicology, composition or performance.
**Instrumental Music:** Forest Lake State High School offers an excellent instrumental music program for students encompassing group tuition and ensemble rehearsals. Students have the opportunity to participate in the schools’ award-winning ensembles including jazz band, concert band, string orchestra and drumline. Students are provided with expert tuition from specialist instrumental music teachers.

Instruments that can be studied in the program include:
- woodwind – flute, oboe, clarinet, bass clarinet, saxophone (alto, tenor and baritone)
- brass – French horn, trumpet, euphonium/baritone, trombone, tuba
- percussion – tuned and un-tuned percussion
- strings – violin, viola, cello, double bass

**Criteria**
Selection into the advanced music classes is based on previous results and/or an application to the Head of Department the arts.

*Entry into Instrumental Music is via an application form.*

**Pathways and Opportunities**
There are many performance opportunities at school and in the local community for our musicians. For the last few years, we have also been supported by a local hip-hop musician from The Salvation Army, who partners with the school for music in practice students, providing song writing, production and performance opportunities in the local community and further afield. Students also have opportunities to participate in extra-curricular events such as eisteddfods, camps and tours; and extension activities such as the Queensland Conservatorium State Honours Ensemble program, Queensland Youth Orchestra Council programs, Fanfare and MOST programs.

**Student Obligations**
Students must maintain a pass in advanced music classes to remain enrolled in the program. Instrumental music students sign a contract to commit to one year full participation in the program. Progression from year level to year level in the program is not automatic.

**Selection Procedure**
Entry into the program is selective and each class has a maximum number of participants. Instrumental music numbers are capped per instrument and per specialist music teacher.

**Program Cost**
There is no subject cost for students in the classroom music program. From time to time, activities that cost money may be offered to students. This may include AMEB theory exams, entry to competitions and excursions, to name a few. Instrumental music costs students $25 per year. School instrument hire is an extra $60 per semester. Additional costs may include purchase of sheet music/tutor books and possible other items as requested by the Instrumental Music teacher.

**More Information**
Please go to [www.forestlakeshs.eq.edu.au](http://www.forestlakeshs.eq.edu.au) for more information, including a link to download the current instrumental music handbook.
Year 7 & 8 Rugby League

**Description**

The aim of the rugby league signature program is to provide students with the opportunity to develop their potential along the elite pathway of rugby league whilst maintaining their performance in academic studies. We aim to provide students with quality coaching and feedback on their development within the school, environment and allow students access and opportunities to compete in elite competitions in rugby league across South-East Queensland. Students will have access to new coaching and playing structures due to our partnership with South Logan Magpies and their affiliation with the Brisbane Broncos. The program runs at the same time as core physical education classes who study rugby league in their practical area instead of the general sports offered in core physical education. Students in this program study the same theory as all other students in core physical education.

Applicants must be playing or have the ability to play rugby league at a representative level. Students must also meet 3 criteria to remain in the Academy:
- progression in rugby league
- academic standards that reflect genuine effort
- high standard of attitude and behavior

For more information on both signature programs please see the excellence programs section on the school website (www.forestlake.eq.edu.au)

Year 9 Rugby League

**Description**

This subject is chosen as an elective and is studied as an addition to participation in core health and physical education. A significant amount of time is allocated to physical activity through sports with the focus on specifically developing skills for rugby league.

**Learning experiences**

High level coaching and training will be provided to students as well as the study of:
- skill acquisition in rugby league
- goal setting
- exercise physiology—training principles and energy systems; and
- nutrition

Students will also undertake sport specific units of work targeted at extending the more gifted athletes within the school.

**Assessment**

Students demonstrate evidence of their learning over time in relation to the following assessable elements:
- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting

A variety of assessment instruments may be used, including:
- theoretical assessments (e.g. journals, exams & assignments)

Students will study a variety of physical activities and one theoretical focus each term.
### Pathways to senior subjects

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>health and physical education, health and physical education extension, sport performance, rugby league</td>
<td>health and physical education, recreation, Certificate III in Fitness, Certificate III in Sport and Recreation in Rugby League</td>
</tr>
</tbody>
</table>

### Career pathways

Sports excellence provides students with numerous career pathways in trade, paraprofessional and professional careers such as: teacher, sports medicine officer, personal trainer, sports coach, fitness center manager, facility manager, professional rugby league player

### Aspiring Athlete Program (AAP)

- **Description/purpose**: Forest Lake State High School is happy to announce the *aspiring athletes program* beginning in 2015. This exciting new program will provide a unique and dynamic sport specialist experience for athletes with great potential. The AAP supports the athletes holistically by connecting the School’s existing P.R.I.D.E behaviour philosophy with strategically planned sporting specific training.

  - Forest Lake State High School has a proud sporting tradition and the aspiring athletes program aims to build on this.
  
  - The AAP aims to train the selected athletes through individualised programs with the involvement of the school, parents and local and state run sporting organisations. Individualised training programs relative to the chosen sport for the athlete will be provided along with planned testing sessions using key performance indicators (KPI’s). These KPI results are sports specific then recorded and provided to possible “Talent ID” programs with the aim to further the athlete on the pathway to professional and or elite amateur sport.

  - This program also provides a realistic and holistic approach to the challenges of elite sport. Athletes will be required to show a strong drive to develop a commitment to using the school’s PRIDE model to develop the emotional and social maturity necessary to deal with the elite sporting environment.

  - AAP will include individualised, sports specific strength and conditioning programs with a heavy emphasis on biomechanics. Also included will be psychological skills development, pre event visualisation techniques and relaxation techniques to further develop the intelligent performance. Time management, nutrition, study skills and career planning will also be developed through AAP.

- **Criteria**: Selection into the aspiring athletes program requires applicants to demonstrate not only a high level physical qualities tested through KPI testing (key performance indicators) but also a high level of commitment to adhering to the schools PRIDE philosophy which underpins reaching academic goals.

- **Application process**
  - Application forms available at the school administration and on the website and need to be returned to the main administration.
  - Academic results must be brought to the trial days

- **Program content**
  1. Sports specific strength and conditioning programs
  2. Teamwork and leadership development
  3. Mentorship
  4. Regular contact with the AAP co-ordinator who will take students for welfare
INCLUSIVE Education

Forest Lake SHS provides support options for students experiencing difficulty with their studies through our curriculum structure. Appropriate support for individual students is based on student data and progress, and available school resources.

Foundation Courses

<table>
<thead>
<tr>
<th>Description</th>
<th>For students with a verified disability who have difficulty coping in the mainstream, foundation courses are available tailored to individual needs.</th>
</tr>
</thead>
</table>
| Learning experiences | Focus/Strands  
Classes focus on the literacy and numeracy needs of the students with an emphasis on developing life skills in a real life context. |
| Assessment | Assessment  
Students are assessed according to their ability level and in accordance with their individual learning plan. |

5. Lessons every week.
6. Students will have access to facilities, specialist tuition and coaching from organisations including:
   - Runaway Bay Sports Excellence Centre
   - QAS Talent Identification and Development program

Foundation

- 2 lessons per week before and or after school.
- Participation in specialised clinics
Potential to increase the program e.g. more sessions per week etc

Pathways and opportunities

Participants in the sports excellence program gain potential pathways to Q.A.S, A.I.S College programs and professional and amateur sports.

Student obligations

Students will only retain their position in the program by continuing to meet the requirements of their chosen sport and their school subjects. All students will be required to sign a contract outlining their responsibilities.

Progression from year level to year level in the program is not automatic.

Selection procedure

Entry into the program is selective and very competitive. Only a limited number of positions are offered. Selection trials are held throughout the year with the first round in August and the second round in September.

Sport excellence uniform

Sports excellence students are required to purchase an applicable aspiring athlete’s uniform in addition to the cost of the program.

Program cost

Cost - $135
Students will be required to attend a 3 day sports camp at Runaway Bay at an approximated cost of $100. A training shirt for $35 will also be required.
### Supported Studies

<table>
<thead>
<tr>
<th>Description</th>
<th>Supported studies is an elective suited to students with a verified disability or learning difficulty. Students struggling to keep up with year level cohort are given extra time and assistance with their work. Often the use of assisted technology is available.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus/Strands</td>
<td>Supported Studies is available in all year levels and is recommended for students with a disability.</td>
</tr>
<tr>
<td>Assessment</td>
<td>There is no formal assessment as the success of support studies is measured by the success students have in their core and other elective subjects.</td>
</tr>
</tbody>
</table>

### Literacy & Numeracy support

| Description | Students who achieve below the NAPLAN benchmark in years 5 & 7 and/or who have been studying English for less than one year are eligible for exemption from LOTE. At FLSHS, this means that during the LOTE lessons these students (after consultation with their parents) will participate in literacy based studies to enhance their opportunity for success across all subject areas. |

### ACCESS

| Description | All junior secondary students participate in one lesson per week of ACCESS studies. These lessons help students to transition from primary into high school and junior secondary into senior. Year 7 focus:  
- developing skills in information technology  
- developing social and emotional resilience  
- enhancing literacy and numeracy improvement  
Year 8 & 9 focus:  
- literacy and numeracy improvement  
- developing social and emotional resilience  
- educating students about maintaining their physical health. |

### Student Support Services

| Description | Forest Lake State High School provides a range of support services and accesses community support services, for students with personal or academic needs which impact on their schooling or inhibits their capacity to reach their individual and educational goals. |
NOTES
Every student succeeding….