

FOREST LAKE STATE HIGH SCHOOL
Independent Public School



YEAR 7

CURRICULUM

HANDBOOK

2024



Prepared | Respectful | Inclusive | Dedicated | Engaged

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Forest Lake State High School – a first class education for every student in our community.



Denise Kostowski
Principal

Our school purpose is to educate and empower students to become successful global citizens. As such, we are committed to providing every student with an educational program that meets their learning needs and develops their literacy, numeracy and 21st century skills to prepare them for the many opportunities that they have beyond school.

Our Junior Secondary School (years 7, 8 and 9) curriculum delivers the Australian Curriculum, Assessment and Reporting Authority (ACARA) approved curriculum, and provides a foundation for success for future school, work and engagement in community. In the Senior Secondary School (years 10, 11 and 12) your children will study the Queensland Certificate of Education - a curriculum also based on the ACARA curriculum. It provides a diverse range of academic and vocational subjects specifically designed to meet the needs of our students and their post school preferences. Our junior facilities are specially designed to cater to the unique needs of the very important transition years from primary school into senior secondary.

Our dedicated teachers work with students to maximize student success. We are clear that Forest Lake SHS is a learning community that works in partnership with parents to support their child's learning - a critical component of success. We welcome your involvement in our school and your child's learning journey. I am very confident your child will enjoy their time here at Forest Lake SHS and I look forward to sharing their educational journey ahead.

A handwritten signature in black ink that reads "Denise Kostowski".

Denise Kostowski
Principal

PRIDE

Forest Lake State High School has developed the model of PRIDE, which is based on the positive behaviour for learning model. The positive behaviour for learning model is an evidence based approach to teaching social competence and enhances school learning environments. A key focus for PRIDE is consistency in practice, as students have the same expectations in all classes, decreasing the levels of problematic behaviour. The school's PRIDE values are explicitly taught and reinforced every lesson and in the playground. This proactive whole school system focuses on acknowledging positive behaviour and minimising disruption to student learning.

At FLSHS, **PRIDE** identifies our school expectations:

Prepared, **R**espectful, **I**nclusive, **D**edicated and **E**ngaged

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. disruptive behaviour is not tolerated.



JUNIOR SECONDARY LEADERSHIP

PRINCIPAL

DEPUTY PRINCIPALS

HOD | Junior Secondary

HOD | Teaching & Learning

HOD | Supportive School Environment

HOD | Key Learning Areas

GUIDANCE OFFICERS

STUDENT COACH

YEAR COORDINATORS

PODs

Roycroft | Thorpe | Fairweather | Freeman | O'Neill | Diamond | Sauvage

Our Junior Secondary School

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

Junior Secondary is all about assisting 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.

Key features:

- Dedicated year 7 precinct, including year 7 pods and playground areas.
- In pods, the Head of Department assists in developing positive and connected relationships between students and staff.
- In year 7, 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.
- At the beginning of the term, 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.
- Programs are in place for students requiring additional academic, social and or emotional support, including the Programs of Excellence, the Special Education Program (SEP), and specialised literacy and numeracy classes.
- Parents are kept informed via Facebook, newsletters, text messages, our website and individual contact with staff as required. Parent-teacher interviews are held once in each semester.
- Forest Lake State High School 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 high 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.

8:30am

2:30pm

Junior Secondary

Junior Secondary: 'purpose' built classrooms

- pod based Head of Department
- core teachers
- we are a 'bring your own device' (BYOD) school



All junior secondary students have access to:

- learning support and extension
- a variety of extra-curricular activities
- leadership opportunities
- student support services
- year level coordinators
- ongoing transition and preparatory program (In Real Life)
- Deputy Principal year 7; Deputy Principal year 8; Deputy Principal year 9, Deputy Principal Inclusion, Junior Secondary Head of Department; Teaching & Learning Head of Department, Guidance Officer and Heads of Department for each Key Learning Area.

PROGRAMS of EXCELLENCE

Academic Program of Excellence

<p>Aims</p>	<p>The Academic Program of Excellence aims to develop lifelong learners by providing a rigorous, challenging and supportive learning environment with opportunities to participate in enrichment and extension activities. Curiosity, inquiry, creativity and critical thinking are tools to develop the scholarly behaviours of an Academic Program of Excellence learner. The program strives to develop a global mindset in our students whilst developing compassion and empathy, promoting respect within our school, the community and beyond.</p>
<p>Selection Criteria</p>	<p>Offering of Academic Program of Excellence placement is on the condition of:</p> <ul style="list-style-type: none"> • undertaking a placement test • a review of students' previous academic and behavioural reports, standardised testing results and extra-curricular participation.
<p>Entry Requirements</p>	<p>Interested students are invited to undertake academic testing during year 6 or identified through HOD Teaching and Learning if a current student.</p> <ul style="list-style-type: none"> • It is a condition of acceptance in the APEX class that students bring a windows based laptop for school use every day. Refer to the school website for IT requirements.

Dance Program of Excellence

<p>Aims</p>	<p>The aim of the Dance Program of Excellence is to provide students with the opportunity to develop their potential along the elite pathway of dance performance whilst maintaining their performance in academic studies. It provides students with quality instruction and feedback on their development within the school environment and allows access and opportunities to compete in dance competitions across South- East Queensland. The program will allow students the opportunity to develop their dance performance skills; expose them to industry standard dance experiences and venues; develop discipline in all styles of dance; experience realistic opportunities and realise their potential through the performance skills.</p>
<p>Selection Criteria</p>	<p>Students are selected to participate in the Dance Program of Excellence based on their desire to learn advanced dance skills and showcase performance skills. Applicants for this program need to demonstrate a high standard of dance performance skills and ability and the capacity to work productively in a positive team environment.</p>
<p>Entry Requirements</p>	<p>To be eligible to participate in the Dance Program of Excellence, students must:</p> <ul style="list-style-type: none"> • attend a formal audition, performing a set piece of choreography to determine their skill level suitability to participate in the desired troupe • demonstrate commitment to lunch time and after school rehearsals and performances and compete in all competitions across the school year.

Esports Program of Excellence

<p>Aims</p>	<p>The aim of the Esports Program of Excellence is to provide students with the opportunities and pathways required to be successful participants in the esports industry. Through participation in the Esports subjects, extra-curricular club and external competitions, students are exposed to the emerging world of esports and empowered to explore multiple career pathways from elite athleticism through to casting/streaming, ICT support, team management, advertising, performance optimisation, business management and event organisation. Students will be involved with industry experts, university teams and inter-school events to enrich their understanding of, and success in, esports.</p>
<p>Selection Criteria</p>	<p>Students are selected to participate in the Esports Program of Excellence based on their desire to build career-ready knowledge and skills and an interest in the future of Australian esports. Applicants for this program need to demonstrate a high standard of esports performance skills and ability to work productively in a positive team environment.</p>
<p>Entry Requirements</p>	<p>To be eligible to participate in the Esports Program of Excellence, students must:</p> <ul style="list-style-type: none"> • attend a formal tournament series, competing against other students to Determine their skill level suitability to participate in esports • have their own windows-based laptop and smart phone capable of video, sound editing and streaming, and bring it every lesson • pay a program fee of \$50, which covers the cost of resourcing the subject.

Instrumental Music Program of Excellence

<p>Aims</p>	<p>The Instrumental Music Program of Excellence aims to provide opportunities for dedicated music students to develop instrumental music skills via weekly tuition and personal practice. Through participation in our ensembles (Concert Band, Jazz Band, DrumLine and String Orchestra), students are able to cultivate their performance skills by performing and competing in a variety of concerts and events. Students who participate and engage in the Instrumental Music Program of Excellence receive a first class Music curriculum.</p>
<p>Selection Criteria</p>	<p>Students gain selection to participate in the Instrumental Music Program of Excellence based upon their desire and motivation to develop their instrumental music technique and performance skills. It is highly recommended that students accepted into the program enrol in a Performing Arts curriculum subject (Music, Dance or Drama) to supplement the skills they develop in the program (excluding year 7 applicants).</p>
<p>Entry Requirements</p>	<p>To be eligible for the Instrumental Music Program, all applicants should meet the following criteria:</p> <ul style="list-style-type: none"> • the completion of an expression of interest form and signed contract • selection into the ensembles will be based on student's attendance, effort, technique and skill demonstrated in their weekly lessons • the capacity to cover course costs.

Rugby League Program of Excellence

<p>Aims</p>	<p>We aim to provide students with an opportunity to develop their skills and expose them to all elements of rugby league by:</p> <ul style="list-style-type: none"> • providing quality coaching and feedback • developing discipline in all elements on and off the field • providing a realistic opportunity for students to realise their potential through the development of their rugby league skills • competing in elite competitions in rugby league across South East Queensland.
<p>Selection Criteria</p>	<p>Students selected to participate in the Rugby League Program of Excellence will have played rugby league at representative level (or equivalent), maintained an academic standard that reflects genuine effort and achieved a minimum academic report of satisfactory for behaviour and attitude in all subjects.</p>
<p>Entry Requirements</p>	<p>To be eligible for the Rugby League Program of Excellence, all applicants must possess and/or commit to the following qualities:</p> <ul style="list-style-type: none"> • a high standard of rugby league skills and abilities • the ability to work productively in a positive team environment • the aspiration and work ethic to attain a satisfactory standard in all academic subjects at Forest Lake SHS • an exemplary record of attitude, effort and behaviour within the school community • a desire to demonstrate cooperation, courtesy and commitment at all times • the capacity to cover course costs.

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.

In Real Life

<p>Description</p>	<p>All Junior Secondary students participate in one lesson per week of IRL studies. These lessons help students transition from primary to secondary school and from junior secondary into senior school.</p> <p>Year 7 focus:</p> <ul style="list-style-type: none"> • knowledge of self • knowledge of others • developing social and emotional resilience with the GROWTH mindset • academic goal setting <p>Years 8 & 9 focus:</p> <ul style="list-style-type: none"> • developing social and emotional resilience with the GROWTH mindset • educating students about maintaining their physical and mental health • career education: living a life of choice • academic goal setting.
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Student Support Services

<p>Description</p>	<p>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.</p>
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English as an Additional Language or Dialect (EAL/D) Support Classes

<p>Description</p>	<p>Students that are recent arrivals to Australia or from a non-English speaking background are supported through English as an Additional Language or Dialect Support Classes.</p>
<p>Learning Experiences</p>	<p>Within this subject, students will be provided with intensive language intervention to support their English language development as per EALD band scales.</p>
<p>Assessment</p>	<p>Formative assessment, including EALD bandscales are used to monitor student progress. There is no academic reporting for this subject.</p>

Literacy and Numeracy Program (LNP)

Description	Literacy and Numeracy Support Classes may be suggested as an option for students identified as achieving below national minimum standard or who would benefit from extra assistance in literacy and numeracy.
Learning Experiences	Within this subject, students experience pre-teaching, consolidation and extra support for learning and assessment in their timetabled subjects.
Assessment	Formative assessment is used to monitor student progress. There is no academic achievement reported for this subject.

Personal and Social Capability Programs (PSC)

Description	Personal and Social Capability Classes (PSC) may be suggested as an option for students with a disability or experiencing difficulties in a learning environment. PSC Classes are available for all year levels.
Learning experiences	Within this subject, students experience intensive interventions that may include zones of regulation (self-regulation and de-escalation program), whole person planning and executive functioning support.
Assessment	Formative assessment is used to monitor student progress. There is no academic achievement reported for this subject.

Foundation Classes

Description	For students working well below their same age peers (with an endorsed Individual Curriculum Plan) and with a significant need for support to access this curriculum.
Learning experiences	Students experience the same curriculum as their peers with adjustments to the year level at which they are accessing the curriculum. For example: a year 7 student in term 1 will be working on the same unit as other year 7 classes but being taught and assessed at year 4.
Assessment	Students are assessed against the achievement standards within their parent endorsed Individual Curriculum Plan.

YEAR 7 CURRICULUM

CORE Subjects

- English
- Mathematics
- Science
- Geography & History
- Health & Physical Education
- Digital Technologies
- The Arts
- Japanese

PROGRAMS of EXCELLENCE

1. Academic Program of Excellence
2. Dance Program of Excellence
3. Esports Program of Excellence
4. Instrumental Music Program of Excellence
5. Rugby League Program of Excellence

FOREST LAKE STATE HIGH SCHOOL

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

In year 7 all students study core subjects from the Australian Curriculum. They also trial a variety of elective subjects to make informed decisions about their future pathways.

Year 7 Curriculum							
Core	English	Mathematics	Science	Geography & History	Health & Physical Education	Japanese	In Real Life
Yr 7 Electives	Technologies			The Arts			
	Digital Technologies Or Esports (POE)			Dance Drama Music Media Arts Visual Art			

Year 8 Core Curriculum						
Core	English	Mathematics	Science	Geography & History	Health & Physical Education Rugby League Excellence	In Real Life
Yr 8 Electives	Technologies <i>(must choose 1)</i>		The Arts <i>(must choose 1)</i>		Languages <i>(must choose 1)</i>	
	Design and Technology Food, Nutrition and Design Esports Excellence - (POE—Full Year Program) Esports		Dance Drama Media Arts Music Visual Art		Japanese—1 (All Students) Japanese—2 (for Semester 2)	

Students have a choice of all remaining elective subjects for their additional semester.

What year 7 students are preparing for – the senior years.....

Students will study the P-10 Australian Curriculum to prepare them for years 11 and 12.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Statement of Results
- Queensland Certificate of Education (QCE) OR Queensland Certificate of Individual Achievement (QCIA)

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Senior Pathways

The intention of completion of senior is for students to attain a QCE or QCIA. Students who do not meet the QCE requirements can continue to work towards the certificate after secondary schooling. The Queensland Curriculum Assessment Authority (QCAA) awards the QCE OR QCIA once a student becomes eligible.

Senior subjects

At Forest Lake State High School, three types of QCAA courses are offered toward a QCE:

- General (includes Extension subjects) – can lead to a university pathway, other study or work through an (ATAR) Australian Tertiary Admissions Rank
- Applied – most suited to a vocational pathway, training or work
- VET (Vocational Education and Training)

Results in General, Applied and VET subjects which contribute to the award of a QCE may contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Year 7 English



<p>Description</p>	<p>In English, students continue their language development by actively engaging in using language for a wide variety of genuine purposes and reflecting on its use. English in year 7 will prepare students for further study in year 8. The course also prepares students for study in senior school. Major focuses will be wide reading and learning to write using the Writers' Toolbox framework.</p>
<p>Learning Experiences</p>	<p>Core Curriculum The Australian Curriculum for English is organised around:</p> <ul style="list-style-type: none"> • literature (prose, poetry, plays) • literacy • language.
<p>Assessment</p>	<p>Students read, write and speak using a range of genre including:</p> <ul style="list-style-type: none"> • narrative writing • poetry analysis • persuasive writing • critical literacy analysis • novel analysis (spoken).
<p>Future Subjects</p>	<p>Years 8—9:</p> <ul style="list-style-type: none"> • English <p>Year 10:</p> <ul style="list-style-type: none"> • English or Essential English <p>Years 11—12:</p> <ul style="list-style-type: none"> • English—General • Literature—General • English as an Additional Language—General (EAL) • Essential English—Applied.
<p>Career Pathways</p>	<p>English prepares students for every career. All students need to be able to use language accurately and appropriately in their work environment. All citizens need to be able to critique the language they encounter in their daily lives. For those in practical areas, being able to speak and write accurately and fluently is essential. For those heading to university, language use becomes much more complex. English and EAL 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.</p>



Year 7 Mathematics

<p>Description</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Learning Experiences</p>	<p>Core Curriculum</p> <p>The mathematics program is based on the Australian Curriculum for Mathematics. This curriculum presents mathematics in six interrelated strands:</p> <ul style="list-style-type: none"> • number • algebra • measurement • space • statistics • probability.
<p>Assessment</p>	<p>A range of assessment techniques are used, which may include:</p> <ul style="list-style-type: none"> • written tests • short-answer questions • assignments • investigations.
<p>Future Subjects</p>	<p>Years 8—9:</p> <ul style="list-style-type: none"> • Mathematics <p>Year 10:</p> <ul style="list-style-type: none"> • Mathematics or Mathematics Extension or Essential Mathematics <p>Years 11—12:</p> <ul style="list-style-type: none"> • General Mathematics — General • Mathematical Methods — General • Specialist Mathematics — General • Essential Mathematics — Applied
<p>Career Pathways</p>	<p>Mathematics is an essential aspect of every career choice.</p>

Year 7 Science

<p>Description</p>	<p>Science, within the Australian 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.</p> <p>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.</p>
<p>Learning Experiences</p>	<p>The curriculum for Science is organised around 4 key subject areas:</p> <ul style="list-style-type: none"> • biological sciences • chemical sciences • earth and space sciences • physical sciences.
<p>Assessment</p>	<p>Students are assessed using the following criteria:</p> <ul style="list-style-type: none"> • science understanding • science as a human endeavor • questioning and predicting • planning and conducting • processing and analyzing data and information • evaluating • communicating. <p>These will be assessed using a variety of assessment instruments such as:</p> <ul style="list-style-type: none"> • experimental investigation • research tasks • collections of work • supervised assessment (exams). 
<p>Future Subjects</p>	<p>Years 8—9:</p> <ul style="list-style-type: none"> • Science <p>Year 10:</p> <ul style="list-style-type: none"> • Science or Science Extension <p>Years 11 and 12:</p> <ul style="list-style-type: none"> • Biology — General • Chemistry — General • Psychology—General • Physics — General • Science in Practice — Applied 
<p>Career Pathways</p>	<p>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.</p>

Year 7 History and Geography

Description	<p>Humanities and Social Science is broken into two core disciplines: History and Geography.</p> <p>In History, student learning will focus on the theme, the ancient world.</p> <p>In Geography, student learning will focus on the theme, water in the world and place and livability.</p>
Learning Experiences	<p>In History:</p> <ul style="list-style-type: none"> • 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. <p>In Geography:</p> <ul style="list-style-type: none"> • 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.
Assessment	<p>Students will be assessed on the following criteria:</p> <ul style="list-style-type: none"> • knowledge and understanding • questioning and researching • interpreting and analysing • communicating. <p>These will be assessed using a variety of assessment instruments such as:</p> <ul style="list-style-type: none"> • short-response tests • practical exercises • response to stimulus essays • reports • written research tasks.
Future Subjects	<p>Years 8—9:</p> <ul style="list-style-type: none"> • History • Geography <p>Year 10:</p> <ul style="list-style-type: none"> • History or History Extension • Geography or Geography Extension <p>Years 11 and 12:</p> <ul style="list-style-type: none"> • Modern History — General • Ancient History — General • Geography — General • Social and Community Studies—Applied • Tourism — Applied
Career Pathways	<p>Career options by studying Humanities and Social Science subjects through to year 12 include politics and public policy, occupations in law, teaching, foreign affairs and diplomatic posts, library and museum posts, tourism and research.</p>

Years 7 Health and Physical Education

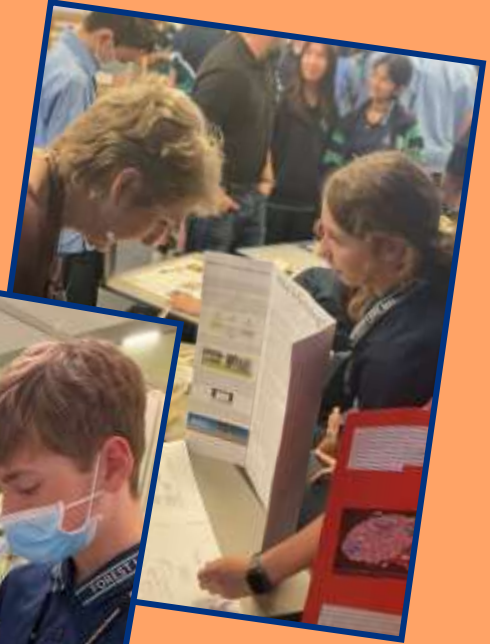
<p>Description</p>	<p>The Year 7 curriculum expands students’ knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others’ health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people’s beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.</p>
<p>Learning Experiences</p>	<p>The curriculum for Year 7 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities and rhythmic and expressive movement activities play in shaping cultures and identifies. They reflect on and refine personal and social skills as they participate in a range of physical activities.</p>
<p>Assessment</p>	<p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> • performance and practical application • investigating <p>A variety of assessment instruments may be used, including: theory activities (exams and assignments); practical performance.</p>
<p>Future Subjects</p>	<p>Years 8—9:</p> <ul style="list-style-type: none"> • Health & Physical Education <p>Year 9:</p> <ul style="list-style-type: none"> • Rugby League Excellence—Elective • Girls Sport Specialisation—Elective <p>Year 10:</p> <ul style="list-style-type: none"> • Physical Education—Elective • Health Education—Elective • Rugby League Excellence—Elective • Cert III in Sports & Recreation Girls Sport Specialisation—Elective <p>Years 11 and 12:</p> <ul style="list-style-type: none"> • Physical Education — General • Health — General • Cert III in Sports & Recreation Rugby League Excellence — VET • Cert III in Sports & Recreation Netball — VET • Cert III in Fitness — VET • Sports & Recreation—Applied
<p>Career Pathways</p>	<p>Health and Physical Education provides students with numerous career pathways in trade, paraprofessional and professional careers such as: teacher, nurse, sports medicine officer, personal trainer, physiotherapist, pharmacist, university lecturer, dietician, sports coach, fitness centre manager and facility manager.</p>

Years 7 Digital Technologies

<p>Description</p>	<p>Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.</p>
<p>Learning Experiences</p>	<p>In year 7, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints. Students undertake units in Cyber Safety, Data Analysis and Coding.</p>
<p>Assessment</p>	<p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> • knowledge and understanding • processes and production skills. <p>A variety of assessment instruments may be used, including:</p> <ul style="list-style-type: none"> • online tests • folio of work • project work.
<p>Future Subjects</p>	<p>Year 9:</p> <ul style="list-style-type: none"> • Digital Technologies • Esports Excellence <p>Year 10:</p> <ul style="list-style-type: none"> • Digital Technologies • Esports Excellence <p>Years 11—12:</p> <ul style="list-style-type: none"> • Digital Solutions—General • Information Communication & Technology (Esports—Applied) • Certificate II in Skills for Work—VET
<p>Career Pathways</p>	<p>Almost all work environments include components of digital technologies and may include: STEAM Careers, robotics, manufacturing, engineering, coding, digital platforms, web development, and drones.</p>



Forest Lake SHS



THE ARTS

In year 7 students participate in Dance, Drama, Media Arts, Music and Visual Art. Students accepted into the Dance Program of Excellence will only experience dance for year 7.

<h2>Dance</h2>	
Description	In Dance, students focus on creating dance and developing the ability to communicate and express themselves through movement. Students will also learn to analyse and respond to various dances, giving their interpretation of what is being communicated. They will learn and perform dances within groups and/or individually.
Learning Experiences	<p>In Dance, students:</p> <ul style="list-style-type: none"> • combine elements of dance and improvise by making literal movements into abstract movements • develop their choreographic intent by applying the elements of dance to select and organise movement • practise and refine technical skills in style-specific techniques • Structure dances using choreographic devices and form • rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent • analyse how choreographers use elements of dance and production elements to communicate intent • identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples.
Assessment	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> • making – choreography • making – performing • responding – folio <p>A variety of assessment instruments may be used, including:</p> <ul style="list-style-type: none"> • responding (exams and assignments) • choreography • performance
Future Subjects	<p>Year 8:</p> <ul style="list-style-type: none"> • Dance General • Dance Program of Excellence <p>Years 9–10:</p> <ul style="list-style-type: none"> • Dance or Dance Program of Excellence <p>Years 11–12:</p> <ul style="list-style-type: none"> • Dance — General • Dance in Practice — Applied
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.

Drama

Description	In Drama, students will develop an understanding of basic acting skills and using performance spaces. They will develop confidence, awareness of themselves and others. Students will engage in practical activities that focus on playing a role, using language, creating dramatic tension, physical movement and maintaining focus.
Learning Experiences	<p>In Drama, students:</p> <ul style="list-style-type: none"> • combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes • develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions • plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect • develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists • perform devised and scripted drama maintaining commitment to role • analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning.
Assessment	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> • making • responding. <p>A variety of assessment instruments may be used, including:</p> <ul style="list-style-type: none"> • responding (exams and assignments) • forming • presenting.
Future Subjects	<p>Years 8—10:</p> <ul style="list-style-type: none"> • Drama <p>Years 11—12:</p> <ul style="list-style-type: none"> • Drama — General
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.

Media Arts

<p>Description</p>	<p>In Media Arts, students take on the role of The Photographer. Students learn the basics of film languages used to capture subjects. They learn that the photographer's choices in how they capture their subjects should always be made consciously, as these choices contribute to the story they want to tell through their images. Students create their own photography portfolio and evaluate the artistic choices of other photographers, in how they tell stories through their images. Students also must consider the social and ethical responsibilities of artists. This unit focuses on toy photography.</p>
<p>Learning Experiences</p>	<p>In Media Art, students explore:</p> <ul style="list-style-type: none"> • what photographic storytelling is • the conventions of toy photography • compositional techniques to enhance photography • codes that make up mise en scene and how audiences make meaning from the combination of different media codes • different functions of cameras • how to use video editing software • social & ethical responsibilities that photographers must consider in their role • the importance of copyrighting for images
<p>Assessment</p>	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> • Responding – Analysis of Photographic Storytelling • Making – Photographic Storytelling Project
<p>Future Subjects</p>	<p>Years 8—10:</p> <ul style="list-style-type: none"> • Media Arts <p>Years 11—12:</p> <ul style="list-style-type: none"> • Film, Television & New Media — General • Media Arts in Practice — Applied
<p>Career Pathways</p>	<p>Roles in advertising, arts administration and management, film and television industry, public relations, education, and design e.g. art director, brand specialist, content marketer, photographer, graphic artist, project manager, events and festivals manager, writer, art editor, blogger/vlogger, web content producer, multimedia designer, digital content producer, animator, photographer, screenwriter, game developer, graphic designer, stage designer, set designer, lecturer, private teacher, storyboard artist, post-production specialist, art director, production, costume designer, camera operator, Foley editor and producer.</p>

Music

<p>Description</p>	<p>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 historical contexts. They sing and play (keyboard and/or guitar) individually and in groups and learn how to read and write music.</p>
<p>Learning Experiences</p>	<p>In Music, students:</p> <ul style="list-style-type: none"> • experiment with texture and timbre in sound sources using aural skills • develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music • practise and rehearse a variety of music, including Australian music to develop technical and expressive skills • structure compositions by combining and manipulating the elements of music using notation • perform and present a range of music, using techniques and expression appropriate to style • analyse composers’ use of the elements of music and stylistic features when listening to and interpreting music • identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples.
<p>Assessment</p>	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> • making – performance • responding. <p>A variety of assessment instruments may be used, including:</p> <ul style="list-style-type: none"> • theory activities (exams and assignments) • performance.
<p>Future Subjects</p>	<p>Year 8: Music Years 9–10: <ul style="list-style-type: none"> • Music or Advanced Music Years 11–12: <ul style="list-style-type: none"> • Music — General • Music in Practice — Applied Year 12: <ul style="list-style-type: none"> • Music Extension — General (for students with exceptional musical ability) <p>Forest Lake SHS also runs a very successful Instrumental Music Program of Excellence which complements the classroom program.</p> </p>
<p>Career Pathways</p>	<p>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, to name just a few.</p>

Visual Art

Description	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.
Learning experiences	<p>In Visual Art, students:</p> <ul style="list-style-type: none"> • experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork • develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes • develop planning skills for art-making by exploring techniques and processes used by different artists • identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making.
Assessment	<p>Students will be assessed on:</p> <ul style="list-style-type: none"> • making • responding. <p>A variety of assessment instruments may be used, including:</p> <ul style="list-style-type: none"> • responding (exams, assignments, visual art diary) • folios of making work.
Future Subjects	<p>Years 8—10:</p> <ul style="list-style-type: none"> • Visual Art <p>Years 11—12:</p> <ul style="list-style-type: none"> • Visual Art — General • Visual Arts in Practice — Applied
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, etc.

Japanese

<p>Learning Experiences</p>	<p>Unit 1: School life Unit 2: All about me</p> <ul style="list-style-type: none"> • Cultural opportunities • Viewing the world from a perspective other than your own • Hosting students from Kinjo High School <p>Unit 3: Travel in Japan Unit 4: Anime</p>
<p>Assessment</p>	<p>Students demonstrate evidence of their learning over time in relation to the following assessment elements:</p> <ul style="list-style-type: none"> • communicating • understanding. <p>A variety of assessment instruments will be used, these include:</p> <ul style="list-style-type: none"> • listening test • speaking test • reading test • writing test.
<p>Future Subjects</p>	<p>Year 8:</p> <ul style="list-style-type: none"> • Japanese - Core (1 Semester) • Japanese Extension - Elective (1 Semester) <p>Years 9—10:</p> <ul style="list-style-type: none"> • Japanese—Elective <p>Years 11—12:</p> <ul style="list-style-type: none"> • Japanese—General
<p>Career Pathways</p>	<p>Japanese is the most commonly learnt language in Australian high schools. For Australia, Japan is of critical importance because it's a neighbouring country in the Pacific region and a major trading partner. Japan is one of the world's largest global economies necessitating a growing demand for interpreters and business people who speak Japanese.</p>

See p10 for Focused Curriculum Support for students below the NAPLAN benchmark.

In Year 8, Students will study Design Technologies

In year 8 Design Technologies students will use critical 21st century skills as they create designed solutions by investigating and selecting a range of technologies, materials, systems, components, tools and equipment.

They will consider the way characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, while considering society and ethics, economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students will choose Food Nutrition and Design (FND) or Design and Technology (DAT) as an elective for one semester and the other for the fourth elective.

Year 8 Design and Technology

<p>Learning Experiences and Assessment</p>	<p>Wooden Pencil Case: Students will manufacture a pencil case. They will utilize workshop skills and safe work practices to manufacture real world product focusing on systems and ethics. Context: Materials and Technologies Specialisations Chain Reaction Machine: Students will design and manufacture a chain reaction machine with a focus on an introduction to engineering skills. Context: Engineering principles and systems.</p>
<p>Future Subjects</p>	<p>Years 9:</p> <ul style="list-style-type: none"> • Design • Engineering • Industrial Technology <p>Year 10:</p> <ul style="list-style-type: none"> • Design • Engineering • Introduction to Trades <p>Years 11—12:</p> <ul style="list-style-type: none"> • Design — General • Engineering Skills—Applied • Furnishing Skills — Applied • Industrial Graphics Skills — Applied
<p>Career Pathways</p>	<p>Design and Technology provides career pathways in trade, paraprofessional and professional careers such as: carpentry, brick laying, cabinet making, boiler making, metal fabricating, architecture, building engineering, drafting, tiling, plastering, mechanical, industrial design, interior design etc.</p>

Year 8 Food, Nutrition and Design

<p>Learning Experiences and Assessment</p>	<p>Nutrition and Healthy Eating: Students will learn about the importance of healthy eating, and produce a range of healthy foods as they learn kitchen skills.</p> <p>Food Design Challenge: Students will research, design and produce a healthy snack alternative for teens.</p> <p>Context: Food, materials and technologies specialization.</p> <p>Personal Logo Design: Students will develop skills and techniques as they design and product their own personal logo to produce a quality textile item.</p> <p>Context: Food and fibre production.</p>
<p>Future Subjects</p>	<p>Year 9:</p> <ul style="list-style-type: none"> • Food, Nutrition and Design <p>Year 10:</p> <ul style="list-style-type: none"> • Introduction to Early Childhood Studies • Introduction to Hospitality • Introduction to Food and Nutrition <p>Years 11 & 12:</p> <ul style="list-style-type: none"> • Food & Nutrition — General • Early Childhood Studies — Applied • Cert II Hospitality
<p>Career Pathways</p>	<p>Food and Nutrition 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.</p>



LUNCHTIME ACTIVITIES

TERM 1 WEEK 2

BEFORE SCHOOL

MON - E SPORTS 7:30-8:15 AM (LRC6)
 TUES, WED, FRI - BREAKFAST CLUB 7:30-8:20 AM (OUTSIDE CANTEEN)

LUNCH 1

LUNCH 2

M
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CHESS CLUB
CRC6



MOVIES
4SA1

MUSIC &
GAMES
YR 7 AREA



GAMES
ROOM
4SA1

T
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ART CLUB
7P05



MEDIA CLUB
14C1

MOVIES
4SA1

MUSIC &
HANDBALL
YR 7 AREA



GAMES
ROOM
4SA1

W
E
D

BASKETBALL
YEAR 7S
TOP COURTS



HANDBALL
YR 7 AREA

MOVIES
4SA1

MUSIC &
GAMES
YR 7 AREA



GAMES
ROOM
4SA1

T
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WELLBEING
YRS 9-12
CRC3



MOVIES
4SA1

WELLBEING
7 & 8S
CRC3



GAMES
ROOM
4SA1

F
R
I

E-SPORTS &
MEDIA CLUB
PIAZZA



ART CLUB
7P05

MOVIES
4SA1

MUSIC
PIAZZA



GAMES
ROOM
4SA1

AFTER SCHOOL THUR - MEDIA CLUB 2:35PM-4:00PM (14C1)



**FOREST LAKE
STATE HIGH SCHOOL
Independent Public School**

**YEAR 7
CURRICULUM
HANDBOOK
2024**

Prepared | Respectful | Inclusive | Dedicated | Engaged