



COORPAROO SECONDARY COLLEGE
Creating Tomorrow Together

Year 7 and 8 Subject Handbook 2022

COORPAROO SECONDARY COLLEGE

COORPAROO
SECONDARY
COLLEGE

Creating
Tomorrow
Together



CONTENTS

Administration and Contact	3
Payment Methods/Student Information	4
2022 Bring Your Own Device (BYOD) Program	6
Stationery and Equipment List	8
Subject List	9
English/Humanities and Social Sciences	10
English	10
Humanities and Social Sciences	12
Health and Physical Education	16
Mathematics/Science	18
Mathematics	18
Science	20
Technologies	22
Digital Technologies	
Design and Technologies	
The Arts/Languages	24
Dance	
Drama	
Media Arts	
Music	
Visual Arts	
Languages – Japanese	28

PRINCIPAL

Chrissie Coogan

DEPUTY PRINCIPALS

Junior

Amy Lunney (Year 7 to 9)

Senior

Kay Perren (Year 10 to 12)

HEADS OF DEPARTMENT

The Arts/LOTE

Amelia Hamilton-Smith

English/Humanities

Cathy Terry

Senior Schooling/HPE/Library/
Social and Community Studies

Allison Tumini

Mathematics/Science

Melissa Badrak

Learning Support and Inclusive
Education

Darryl Coleman

BUSINESS SERVICE MANAGER

Leisa Crowley

SUPPORT STAFF

Guidance Officer

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Chaplain

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Community Education Counsellor

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COLLEGE CONTACT DETAILS

Mailing Address

PO Box 1225, Coorparoo QLD 4151

Street Address

Cnr Stanley St East and Cavendish Rd,
Coorparoo Qld 4151

Phone

3394 8888

Fax

3394 8800

Email

admin@coorparoosesecondarycollege.eq.edu.au

Website

www.coorparoosesecondarycollege.eq.edu.au

OFFICE HOURS

The college office is open Monday to Friday 8:00am to 3:30pm
(except holiday periods)

RESOURCE HIRE/PAYMENTS

Payments for school levies, excursions or camps may be made between 8:00am and 2:00pm Monday to Friday at the College Administration Office.

PAYMENT METHODS

Cash / Cheque / BPoint / Eftpos

DIRECT DEPOSIT:

Account Name: Coorparoo Secondary College

BSB: 064 107

Account Number: 00090091

Reference: Student name/activity

BY BPOINT via internet:

Please click the bpoint link on your invoice/statement.

PLEASE NOTE – NO PAYMENTS CAN BE TAKEN OVER THE PHONE AT THE SCHOOL

STUDENT ABSENCES

When your child is absent, please contact the school absence line on 3394 8813 or text only to 0429 447 229. These numbers are available 24/7.

KEY DATES 2022

Monday 24 January – All Year Levels attend

Queensland Term Dates – 2022		
Term	Dates	Length
Term 1	Monday 24 January – Friday 1 April	10 weeks
Term 2	Tuesday 19 April – Friday 24 June	10 weeks
Term 3	Monday 11 July – Friday 16 September	10 weeks
Term 4	Tuesday 4 October – Friday 9 December	10 weeks

Student free days for 2022

Friday 2 September

ENQUIRING ABOUT STUDENT PROGRESS

If you wish to enquire about student progress, teaching and learning, or set curriculum in a particular subject: Firstly, please contact the subject teacher. This can be done by telephoning the school office or by email to admin@coorparoosecondarycollege.eq.edu. If you have further questions, contact the Head of Department for the subject in question. The Head of Department can assist by providing further information or by helping to resolve concerns. Parent teacher interviews are held twice per year. More information about these opportunities will be made available closer to the scheduled times.

SCHOOL CANTEEN

Our canteen is facilitated by The Institute of Culinary Excellence. The I.C.E takes pride in making everything from scratch adhering to the healthy eating guidelines while providing fun and tasty lunch options. The canteen operates every school day during the school term but is closed the last Friday of Term 4.

For more information and ordering details (in person or via Flexischools) please refer to the College website under the Facilities tab.




UNIFORM POLICY

CSC has a dress code and standard and students are expected to wear the full, correct school uniform with pride. This is supported and endorsed by the College's Parents and Citizens Association. When wearing the uniform, students convey a strong message about themselves as well as the high standards set by our school community. Wearing the uniform helps to maintain a positive tone in the school community and ensures that the primary focus is learning. Students are to wear the school uniform to a high standard at all times. Please refer to the Student Diary.

We don't have a uniform shop on campus but all CSC uniform items are available at Lowes, Westfield Carindale which is conveniently located on the ground floor.

SPORTING HOUSES

Students will be put into houses for school sporting competitions and form groups. Colours for each house are as follows:

-  Apollo - Yellow
-  Orion - Green
-  Titan - Red

MOBILE PHONE AND ELECTRONIC DEVICE POLICY

Coorparoo Secondary College has established the following policy for mobile phones and electronic devices that provides teachers, students and parents guidelines and instructions for the appropriate use of mobile phones and electronic devices when at school.

The policy reflects the importance the school places on students displaying the schoolwide expectations:

- I am safe
- I am responsible
- I am respectful

In line with these expectations, we aim to reinforce a culture within and beyond the classroom that ensures students are using devices in classes as a learning tool.

Key Points

- 1. In class time** mobile phones and electronic devices may not be used except at the direction of the teacher as part of the learning program. They must be switched off or turned to a silent setting and kept out of sight. Teachers will instruct students to place their phones in the Green Box at the commencement of each lesson.
- 2. In break times** mobile phones and electronic devices may be used for personal reasons.
- 3. Security of a personal device.** Where the student elects to keep the phone on them during the day, it is strongly recommended that it remains out of sight in a pocket rather than in a bag unattended.
- 4. Safety and Emergency Contact.** Parents are reminded that in cases of emergency, or in cases where a student becomes ill at school or any other scenario where a student needs to leave school, the school office remains the only point of contact. This ensures your child is reached quickly, assisted in the appropriate way and accounted for.

2022 BRING YOUR OWN DEVICE (BYOD) PROGRAM

Please be aware that only a limited number of College-owned laptops are available for the Equity Program on a first in basis **for families experiencing financial hardship.**

What does my student need to bring to school each day?

- A Windows or Apple laptop that meets the minimum specifications as listed below
- Other required items listed below – **all must be named** to allow the owner to be easily identified

Why Laptops?

- Standardised teaching and learning environment for staff and students
- Compatibility with College-owned computers to minimise connectivity issues
- Students can create and use a wide range of digital content across all curriculum areas
- Most suitable and cost-effective device to meet all curriculum requirements at this point
- Minimum specifications would usually provide a three-year laptop lifespan subject to individual use

Minimum specifications for Laptops:

- Windows **OR** MacBook laptop **NOTE:** *MacBook required for students choosing to enrol in Music Excellence*
- **Laptop Size:** minimum 11 inch size **NOTE:** *maximum 13" recommended to avoid breakage and minimise weight*
- **Operating system:** Windows 10 64 bit **OR** Apple OS Mojave 10.14 **NOTE:** *The Department of Education Platform Development Team has advised schools to avoid upgrading to MacOS 10.15 Catalina. However, students have not experienced difficulties with this to date. If there are issues, a solution is to roll back to MacOS 10.14 Mojave – see an Apple vendor.*
- **Battery:** 6-8 hour battery life
- **Processor:** Intel Core i5 2.5Ghz 7th Generation
- **Display:** FHD (1920x1080) – 1080p or higher
- **Graphics:** Intel UHD Graphics 620 or higher **NOTE:** *Newest Macbooks do not come with VGA or HDMI ports – an adaptor must be purchased if students need to connect to data projectors or digital televisions.*
- **Memory:** 8GB or higher
- **Storage:** 256GB solid state hard drive (SSD)
- **Ports:** 2 USB ports (additional recommended especially if a mouse is being used) **NOTE:** *Newest Macbooks do not come with USB ports – an adaptor must be purchased to enable a USB to be plugged in.*
- **Network connectivity:** Dual Band AC compatible wireless - 5GHz
- Integrated speakers and microphone with headphone ports and webcam (standard in laptops)

Other required items:

- Headphones with a microphone to suit their laptop
- Hard protective water-resistant laptop case to suit laptop model.
- New Macbooks only – USB adaptor

Required software:

- Security software suite with anti-virus and anti-malware e.g. Nortons by Symantec, AVG, McAfee, Trend Micro, Avira
- Office 2016 or later version (free for state school students)
- Internet browser **NOTE: Microsoft Edge is the default Windows 10 browser; Safari is the default MacOS browser. Students should also install Google Chrome and Mozilla Firefox as alternative browsers as different sites work better with different browsers.**

Other recommended items:

- Mouse (USB cable or wireless)
- 3-year warranty with next day on-site support. **NOTE: Parents/carers should investigate Australian Consumer Law before purchasing additional warranty and seek clarification from vendors what repairs and/or replacements would be covered under this law <https://www.accc.gov.au/consumers/consumer-rights-guarantees/warranties>**
- 3-year Accidental Damage insurance
- New Macbooks only – VGA and HDMI adaptor to enable connection to data projectors, etc.
- Backup up storage device e.g. USB or external drive
- Extra charge cable with power pack

Other software to consider – Apple laptops only:

Consider purchasing a Windows 10 licence to enable the Apple laptop to also run Windows software. MacBook vendors should be able to provide this service for a reasonable charge if assistance if needed. Contact licensing@data3.com.au to enquire about student licencing arrangements for Windows 10 or purchase through a Windows reseller.

Purchasing Considerations:

A wide range of computer vendors and laptop makes and models should be investigated, and “total cost of ownership” considered. **The cheapest laptop may not be the most economical over the life of the laptop** (usually minimum 3 years depending on individual usage). Consider included components, technical support, warranty and accidental damage arrangements. Upgraded laptop specifications generally provide better performance over a longer period of time, depending on individual usage. The College takes no responsibility for private laptop purchases and/or finance arrangements. All issues with laptop purchases or technical issues need to be taken up with the vendor. Deliveries must not be made to the College.

What if I can't provide a laptop due to financial hardship?

For families experiencing financial hardship, a limited number of College-owned laptops are available for borrowing from the Student Laptop Hub in the Library each day on a first in basis. Applications for participation in the College Equity Program are through the Principal at the start of each year. Information and application forms are distributed at the start of Term 1 each year and then made available on the College website.

Are there any BYOD Program Costs?

No. All BYOD costs (including Equity Program and daily borrowings) are included in the ICT charge in the annual College Student Resource Scheme, which also contributes to connectivity infrastructure, technical support and licencing costs.

For further information contact the College IT Technician, Ben Carter on 07 33948888 or email admin@coorparoosesecondarycollege.eq.edu.au

STATIONERY AND EQUIPMENT LIST 2022

The College will provide:

Student Diary and Student Identification Card

The student will provide:

4 x blue or black biros
 2 x red biros
 2 x HB or 2B pencils
 1 pack of highlighter pens
 Ruler
 Stapler and staples
 2 x Erasers
 2 x Glue sticks

Scientific Calculator (please refer to approved calculators).
 Sharpener
 Scissors
 1800 (semicircle) protractor
 compass
 Correction tape (not liquid)
 *If students are borrowing a graphics calculator from the College for advanced maths classes in Senior, they do not require a Scientific Calculator

BYOD:

BYOD in 2022 applies to all grades. Please refer to the College website for more information for BYOD specifications at <https://coorparoosesecondarycollege.eq.edu.au/curriculum/bring-your-own-device>

BYOD devices to have their own case, satchel or padded bag for protection

USB Headphones with Mic for BYO device

16GB USB

The student will provide the following equipment:

School hat/School cap (to be purchased at Lowes)

Water Bottle, School Bag and sunscreen.

For all HPE practical classes and Interschool SPORT sessions:

It is a mandatory requirement that students wear the Sports Uniform, CSC hat/cap, sun cream and have a water bottle.

The student will provide the following subject specific requirements:

Creating Tomorrow Together Classes	1 x A4 Exercise Book A4 Plastic Display Book Folder 20 page
The Arts (Year 7 only)	1 x 128 page A4 Exercise Book. This book will be used for each term rotation.
The Arts electives (Year 8 only)	1 x 98 page A4 Exercise Book per elective
English	2 x 98 page A4 Exercise Books Post-It notes (small version for annotating texts) Plastic document wallet
Health and Physical Education	Sports Uniform School cap/School hat Water bottle 1 x 98 page A4 Exercise Book A4 Plastic Display Book Folder 20 page
Humanities and Social Sciences	1 x 98 page A4 Exercise Book 1 box coloured pencils 1 x plastic document wallet
Japanese	1 x 98 page A4 Exercise Book

Mathematics	2 x 128 page A4 Exercise Books 2 x A4 Grid Books (96 pages)
Science	2 x 128 page A4 Exercise Books
Technologies	1 x 98 page A4 Exercise Book 1 HB pencil 1 x 32 GB USB

*QCAA (Queensland Curriculum and Assessment Authority) has an approved scientific calculator list, however at CSC we recommend that you purchase the calculators listed below as these are the ones the teachers will be teaching with:

Brand	Models
CASIO	fx-82AU fx-82AU PLUS fx-82AU PLUS II fx-82AU PLUS II 2 nd Edition fx-100AU fx-100AU PLUS fx-100AU PLUS 2 nd Edition

Resources

All textbooks and core consumables are available through the Text and Resource Hire scheme at Coorparoo Secondary College. See the Student Resource Scheme Agreement for more information. Payment can be made in full (cash/cheque/BPoint/EFTPOS), by initial deposit and payment plan, by Centrelink deduction.

Please contact the College for more information about payment.

Some subjects have an additional consumables charge.

YEAR 7 and 8 SUBJECT LIST

CORE SUBJECTS

English
Health and Physical Education
Humanities and Social Sciences
Languages – (Year 7 and 8)
Mathematics
Science

ELECTIVE SUBJECTS – Semester Units

The Arts:
Dance
Drama
Media Arts
Music
Visual Arts

Technologies:
Digital Technologies
Design and Technologies

ENGLISH/HUMANITIES and SOCIAL SCIENCES

Year 7 English

COURSE OVERVIEW

Coorparoo Secondary College is implementing the Australian Curriculum for English. The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students are assessed for proficiency in both the receptive mode (listening, reading, and viewing) and the productive mode (speaking, writing and creating).

Topics include:

Term 1: Checking and substantiating information sources: writing an Information Report

Term 2: Can you persuade me?: persuasive writing and speaking

Term 3: Looking at Australian literature: study of *Black Snake*: the daring of Ned Kelly

Term 4: Introduction to poetry: different forms of poetry

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed against criteria based on the achievement standard for Year 7 English and will complete **2-3** assessment tasks per semester.

SEMESTER 1	SEMESTER 2
Information report (W)	Essay (W)
Multimodal persuasive speech (S)	Personal recount (W)
	Poetry Exam (W)
+ national standardised testing - NAPLAN	

YEAR 7 ACHIEVEMENT STANDARDS

Receptive modes (listening, reading and viewing)

By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

COSTS

There are no set costs associated with the study of English. On occasion students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost.

EQUIPMENT REQUIRED

Notebook, USB, ruler, pencil, pens, eraser, glue, scissors, stapler, staples, highlighter, post-it notes

RESOURCES

Novels and other English texts are provided through text hire resource scheme

ADDITIONAL INFORMATION

NIL

Year 8 English

COURSE OVERVIEW

Coorparoo Secondary College is implementing the Australian Curriculum for English. The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students are assessed for proficiency in both the receptive mode (listening, reading, and viewing) and the productive mode (speaking, writing and creating).

Topics include:

Term 1: Study of literature: novel study with a focus on teen issues

Terms 2 and 3: First Nations texts: the study of a variety of texts about and by authors, poets, song lyricists and directors

Term 3: Analysing digital texts

Term 4: Victorian-era literature

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed against criteria based on the achievement standard for Year 8 English and will complete **2-3** assessment tasks per semester.

SEMESTER 1	SEMESTER 2
Journal entries (W)	Analytical essay (W)
Vlog (S)	Media exam (W)
	Comparative essay (W)

YEAR 8 ACHIEVEMENT STANDARDS

Receptive modes (listening, reading and viewing)

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.

Productive modes (speaking, writing and creating)

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

COSTS

There are no set costs associated with the study of English. On occasion students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost.

EQUIPMENT REQUIRED

Notebook, USB, ruler, pencil, pens, eraser, glue, scissors, stapler, staples, highlighter, post-it notes

RESOURCES

Novels (various titles) and other English texts are provided through text hire resource scheme.

ADDITIONAL INFORMATION

NIL

Year 7 Humanities and Social Sciences

COURSE OVERVIEW

Coorparoo Secondary College is implementing the Australian Curriculum for Humanities and Social Sciences (HASS). The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts; they also consider the challenges of the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of History, Geography, Civics & Citizenship and Economics & Business. These studies provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the 21st century.

Topics include:

Term 1: Water in the world

Term 2: Liveability of places, Australia's legal and political institutions

Term 3: Archaeology and ancient societies of the East

Term 4: Ancient societies of the West, Small business study

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed against criteria based on the achievement standard for Year 7 HASS and will complete **3** assessment tasks per semester.

SEMESTER 1	SEMESTER 2
Geography short response exam (written examination)	Ancient History research booklet
Geography fieldwork booklet	Civics and Citizenship (written examination)
Archaeology and ancient societies short response exam (written examination)	Business and Economics short response exam

YEAR 7 ACHIEVEMENT STANDARDS

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for continuity and change over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals. They identify why individuals choose to work and the various sources of income that exist. Students recognise that people have different perceptions of places, events and issues and explain how this and other factors influence views on how to respond to an issue or challenge.

Students formulate significant questions and propositions to guide investigations. They locate and collect useful data, information and evidence from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify past and present values and perspectives. They interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. They organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions. They make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and predict the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms, conventions and concepts.

COSTS

There are no set costs associated with the study of HASS. On occasion, students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost.

EQUIPMENT REQUIRED

Notebook, USB, ruler, pencil, pens, eraser, highlighters, glue, highlighter, coloured pencils

RESOURCES

Humanities and Social Sciences texts are provided through the College's text hire resource scheme.

ADDITIONAL INFORMATION

Short excursions to observe local waterways and parks may occur in Semester 1.

Year 8 Humanities and Social Sciences

COURSE OVERVIEW

Coorparoo Secondary College is implementing the Australian Curriculum for Humanities and Social Sciences (HASS). The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts; they also consider the challenges of the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics & citizenship and economics & business. These studies provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the 21st century.

Topics include:

Term 1: Depth Study 1: Shogunate Japan; Depth Study 2: Spanish Conquest of Americas

Term 2: Depth Study 3: Medieval Europe; Australian Government and Law-Making

Term 3: Landforms; Changing Nations

Term 4: Economics and Business.

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed against criteria based on the achievement standard for Year 8 History, Geography, Civics and Citizenship and Business and Economics, and will complete **3** assessment tasks per semester.

SEMESTER 1	SEMESTER 2
Response to Stimulus exam (W)	Short response exam (W)
Research Assignment (W)	Multi-Modal Presentation (S)
Multi-Modal presentation (S)	Collection of Work (W)

YEAR 8 ACHIEVEMENT STANDARDS

HISTORY

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

GEOGRAPHY

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal

CIVICS AND CITIZENSHIP

By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.

When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.

BUSINESS AND ECONOMICS

By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.

When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.

COSTS

There are no set costs associated with the study of HASS. On occasion students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost.

EQUIPMENT REQUIRED

Notebook, USB, ruler, pencil, pens, eraser, glue, highlighters, colouring pencils.

RESOURCES

Humanities and social sciences texts are provided through the college's text hire resource scheme.

ADDITIONAL INFORMATION

NIL

HEALTH and PHYSICAL EDUCATION

Year 7 Health and Physical Education (HPE)

COURSE OUTLINE

Health and Physical Education classes at Coorparoo Secondary College uses the Australian Curriculum: Health and Physical Education, to inform student learning.

The Australian Curriculum: Health and Physical Education is broken into two content strands

- Personal, social and community health (theory based learning) and
- Movement and physical activity (practical based learning)

The Units covered and assessed during year 7 are:

STRANDS	TERM 1 - Unit 1	TERM 2 - Unit 2	TERM 3 - Unit 3	TERM 4 - Unit 4
Personal, social and community health	Personal safety 1	Healthy lifestyles	Smoking	Respectful relationships
Movement and physical activity	Thrown together (Newcombe, volleyball)	In the running (athletics, soccer)	Fit and healthy (fitness games, soccer)	Shoots and scores (Indigenous games)

Students will experience two lessons of Health and Physical Education each week over the school year; one theory and one practical.

ASSESSMENT

Students are assessed in each of the units across both strands by research investigations, examinations and observations.

Students are assessed against the HPE ACARA achievement standards for years 7 and 8.

HPE ACHIEVEMENT STANDARDS FOR YEARS 7 AND 8

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. – *Australian Curriculum, Health & Physical Education Version 8.4*

REQUIREMENTS

The class requirements for Year 7 Health and Physical Education students are

- Textbook (provided through text hire)
- Pens, pencils, highlighters, ruler, eraser, glue stick, scissors (small), correction tape and USB
- A4 workbook
- Water bottle
- School hat for practical sessions

Year 8 Health and Physical Education (HPE)

COURSE OUTLINE

Health and Physical Education classes at Coorparoo Secondary College uses the Australian Curriculum: Health and Physical Education, to inform student learning.

The Australian Curriculum: Health and Physical Education is broken into two content strands

- Personal, social and community health and
- Movement and physical activity.

The Units covered during year 8 are:

	TERM 1 - Unit 1	TERM 2 - Unit 2	TERM 3 - Unit 3	TERM 4 - Unit 4
Personal, social and community health	Food for life	Drugs and alcohol	Challenge by choice	Establishing and managing changing friendships
Movement and physical activity	Hit the ball (T-Ball, softball)	Skill diversity (Touch, Oz tag)	Energise me (Aus kick)	Find the groove (Dance)

Students will experience three lessons of Health and Physical Education each week over the school year; one theory and two practical.

ASSESSMENT

Students will be assessed in each of the units through research investigations, examinations and observations of practical performances.

Students are assessed against the HPE ACARA Achievement Standards for years 7 and 8.

HPE ACHIEVEMENT STANDARDS FOR YEARS 7 AND 8

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. – *Australian Curriculum, Health & Physical Education Version 8.4*

REQUIREMENTS

The class requirements for Year 8 Health and Physical Education students are

- Textbook (provided through text hire).
- Pens, pencils, highlighters, ruler, eraser, glue stick, scissors (small), correction tape and USB
- A4 workbook
- Water bottle
- School hat for practical sessions

MATHEMATICS/SCIENCE

Year 7 Mathematics

COURSE OVERVIEW

CSC is implementing the Australian Curriculum for Mathematics. Please note, that in order to successfully engage in this subject, a scientific calculator is a mandatory requirement. The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt. The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Topics include:

- Number and place value and real numbers
- Real numbers, money and financial mathematics and patterns and algebra
- Linear and non-linear relationships, using units of measurement, shape and location and transformation
- Chance, data representation and interpretation and location and transformation

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed against criteria: *Understanding and Fluency*, and *Problem-solving and Reasoning*. They will complete six (6) assessment tasks during the year.

ACHIEVEMENT STANDARDS

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

RESOURCES

Textbook Jacaranda Maths Quest 7 Student Workbook (provided through text hire resource scheme)

ADDITIONAL COSTS INCURRED

Scientific calculator (student must purchase their own)

EQUIPMENT REQUIRED

Scientific calculator, ruler, protractor, pencil, pens, eraser, glue, compass

Year 8 Mathematics

COURSE OVERVIEW

CSC is implementing the Australian Curriculum for Mathematics. Please note, that in order to successfully engage in this subject, a scientific calculator is a mandatory requirement. The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt. The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Topics include:

- Number and place value, real numbers and money and financial mathematics
- Units of measurement and geometric reasoning
- Data investigation and chance
- Linear relations and solving equations

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed using criteria: *Understanding and Fluency*, and *Problem-solving and Reasoning*. They will complete seven (7) assessment tasks during the year.

ACHIEVEMENT STANDARDS

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.

RESOURCES

Textbook Jacaranda Maths Quest 8 Student Workbook (provided through text hire resource scheme)

ADDITIONAL COSTS INCURRED

Scientific calculator (student must purchase their own)

EQUIPMENT REQUIRED

Scientific calculator, ruler, protractor, pencil, pens, eraser, glue, compass

Year 7 Science

COURSE OVERVIEW

CSC is implementing the Australian Curriculum for Science. The three (3) interrelated strands that are covered include Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The four (4) substrands of Science Understanding are Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Topics include:

- Introduction to Science, Earth in Space and its resources
- Physical Science – forces, gravity and its effect on motion and friction
- Chemical Science – properties of mixtures, separation techniques and how science can solve water related problems
- Biological Science – classification, study of ecosystems and impact of human activity and environmental change

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed using criteria: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills and will complete six (6) assessment tasks during the year.

ACHIEVEMENT STANDARDS

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

RESOURCES

Textbook – Pearson Science, Student Workbook (provided through text hire resource scheme)

ADDITIONAL COSTS INCURRED

Pearson Science 7 Student Activity Book (~\$20), Scientific calculator (student must purchase their own)

EQUIPMENT REQUIRED

Scientific calculator, ruler, protractor, pencil, pens, eraser, glue

ADDITIONAL INFORMATION

It is a requirement by Work Place Health and Safety in Science that all students wear leather lace-up shoes and tie their hair back when participating in Science related activities.

Year 8 Science

COURSE OVERVIEW

CSC is implementing the Australian Curriculum for Science. The three (3) interrelated strands that are covered include Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The four (4) substrands of Science Understanding are Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Topics include:

- Earth and Space – Rock cycle and their formation and minerals
- Biological Science - Structure and function of cell, organ and body systems and reproductive systems
- Chemical Science – Changes in matter
- Physical Science – Investigate how energy is generated and transformed, and sustainable and renewable energy technology

ASSESSMENT

Students engage in assessment throughout the year. Students are assessed using criteria: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills and will complete six (6) assessment tasks during the year.

ACHIEVEMENT STANDARDS

By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on implications of these solutions for different groups in society.

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

RESOURCES

Textbook – Pearson Science 8 (provided through text hire resource scheme)

ADDITIONAL COSTS INCURRED

Pearson Science 8 Activity Book (~\$20), Scientific calculator (student must purchase their own)

EQUIPMENT REQUIRED

Scientific calculator, ruler, protractor, pencil, pens, eraser, glue

ADDITIONAL INFORMATION

It is a requirement by Work Place Health and Safety in Science that all students wear leather lace-up shoes and tie their hair back when participating in Science related activities.

TECHNOLOGIES

Design and Technologies, Digital Technologies

Technologies – Year 7 to 8

INTRODUCTION

Technologies embraces two distinct strands;

- Design and Technologies
- Digital Technologies

The Junior Secondary Technology course, ensures all students benefit from learning about the traditional, contemporary and emerging technologies that shape the world in which we live in. Students engage in problem-based learning to identify, solve and generate solutions that use critical and creative thinking, as well as fostering a systematic approach to develop time management and organisational skills.

Design and Technologies encompasses *Design, Food and Fibre and Industrial Design and Technology*. Within these subjects, student use design thinking to generate and produce solutions in a practical way using a variety of materials and equipment.

Digital Technologies requires students to use logic-based thinking to generate and produce digital solutions within a digital environment.

DESIGN AND TECHNOLOGY COURSE ACHIEVEMENT STANDARD – AUSTRALIAN CURRICULUM

By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each technology context based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

DIGITAL TECHNOLOGY COURSE ACHIEVEMENT STANDARD – AUSTRALIAN CURRICULUM

By the end of Year 8, students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems.

Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.

The achievement standard as outlined by the Australian Curriculum is achieved through the activities listed below.

YEAR LEVEL	DESIGN AND TECHNOLOGIES	DIGITAL TECHNOLOGIES
Year 7	<p>Design</p> <ul style="list-style-type: none"> Managing a digital workspace Develop Computer Aided Design skills through the use of TinkerCAD 3D Printing. <p>Food & Fibre</p> <ul style="list-style-type: none"> Safety in the Kitchen and Textiles rooms Development of practical skills through the production of Healthy Snacks and embroidered textiles task. <p>Industrial Design & Technology</p> <ul style="list-style-type: none"> Safety in the Workshop Reading and interpreting isometric drawings Development of practical skills through the construction of various timber projects. 	<p>Digital Technologies</p> <ul style="list-style-type: none"> Managing a digital workspace Investigating Cyber Safety – being safe online Development of a Cyber Safety app through the use of www.app.org
Year 8	<p>Food & Fibre</p> <ul style="list-style-type: none"> Safety in the Kitchen and Textiles rooms Development of practical skills through the production of Healthy School Lunches and production of a soft toy. <p>Industrial Design & Technology</p> <ul style="list-style-type: none"> Safety in the Workshop Reading and interpreting isometric drawings Development of practical skills through the construction of various timber projects. 	<p>Digital Technologies</p> <ul style="list-style-type: none"> Investigating logic-based thinking Development of programming language Development of game design using Twine Development of programming skills using Spheros/EV3s

ASSESSMENT

In Technologies, student will undertake three types of assessment tasks including;

- Examinations
- Investigations
- Projects

REQUIREMENTS

- Laptop/Bring you own device
- School diary
- Writing materials
- Lace-Up school shoes made from impervious materials

COSTS

All costs associated with the production of take-home products are covered in the Student Resource Scheme.

THE ARTS / LANGUAGES

Dance, Drama, Media Arts, Music, Visual Arts

The Arts – Year 7 and 8

INTRODUCTION

The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places. The Australian Curriculum: The Arts comprises five subjects:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts

COURSE OUTLINE

SUBJECT	YEAR 7 and 8 OVERVIEW
DANCE	In this subject, students engage with the elements of dance by learning the processes of choreography, performance and appreciation. They engage with different types of dance and examine dance from diverse viewpoints to build their knowledge and understanding. Dance skills, techniques and processes are developed through students' engagement with Dance practices that use the body and movement as the materials of dance with, in later bands, the addition of production components.
DRAMA	Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Both making and responding involve developing practical and critical understanding of how the elements of drama can be used to shape and structure drama that engages audiences and communicates meaning.
MEDIA ARTS	In Media Arts, students learn industry standard technologies such as Adobe Photoshop, Premiere Pro film editing and Illustrator design software in a Mac based production studio fully equipped with greenscreen, cameras, microphones and lighting. They learn to create a range of screen-based artworks and films. Students explore, view, analyse and evaluate media culture from a range of viewpoints and contexts. They acquire real world skills and processes to work in a range of forms and styles. Students learn to reflect critically on their own and others' media arts experiences and evaluate media artworks, cultures and contexts. They express, conceptualise and communicate through their media artworks with increasing complexity and aesthetic understanding.

SUBJECT	YEAR 7 and 8 OVERVIEW
MUSIC	Students learning music listen, perform and compose. Both making and responding involve developing aural understanding of the elements of music through experiences in listening, performing and composing. Students learn to make music using the voice, body, instruments, found sources and information and communication technology.
VISUAL ARTS	Visual Arts engages student in a journey of discovery, experimentation and problem solving relevant to visual perception and visual language. Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

ASSESSMENT

There are two interrelated strands in The Arts: Making and Responding. Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions. Responding includes exploring, responding to, analysing and interpreting artworks.

A range of assessment techniques is used across The Arts. Students complete assessment items for both Making and Responding. Some of the assessment techniques include:

	MAKING	RESPONDING
DANCE	Performance Choreography	Exam Multimodal Presentation Extended Response Reflective Journal
DRAMA	Student-devised drama Performance	Extended Response Actor's Vlog Essay
MEDIA ARTS	Trailer Mash-Up Short Film Opening Credits Production Animation	Exam VLOG Presentation
MUSIC	Performance (solo and/or ensemble) Compositions	Assignment Exam
VISUAL ARTS	Collection of works (design/print, painting, sculpture)	Assignment

ACHIEVEMENT STANDARDS – THE ARTS

SUBJECT	YEAR 7 and 8 ACHIEVEMENT STANDARDS
DANCE	<p>By the end of Year 8, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.</p> <p>Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.</p>
DRAMA	<p>By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.</p> <p>Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.</p>
MEDIA ARTS	<p>By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.</p> <p>Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.</p>
MUSIC	<p>By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.</p> <p>Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.</p>

SUBJECT	YEAR 7 and 8 ACHIEVEMENT STANDARDS
VISUAL ARTS	<p>By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.</p> <p>Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.</p>



COURSE OVERVIEW

Coorparoo Secondary College is implementing the Australian Curriculum for Languages – Japanese. The key concepts of language, culture and learning underpin the learning area. The Australian Curriculum languages aims to develop the knowledge, understanding and skills to ensure that students:

- Communicate in Japanese
- Understand Japanese language, culture and learning and their relationship, and thereby develop and intercultural capability in communication
- Understand themselves as communicators

These three aims are interrelated and provide the basis for the two organising strands:

Communicating and Understanding

COURSE OUTLINE

Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s).

Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.

Students read, view and listen to a range of texts, and apply modelled language to create and present their own texts. They share grammatical knowledge and language resources to plan, problem-solve, monitor and reflect. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and to clarify meaning. They develop linguistic and cultural awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners use a range of processes such as observing, comparing and reflecting on language use to identify how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They reflect on intercultural perspectives and on their experience of intercultural communication, exploring aspects of environment, lifestyle and social practices associated with Japanese culture and making comparisons with their own. They develop metalanguage for discussing the nature of language and culture, and monitor and reflect on their language and culture learning through discussion, journalling or contributing to shared digital spaces.

ASSESSMENT

A range of assessment techniques is used and include:

- Short answer tests for listening, reading, writing (incorporating the core components of Japanese script – hiragana, katakana and building on kanji characters)
- Multimodal presentation – spoken and written language utilising Japanese keyboard skills and exchange of information
- Collection of work – reading, writing, speaking, analysing, reflecting

ACHIEVEMENT STANDARDS

By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつれいします。 They comprehend and respond to familiar questions, such as だれ、^{なに}何、どこ、いつ、^{なん}何 ^びよう日、どんな、 and instructions, such as たって ください。三人の グループに なって ください。、 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ～は 何 ですか。十四ページ ですね。 . They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人、^{せんせい}先生、^{にほん}日本、^{おお}大きい、^{ちい}小さい、^{とも}友達、^い行きます、^た食べます。 Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を しますか。ゲームを します。), common counter classifiers (for example, ～人、～ひき、～さい), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions such as そして and それから。 They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。 They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact. Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、 and conjugation of present, past, positive and negative forms of verbs. They understand and use い and な adjectives, and apply the rules of counter classifiers such as ～人、～^{がつ}月、～ひき/びき/びき。 They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうず ですね。いいえ。、 softening responses with expressions such as ちょっと or あんまり、 and using indirect forms of refusal or disagreement.

COSTS

There are no set costs associated with the study of Japanese. On occasion, students will have the opportunity to engage in extra or co-curricular activities that may incur a small additional cost. A short excursion to the Japanese Consulate General to undertake a workshop is likely to occur in Semester 2 for Year 8 students.

REQUIREMENTS

General stationery, computer and Internet access, USB

ADDITIONAL INFORMATION

Students may participate in a Japanese cooking activity at the College in Semester 1.

2022

**COORPAROO
SECONDARY
COLLEGE**



ADMINISTRATION

Design by Selena Webber



COORPAROO SECONDARY COLLEGE
Creating Tomorrow Together

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