Welcome to Junior Secondary at Tannum Sands State High School
INTRODUCTION

Our Curriculum Beliefs

At Tannum Sands State High School, we believe that:

- Individual students are important—Curriculum pathways appropriate to the needs and abilities of each student must be available.
- The Year 7 to Year 8 transition involves recognition of students’ achievement, their abilities and their leadership qualities.
- As they begin Year 8 students should have a limited number of teachers and be in consistent class groups for most subjects.
- Any subject studied must involve a large amount of engaged learning time—70 minute lessons—three lessons per week—involving students actively in their learning.
- Students should have a break between each lesson—4 lessons each day with three breaks—this enables them to focus on their work during lessons.
- Students must study subjects from the eight Key Learning Areas (described in the table below) so that they have a broad education.
- The subjects English, Maths, Science, History and Geography and Health and Physical Education are studied for extended periods in Years 8 to 10.
- Students should regularly set and review their goals and be actively involved in subject choices.
- Students should be well prepared for success and to make appropriate choices in the Elective subjects in Years 8, 9 and 10 through completion of compulsory studies in these subjects in Year 8.
- Students should have the opportunity to choose from a wide range of elective subjects.
- From a broad education base, students should be able to focus on subjects they enjoy and in which they experience success as they continue their studies through Year 9 and Year 10 and prepare themselves for entry into the Senior School.
- Students should have the opportunity to prepare for the senior subjects of Years 11 and 12 as they come to the end of their junior course.

Creating Our Futures

The school motto, Creating Our Futures, highlights the importance of students setting realistic and achievable goals to aim for the best future possible. Parents, Students and Teachers have a responsibility to work together to provide choice, give assistance and promote excellence in all schooling endeavours.

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<thead>
<tr>
<th>Creating</th>
<th>Our</th>
<th>Futures</th>
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<tbody>
<tr>
<td>developing a responsive curriculum appropriate to students of today</td>
<td>a shared responsibility, with all school community members taking part</td>
<td>multiple opportunities available as students select their chosen career pathways.</td>
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We wish you all the best as you begin your High School career

Your job now—Student at Work!
Junior Secondary Curriculum

For students in Year 7-10, Tannum Sands State High School has implemented The Australian Curriculum in Science, Maths, English, History and Geography.

Queensland’s implementation of the Australian Curriculum will build on the strengths in the existing curriculum, retain the best teaching and assessment practices and focus on continual improvement.

The Australian Curriculum will contribute to a world-class education in Australia by setting out the knowledge, understanding and skills needed for life and work in the 21st century and by setting common high standards of achievement across the country.

As the Australian Curriculum subjects are released the curriculum within the school will need to be adapted, although the major structure will stay the same. Year 7 & 8 students starting in 2017 will follow the curriculum plan described below.

### Curriculum Structures

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
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| Term                   | Some subjects are taught in term units  
There are 4 terms in a year |
| Semester               | Some subjects are taught in a semester unit comprising of three 70 minute periods a week.                                                |
| Foundation Subject     | A compulsory subject that is studied by all students.                                                                                       |
| Elective Subjects      | A subject that students elect to study. Students can select:  
- 3 electives in Year 7 Term units  
- 2 elective subjects in Year 8 (semester units)  
- 2 elective subjects in Year 9 (semester units)  
- One elective subject in semester 1 Year 10 & 3 elective subjects Year 10 semester 2 |

### Curriculum Overview

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<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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<td>Semester</td>
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<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td>Term 4</td>
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- **English**
- **Maths**
- **Science**
- **Humanities**
- **The Arts**

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<tr>
<th>HPE (1 lesson per week)</th>
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<tr>
<td>JAP (1 lesson per week)</td>
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<th>Essentials (Technologies)</th>
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<tr>
<th>Extension</th>
<th>Electives</th>
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Elective Choices –

Year 8 & Year 9
In 2017/2018 (Year 8 & Year 9 respectively), students must select 4 different electives.

However, of the 4 electives at least **one** must be from **the Arts** and at least **one** from **Technology**. Students will study two of the electives in year 8 and two in Year 9. Students will be able to change their choices, however this is subject to class size and availability.

**Due to staffing changes and resource availability we cannot guarantee students will get their top 4 preferences.**

**In most cases there are no pre-requisite subjects in Year 8/9 for Year 10 subjects. i.e. you can choose Graphics in Year 10 even if you did not do it in Year 8 or 9. However a student’s effort, behaviour and performance in subjects may be considered.**

Learning Support Program
Learning Support staff provide support to students who require extra assistance with learning or support to access the curriculum. This staff comprises **Support teachers for literacy and numeracy (ST:LaN)** and **Special education teachers** who work as a team to provide support to students diagnosed with learning difficulties or disability, or have learning barriers.

**Students that have learning difficulties or barriers to learning are supported by the ST:LaN.** Students in Years 7, 8 and 9 are the targeted cohorts. Identified students will be invited to participate in the Maths and English alternate classes called Recovery Classes. These classes are small enabling the students to receive intensive support by ST:LaN and teacher aides. Assistance is also provided as in-class support, provision of exam readers and scribes, assignment support as well as adjustments to curriculum to address Essential Learnings.

**The Special education teachers assist students with low-incidence disabilities through a Special Education Program.** The students may have an Intellectual Disability, Physical Impairment, Hearing Impairment, Visual Impairment, Speech Language Impairment or Autism Spectrum Disorder. Each student is assigned a case manager to support them with all aspects of their schooling; academic and social emotional. Special education teachers assist classroom teachers to modify/adjust student’s work or assessment in order to provide inclusive education to our diverse learners. The Special education teachers provide alternative classes for Maths, English, Science, Geography and History to support students in Year 8, 9 and 10 who require these subjects to be completely modified. These classes are called Foundation classes and are small enabling the students to receive intensive support by the Special education teacher and teacher aides. Learning Support staff open **The Hub** every morning before school from 8.00am – 8.45am. The Hub is located in G2-05. Students are welcome to attend as frequently as they like. Attending the Hub allows students to:

- access internet, digital resources and online support programs to enhance their learning in literacy and numeracy
- access to iPad and computer programs
- homework and assignment support
- a social friendly atmosphere to network friendships
- participate in targeted programs e.g. MultiLit

Contact: Lyn Ward (Head of Special Education Services)

**N.B. Information is accurate at the time of printing and may change subject to resource availability**
## Unit Descriptors for Year 8/9 2017/18

### UNIT: ITA – Information Technology Applications

**Year 8/9**

This course will have a focus on Microsoft accreditation through the Microsoft Academy where students will be provided with the opportunity to achieve Microsoft Office Specialist (MOS) accreditation in applications such as Word, Excel, PowerPoint and Outlook.

**ASSESSMENT:** *Folio of Work*

### UNIT: ITM – Information Technology Multi Media

**Year 8/9**

This course will focus on a variety of multimedia applications including Photoshop, Flash animation, video and audio editing.

**ASSESSMENT:** *Folio of Work*

### UNIT: ITP – Information Technology Programming

**Year 8/9**

A variety of programming techniques will be covered for students of all abilities including introductory programming with Scratch and Kodu as well as general purpose programming languages.

**ASSESSMENT:** *Folio of Work*

**SPECIAL NOTES:** Contact Steve Moulds (HOD Technology) for further information.

### UNIT: IWA – Industrial Design Woodwork A

**Year 8/9**

This course is focused on the design and manufacture of woodwork projects. Students will be designing, analysing and producing woodwork projects. Projects will differ from IWB.

**ASSESSMENT:** *Folio of Work*

### UNIT: IWB – Industrial Design Woodwork B

**Year 8/9**

This course is focused on the design and manufacture of woodwork projects. Students will be designing, analysing and producing woodwork projects. Projects will differ from IWA.

**ASSESSMENT:** *Folio of Work*
UNIT: **IMA – Industrial Design Metalwork A**  
**Year 8/9**

This course is focused on the manufacture of metalwork projects. Students will be designing, analysing and producing metalwork projects. Projects will differ from IMB.

**ASSESSMENT:**  *Folio of Work*

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UNIT: **IMB – Industrial Design Metalwork B**  
**Year 8/9**

This course is focused on the manufacture of metalwork projects. Students will be designing, analysing and producing metalwork projects. Projects will differ from IMA.

**ASSESSMENT:**  *Folio of Work*

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UNIT: **IDG – Industrial Design Graphics**  
**Year 8/9**

This course is focused on Industrial Design, sketching and rendering as well as producing Computer Aided Drawings. The 3D printer will be used to produce student designs.

**ASSESSMENT:**  *Folio of Work*

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UNIT: **IDA – Industrial Design Architectural**  
**Year 8/9**

This course is focused on industrial and Architectural design, sketching and rendering as well as producing Computer Aided Drawings.

**ASSESSMENT:**  *Folio of Work*

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UNIT: **HEF – Home Economics Food & Nutrition**  
**Year 8/9**

This unit is designed to provide students with the understanding of the effects of food in the body and how to make wise choices to ensure health is maintained. Management, meal planning, processes and nutrient study are several areas to be addressed in this unit. Students will be involved in practical workshops that include the preparation of foods containing particular nutrients and processes on how to prepare these for optimum health benefit to self and others.

**ASSESSMENT:**  *Folio of Work and Written Test*

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UNIT: **HET – Home Economics Textiles**  
**Year 8/9**

In this unit students will develop an awareness of the use of elements and principles of design in clothing. Students will examine textiles to determine the properties of both natural and synthetic fibres, learning how to care for these. The influence of media on clothing choices and trends are also a focus in this unit. A range of practical skills to develop and create textile articles for personal use and in the pursuit of leisure time will be expected.

**ASSESSMENT:**  *Folio of Work and Written Test*

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**SPECIAL NOTES:**  *Contact Gary Hill (HOD Industrial Technology & Design) for further information.*
### UNIT: ASP – ART – Street Meets Pop Culture  
**Year 8/9**

Popular culture is explored through the study of printmaking while ‘Street Design’ has students exploring contemporary street art, graffiti and skateboarding culture.

**ASSESSMENT:** Checklist of artistic skills

### UNIT: APB – ART – Pushing Boundaries  
**Year 8/9**

Students explore and manipulate a diversity of 3 dimensional media to give form to ideas and themes, culminating in a body of work. Students produce several artworks related to the theme.

**ASSESSMENT:** Checklist of artistic skills

### UNIT: DRH – Drama – Hear Me Roar  
**Year 8/9**

Get loud! The unit ‘Hear Me Roar’ allows students to develop vocal skills through and exploration of various drama forms and styles including Choral Speaking, Monologues, Soundscapes, Voiceover and Sound Manipulation.

**ASSESSMENT:** Checklist of dramatic skills

### UNIT: DMM – Drama – Move it  
**Year 8/9**

Get active! The unit ‘Move It’ allows students to develop physical skills through and exploration of various drama forms and styles including Commedia Del Arte, Clowning and Mime, Physical Theatre and unarmed Stage Combat.

**ASSESSMENT:** Checklist of dramatic skills

### UNIT: MRM – Music – Rock Music  
**Year 8/9**

This subject has a unit on Rock Music and film music forms. It maintains a practical focus through guitar, keyboards percussion and voice.

**ASSESSMENT:** Checklist of musical skills

### UNIT: MUA – Music Appreciation  
**Year 8/9**

This unit focuses on developing skills on your chosen instrument and the foundations of music knowledge.

**ASSESSMENT:** Checklist of musical skills

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**SPECIAL NOTES:** Contact Rebecca Robinson (HOD of The Arts) for further information.