



Coolum

State High School

YEAR 8

Subject Information 2018

VISION

Committed to excellence in learning, relationships, community and self; preparing students for life as local and global citizens.

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Vision Statement

Every student succeeding:
unconditional care, respect and excellence

PURPOSE

Our role is to instil in all students:

- An ongoing desire for knowledge, skills and learning
- A commitment to care for and respect ourselves, each other and the environment
- The courage to act as moral and responsible members of society
- The will to strive for individual success and fulfilment

VALUES

We are committed to quality and excellence in:

Learning for a 21st century future

- A curriculum that offers a challenging, rich and diverse range of learning experiences
- Academic, vocational, cultural and sporting success
- A positive and constructive work ethic

Constructive relationships

- Care and respect
- Responsibility, tolerance and understanding
- Integrity, trustworthiness and self discipline

Contribution to the local and global community

- Act as stewards for our environment and a sustainable future
- A supportive and encouraging school community
- Strong partnerships with the local and global community

Supporting individual development and success

- Positive self esteem and a continual desire to improve
- Healthy and safe choices
- Multiple pathways for future careers

OUTCOMES

- Effective teaching and learning in a calm and ordered environment
- The first choice of school for families in the Coolum community
- All students graduate with qualifications

INTRODUCTION

The end of Year 7 marks an important time in the junior secondary phase of learning at Coolum State High School. Our Year 7 students will have experienced the full range of our curriculum areas and are now able to make preferences which position them for success in Year 8.

The junior secondary years at Coolum State High School are about creating strong foundations for learning at school, and as life long learners as they enter study, work and future challenges. We wish to support parents and students to ensure they are making the best possible subject preferences that align with students' talents, abilities and interests.

GUIDELINES FOR MAKING SUBJECT PREFERENCES

Course Organisation

All students must study subjects in the Key Learning Areas (KLA) of English, Mathematics, Science, Humanities, Japanese and Health and Physical Education. This is in line with requirements from the Department of Education.

Year 8 students will also study a total of four elective subjects over the course of the year. These subjects each run for one semester. Students must study two subjects from The Arts (Art, Drama, Music) and two subjects from Technology/ICT (Food, Design and Technology, Information and Communication Technologies, Industrial Technology and Design and Sustainable Design and Manufacturing).

Subject Preferences

When considering your alternatives from the choice of subjects offered you should take into account the following:

1. Your abilities try to select subjects which, for you, are neither too hard nor too easy.
2. Your interests try to select subjects which interest you. You are more likely to be successful if you are interested in the work.
3. Career Pathways consider subjects which may help with pathways to a variety of careers.
4. Life Skills consider subjects which help develop skills, competencies, attitudes and knowledge which may be helpful throughout life.

You could make the wrong choice if you

- choose a subject because you hope your friend will be in the same class
- choose a subject expecting a certain teacher to be teaching it.

Most Important

Discuss your choice with as many people as possible (parents, teachers, Heads of Department, Guidance Officer)

Assessment

Students must comply with the requirements of each subject as laid down in the assessment statement for that subject.

The school's Assessment Policy also applies to all subjects and year levels.

Changing Subjects

Students are encouraged to preference electives which best suit their interests and abilities. Before students change a subject, they must see the Deputy Principal.

All subject changes must have parental permission as well as permission from the Deputy Principal. Subject changes will only be permitted during the first two (2) weeks of each semester and are dependent on class size and availability. Students are encouraged to persevere with subjects they may find challenging initially rather than make unnecessary changes. Subject changes at other times will be at the discretion of the Deputy Principal.

ART

Rationale

Studying Art enables students' employability skills in Creativity, Critical Thinking, Collaboration and Communication. Employability skills are vital in developing intellectually robust citizens of the future. These skills enable students to be ingenious, imaginative individuals who can find, pose and solve problems with an open mind; making connections, interpretations, taking risks, learning from mistakes and exploring new possibilities.

Creativity, through the study of Art, engages learners and helps them prepare for the world of work, and to shape their future lives. It inspires students to see who they are and envisage what they can do, to realise their potential and what they can accomplish.

Links to Pathways and Careers

Animation	E-Commerce	Architecture
Graphic Design	Photography	Urban Planning
Digital Strategist	Interior Design	Landscape Design
Film and Television	Visual Merchandising	Education
Theatre	Entrepreneur (Economic/Social)	Childcare
Fashion	Jewellery Design	Occupational Therapy

Semester Topic Overview

Students will develop a series of art works based on the concept of story telling through Art. They will explore the concept through the elements of design and techniques in the disciplines of drawing, painting and sculpture. Critical analysis of art works and self evaluation will also be explored through the concept.

Assessment

Assessment involves Making and Responding Tasks which explore a variety of skills and processes that explore the Elements and principles of Art through painting, drawing, sculpture, mixed media and digital imaging. Responding tasks require students to research and reflect on Art movements and Artists through written tasks and work in a Visual Diary.

Expectations and Homework

Students are expected to complete any Visual Diary work or research or reflection tasks set by the teacher throughout the semester.

Course Fee – Nil

Any excursions will incur an additional fee.

DRAMA

Rationale

Studying Drama enables students' employability skills in Creativity, Critical Thinking, Collaboration, Character and Communication. Employability Skills are vital in the developing intellectually robust citizens of the future. These skills enable students to be ingenious, imaginative individuals who can find, pose and solve problems with an open mind; making connections, interpretations, taking risks, learning from mistakes and exploring new possibilities.

Drama engages learners and helps them prepare for the world of work and to shape their future lives. It inspires students to see who they are and envisage what they can do, to realise their potential and what they can accomplish.

Drama promotes expression and communication of understandings about human issues and experiences through the enactment of real and imagined events. While interacting in a range of roles, relationships, situations and contexts, students investigate feelings, actions and consequences. They develop confidence and self-awareness as they collaborate to prepare and present drama and expand their understanding of the forms, styles and purposes of drama in various contexts.

Links to Pathways and Careers

Hospitality	Writer, Author	Entrepreneur (Economic/Social)
Theatre	Health	Journalism (Print, Radio, TV, Digital)
Film and Television	Digital Strategist	Education (Primary, Secondary, Tertiary)
Production	E- Commerce	Event Management
Public Relations	Retail	Styling
Designer	Visual Merchandising	Childcare

Semester Topic Overview

Realism - Students develop their skills in the elements of drama through the style of Realism. In this unit students perform scripted texts and create and respond to their own scripted drama works. They work to build and create realistic character through language, voice, movement and setting.

Assessment

Throughout the course students participate in a variety of learning experiences ranging from experimenting with different styles and genres to creating costumes, sets and props for performance. Upon completion of the course students will have experienced assessment from Making (Creating and Performing) and Responding. ICTs are a welcome component of the course and students will learn to manipulate various technologies to create sound tracks, interactive backdrops, edit of video footage and use still images in performances.

Expectations and Homework

Drama by nature is a practical subject. All students are required to participate in performances. In addition, students are expected to maintain a reflective drama journal and complete all homework tasks.

Course Fee – Nil

Any excursions will incur an additional fee.

FOOD, DESIGN AND TECHNOLOGY

Rationale

The belief that today's actions and attitudes determine present and future wellbeing is central to Food, Design and Technology. As a field of study located in the human sciences, Food, Design and Technology effectively draws from a range of disciplines in order to achieve optimal and sustainable living for individuals, families and communities. Food, Design and Technology is a curriculum area concerned with offering students the opportunity to discover and further develop their own resources and capabilities. In Year 8, students receive an insight into the world that is Food, Design and Technology. They continue to develop nutrition and textile skills that will assist them in the 21st century.

By the end of Year 8 students will have had the opportunity to create designed solutions in food and fibre production, food specialisations and materials and technologies specialisations. Students investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures.

Links to Senior School Pathways and Careers

Secondary Teacher	Fashion Designer	Speech Therapist
Costume Designer	Dietician/Nutritionist	Primary Teacher
Interior Decorator	Food Technologist	Textile Retailer
Graphic Designer	Youth Worker	Photographer
Journalist	Social Worker	Childcare Worker

Course Outline

TERM 1	TERM 2
<p>Food for Me Students will investigate safe and hygienic food preparation methods to assist in their own cooking at school and home. This unit is an introduction to the world of food and all that this entails.</p>	<p>Boxing Around! This unit allows students to further develop practical skills to create a practical clothing product. Students will learn a variety of practical skills.</p>

Assessment

Students will complete a folio which should contain all of the following handouts, these will be kept in an A4 Display Folder that will be required in each lesson. Practical tasks: 'invention tests', weekly cooking, production of textile items and process journals.

Keeping it Safe in the Kitchen	Stovetop and Oven Equipment	Vroom Vege Soup Evaluation
Safety First – Personal Hygiene	Knife safety	Focaccia Favourite
Sensory Adjectives	Kitchen Conversions	Pancakes
Sewing Safely	Equipment used for Different Measurements	Beef Stir Fry Evaluation

Expectations and Homework

The study of Food, Design and Technology will require regular revision of unit content and completion of work plans and evaluations weekly whilst participating in nutrition units. Drafts are required for assessment tasks.

Course Fee - Nil

Students will be supplied with sewing materials and/or fabrics for this course of study. Students will prepare single serving size food portions for class work and assessment purposes. Students will be required to purchase ingredients for weekly cooking (four lessons).

Any excursions will incur an additional fee.

INFORMATION AND COMMUNICATION TECHNOLOGIES

Rationale

In Year 8 Information and Communication Technologies (ICT), the aim is for students to develop skills which will help them both in their other school subjects as users of ICT devices, and also to prepare them for the use of devices in a work context. While many students are familiar with ICT devices as entertainment or communication tools in a general sense, the focus of this course is to build on Year 7 ICT and give students a very strong background in using their device as a tool for study, business and daily life.

Links to School Pathways and Careers

Year 9

Business Computing

Year 10

Information and Communication Technologies

Years 11 and 12

Business

Digital Solutions

Certificate III Business

Information and Communication Technologies

ICT Fields

Web and AV

Programming

Technical careers

Business Fields

Business Management

Marketing

Data Analyst

Design Fields

Advertising

Photography

Graphic Design

Course Outline

TERM 1	TERM 2
<p>Words, Numbers and Images</p> <p>Web Design Word processing Excel spreadsheet Desktop publishing Photoshop</p>	<p>Coding and Design</p> <p>Develop skills in computer coding application design and graphic design</p> <p>OR</p> <p>Video and Sound</p> <p>Develop skills in editing and manipulating video and sound</p>

Special Features of Course

Students have the opportunity to develop some skills in basic to intermediate computer coding or basic to intermediate video production.

Assessment

Assessment for this subject will be based on projects and assignments. Homework will include the preparation of assignments and work for class. Projects and assignments offer students the opportunity to extend their skills by developing products and publications with real world application.

Expectations and Homework

Students will be required to undertake additional tasks and assignment work at times during class and at home. A home internet connection would be advantageous.

Requirements

A laptop is strongly recommended to allow students to become familiar with their own device, manage it appropriately and develop the ability to work effectively and efficiently at both home and school.

Required installs: Microsoft Office (free download from The Learning Place), Adobe Suite products (free install from school technicians), Printing software for school printers (Free download from school technicians).

Course Fee – Nil

Any excursions will incur an additional fee.

INDUSTRIAL TECHNOLOGY AND DESIGN

Rationale

The purpose of Technology Education is to enable students to use technology successfully, responsibly and creatively. By working technologically, students develop knowledge, understandings and ways of working to expand their capabilities as confident, critical and creative designers and users of technology.

By the end of Year 8 students will have had the opportunity to create designed solutions in materials and technologies specialisations. Students should have opportunities to design and produce products, services and environments.

Students are challenged to extend their technological literacy when they -

- Design technology solutions (products, processes and services)
- Use resources (information, materials and systems)
- Manage technological processes (efficiently, appropriately and safely)
- Evaluate the appropriateness of solutions (aesthetic, cultural, economic, environmental and ethically)

Links to Senior School Pathways and Careers

Industrial Design	Industrial Graphics	Plastics Industries
Graphic Design	Building and Construction	Mechanical Engineer
Engineering	Automotive	Civil Engineer
Manufacturing Management	Furniture Making and Design	Electrical Engineer
Electrical Trades	Metal Fabrication	Interior Designer

Course Outline

TERM 1	TERM 2
Individual Carry Case (Design Solution)	Build a Solar Vehicle (Alternate Energies)
Desk tidy (Manufacture)	

Special Features of Course

At the heart of the subject is an exciting process of practical problem solving. Design briefs will challenge students to design and make their own solutions to design problems. Students will sometime work alone, as in industry, or work as a member of a team. Students will find this subject challenging, rewarding and above all enjoyable.

Assessment

Largely practical projects are assessed with supplementary assignments and CAD work. Judgment of students' achievement must be derived from Knowledge and Understanding and Ways of Working.

Assessment may include multimedia presentations, product design and development and construction and case studies or research topics.

Expectations and Homework

Students will be required to undertake additional tasks and assignment work during the home time. Software will be provided to students to complete CAD assignments and access to internet based software providers is essential for the Occupational Health and Safety aspects of the course.

Course Fee – Nil

Any excursions will incur an additional fee.

MUSIC

Rationale

Studying Music enables students' employability skills in Creativity, Critical Thinking, Collaboration, Character and Communication. Employability Skills are vital in the developing intellectually robust citizens of the future. These skills enable students to be ingenious, imaginative individuals who can find, pose and solve problems with an open mind; making connections, interpretations, taking risks, learning from mistakes and exploring new possibilities.

Music engages learners and helps them prepare for the world of work and to shape their future lives. It inspires students to see who they are and envisage what they can do, to realise their potential and what they can accomplish.

Music promotes expression and communication of understandings about human experience. It is also a unique form of self-expression, self-discipline and artistic freedom. Significant research that has proven that education in music enhances the neural and cognitive development of children and improves ability across all learning.

Links to Pathways and Careers

Music makes a significant contribution to the world economy, offering career opportunities in the performing and visual arts industries as well as providing a diverse set of skills, processes and techniques, many of which can be applied in a wider variety of occupations.

Musician	Education (Primary, Secondary)	Advertising Creative
Composer	Early Childhood Teacher	Digital Strategist
Music Critic	Instrumental Music Teacher	Events/Festivals Manager
Sound Engineer	Music Therapist	E- Commerce
Sound Designer	Social/ Youth Worker	Journalist
Production Design	Health	Film and Television
Sound Editor	Hospitality	Entrepreneur (Economic/Social)

Sample Topic Overview

Game On! -Students build on their Creating and Performing skills developed in year 7 through the Style of Program Music, music composed to communicate stories. Students will examine how composers use instruments and sounds to depict narratives with a focus on the storytelling from the world of Gaming.

Assessment

Students will be assessed on their skills in performance, composition and responding through individual or group performance on their chosen instrument or voice. Students will develop their composition skills using Digital technologies and complete written responses in the form of an Assignment to accompany their composition.

Expectations and Homework

Regular written and performing tasks will be set. Students will be required to rehearse and perform on their instrument of choice.

Course Fee – Nil

Any excursions will incur an additional fee.

SUSTAINABLE DESIGN AND MANUFACTURING

Rationale

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

System Design and Manufacturing (SDM) enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

SDM actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. SDM motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Links to Senior School Pathways and Careers

Environmental Studies	Mathematical Science	Plastics Industries
Agricultural Sciences	Building and Construction	Mechanical Engineer
Earth Science	Furniture Making and Design	Civil Engineer
Information Technologies	Metal Fabrication	Electrical Engineer
Engineering Related Technologies	Design	Interior Designer

Course Outline

TERM 1	TERM 2
Solar Cooker (Sustainable design and manufacturing)	Electronics Project (Electronics, plastic and environmental awareness)

Special Features of Course

At the heart of the subject is an exciting process of practical problem solving. Design briefs will challenge students to design and make their own solutions to design problems. Students will sometime work alone, as in industry, or work as a member of a team. Students will find this subject challenging, rewarding and above all enjoyable.

Assessment

Balance between practical projects are assessed with supplementary assignments and CAD work. Judgment of students' achievement is based on Design and Technologies Knowledge and Understanding and Processes and Production Skills.

Assessment may include multimedia presentations, product design and development and construction and case studies or research topics.

Expectations and Homework

Students will be required to undertake additional tasks and assignment work during the home time. Software will be provided to students to complete CAD assignments and access to internet based software providers is essential for the Occupational Health and Safety aspects of the course.

Course Fee – Nil

Any excursions will incur an additional fee.

NOTES

