Subject Guide

Year 7&8

YSHS
TOGETHER WE SUCCEED

YEPPOON STATE HIGH SCHOOL

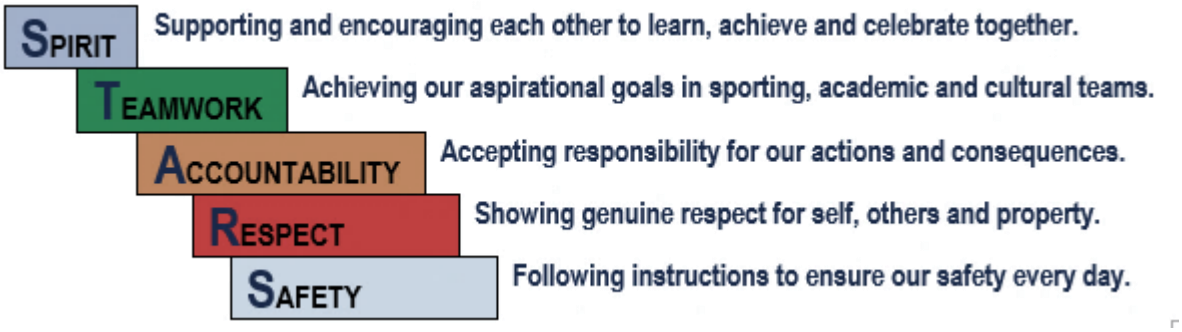
Together we succeed

Principal's Welcome

Dear parents and carers

Thank you for choosing our school for your child's secondary education. At Yeppoon State High School, we have established expectations which support every child's improvement, be that academic, social or emotional.

These expectations are known as our "STARS":



We recognise the importance of an effective transition between primary school and high school. As such, our school provides a broad range of experiences to enable informed choices as each student progresses into each phase of learning; junior, middle and senior secondary.

Regards

James O'Neill

Principal

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Management and Support Structure

EXECUTIVE

Principal ..... Mr James O'Neill

Deputy Principal Year 7-8 ..... Ms Sharrie Van Itallie

Deputy Principal Year 9-10 ..... Mr Jason White

Deputy Principal Year 11-12 ..... Ms Dani Pozzetti

Deputy Principal Diversity and Inclusion ..... Mrs Kerri Wellspring

Business Services Manager ..... Mrs Grace Linaogo

HEADS OF DEPARTMENT

The Arts ..... Ms Peta McAllister

Business & Information Technology ..... Mrs Sandra Byrt

English ..... Mrs Nicole Sherwell

Health & Physical Education ..... Ms Phebe Chelepy

Technologies ..... Ms Amanda Cole

Junior Secondary (Years 7 and 8) ..... Ms Emma Keyes

Middle Secondary (Years 9 and 10) ..... Mrs Jodie Sell

Senior Secondary (Years 11 and 12) ..... Ms Rhianna Titmarsh

Mathematics ..... Mrs Taylor Olsson

Science ..... Mrs Caledonia Yore

Social Sciences & Languages ..... Ms Lisa Whitworth

Vocational Education and Pathways ..... Mr Shannon Boyle

SUPPORT STAFF

Guidance Officer (Years 7-9) ..... Ms Peta Thomas/ Ms Justine Grant

Guidance Officer (Years 10-12) ..... Mrs Lisa Ramsay

Guidance Officer (Wellbeing) ..... Mrs Roxanne Franke

International Coordinator ..... Mrs Kylie Johnstone

School Chaplain ..... Ms Amelia Sell

Youth Support Coordinator ..... Mrs Kerrie McDonald

Industry and Vocational Training Officer ..... Mrs Laura Tingle

Community Engagement Counsellor ..... Mr Josh Oates

Link and Launch Coordinator ..... Mrs Kylie-Anne Dunglison

At Yeppoon State High School

Expectations are created by:

- Engaging students in a developmental program of authentic and real-life learning experiences
- Preparing students for the structural, social and cultural changes brought about by the Primary to Secondary school transition
- Being familiar with Yeppoon State High School setting
- Providing wide and varied subject choices where students are expected to investigate and plan while continuing to develop reading, writing and arithmetic skills

This might be demonstrated through:

- Project-based real-life learning which has been developed through collaborative planning and community involvement
- Problem-based real-life learning
- Effective profiling of primary students, linking this to the high school setting
- Students playing an active role in leadership at the school, for example, the Student Parliament
- Students working towards developing individual learning pathways that will lead to an exit strategy from the school
- Teachers modelling excellence and quality

Relationships are created by:

- Students knowing about the school before they arrive e.g. Transition days
- Students and teachers working together on longer-term and deeper relationships

This might be demonstrated by:

- Effectively profiling primary students and making strong links with the high school setting
- Ensuring teachers have fewer students and therefore have more time to develop better relationships
- Students spending more time in collaborative learning in the same classroom
- A pastoral care program that leads students to become well-rounded, resilient citizens

High quality teaching is created by:

- Providing more time for each student so that students develop skills and knowledge at greater depth
- The delivery of clearly-explained tasks and assessment processes
- Using motivational content presented, wherever possible, in a real-world context
- Designing student learning around what is relevant and useful to the learner
- A dedicated teaching staff willing to support students to lift achievement

Subject Offerings

At Yeppoon SHS we focus on collaboratively working to improve student engagement and to optimise student potential. Strategies have been developed to help students enjoy school which in turn means they will learn more effectively.

Our Yeppoon SHS core values of Spirit, teamwork, accountability, respect and safety are at the core of our expectations required to optimise student learning and student outcomes. It is well documented that a student who feels they are valued in the school and feels a part of the school community will engage more in their learning.

Yeppoon State High School offers quality access to the Australian Curriculum through a focus on connection, extension, and expansion of the skill set required to be a 21st Century Learner. Featuring Core and Rotational subjects, students are given multiple opportunities to show what they know and can do by exploring subjects that allow them to use not only their skills in literacy and numeracy, but critical thinking, physical and artistic skills that enable them to have an opportunity to shine. In the following pages, you will find a brief description of the subjects offered to students. Subject offerings are arranged in pathways to give a continuous learning journey through the Junior Secondary School years.

The mandated subjects include English, Health and Physical Education, Mathematics, Science, STEM, Geography and History. Along with these, students will experience a range of subjects across all the Key Learning Areas during Year 7 and 8 as listed below. Students will take part in a rotational process where they will experience each of these subjects throughout the year.

Please take the time to read the following pages to learn about our subject offerings.

Course Organisation in Year 7 & 8

COMPULSORY SUBJECTS

English

Geography

Health and Physical Education (HPE)

History

Mathematics

Science

STEM

ROTATIONAL SUBJECTS

Agricultural Science

Industrial Technologies & Design

Digital Technologies

Drama

Economics and Business

Food Technologies

Media

Music

Visual Art

EXTENSION/ELECTIVE SUBJECTS

Japanese Excellence

Music Excellence

Instrumental Music

Creative Industries Excellence

Netball

Rugby League

Soccer

Core Subjects

ENGLISH ENG

Core Subject

Brief Description of Subject

Yeppoon State High School's Year 7 and 8 English program is designed to provide a smooth transition for students entering secondary school. Throughout the year, students will be encouraged to read widely and enjoy language in its many forms.

English classes will provide students with many opportunities to further traditional communication skills: reading, listening, speaking and viewing. Students will begin the learning process so they can become discerning readers and producers in a modern, linked world of instant communication. Teachers will be continually consolidating many aspects of grammar, punctuation and spelling and challenge each student to work to their potential.

Our new national curriculum has major threads running through each year of the junior program. They include: an awareness of Asian cultures, the oral traditions of Australia's indigenous cultures, 21st Century technology and sustainability. Our course constantly promotes higher order thinking such as justification, evaluating, analysing, synthesising and seeing things from another's perspective.

Brief Course Assessment/Outline

	Year 7	Year 8
TERM 1	**Course Outline: Creative response to literary texts** **Assessment:** Written — imaginative written response Seen task/supervised 300-400 words	**Course Outline: Conversations about issues in texts** **Assessment:** Spoken — persuasive spoken response 3-5 mins Analysis of an advertising campaign that is for the public good.
TERM 2	**Course Outline: Conversations about issues in texts** **Assessment:** Written response for a public audience 300-400 words	**Course Outline**: **Conversations about concepts** in texts **Assessment:** Written 350-450 words Analysis of the way a narrative device(s) is used in two texts from various times
TERM 3	**Course Outline: Conversations about concepts in texts** **Assessment:** Spoken — **persuasive** spoken response 3-4 mins	**Course Outline: Creative response to literary texts** **Assessment:** Written — imaginative written response Seen task/supervised 350-450 words
TERM 4	**Course Outline:** Critical responses to literary texts **Assessment:** EXAM Written — analytical written response Unseen task: 300-400	**Course Outline:** Critical responses to literary texts **Assessment:** EXAM Written — analytical written response Unseen task 350-450 words
Homework	It is expected that students complete at least 20 minutes English homework three times per week. This will include tasks set by the teacher.	
Excursions / Camps	There are no set excursions for this subject, however, they may occur from time to time.	

Future Pathways

Year 9	**English**

SCIENCE SCI

Core Subject

Brief Description of Subject

Science develops students' curiosity and sense of wonder as they gain skills in working in a scientific way and use those skills to explain, predict and model their understandings of the physical and living worlds.

The Junior Science pathways lead to the many senior subjects needed for employment in and enjoyment of our rapidly changing scientific and technological world.

Throughout the course students examine how scientific knowledge changes as new evidence becomes available and is re-interpreted by scientists. They engage in investigations related to the unit and build up their scientific knowledge for future science studies.

The units are based on the National Curriculum and include:

- **Chemistry** – water, mixtures and particles (yr7) - materials, their construction, reactions and interactions (yr8)
- **Earth** – eclipses, seasons, other phenomena affecting our lives and productivity (yr7) dynamic nature of the rock cycle, forces involved, minerals: uses and abuses (yr8)
- **Physics** – Forces affecting an object's motion (yr7) energy transformations, conservation and renewables (yr8)
- **Biology** – classifying organisms, food chains and webs, ecosystems and conservation (yr7) investigating cells, microscopes and reproduction (yr8)

Brief Course Assessment/Outline

	Year 7	Year 8
TERM 1	**Course Outline:** Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object. **Assessment:** 1 x Project	**Course Outline:** Properties of the different states of matter can be explained in terms of the motion and arrangement of particles. Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances. **Assessment:** 1 x Student Experiment
TERM 2	**Course Outline:** Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. **Assessment:** 1 x Student Experiment	**Course Outline:** Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems. **Assessment:** 1 x Research Investigation
TERM 3	**Course Outline:** Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon. **Assessment:** 1 x Research Investigation	**Course Outline:** Cells are the basic units of living things; they have specialised structures and functions (ACSSU149). Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce. **Assessment:** 1 x Research Investigation
TERM 4	**Course Outline:** Classification of living organisms and Interactions between organisms, including the effects of human activities can be represented by food chains and food webs. **Assessment:** 1 x Research Investigation	**Course Outline:** Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales. **Assessment:** 1 x Examination
Criteria		
Homework	Homework is given after each lesson to reinforce what was learned in the lesson, to prepare for the next lesson (safety and pre-reading) or to research and construct assignments. Homework is usually due the following lesson.	
Excursions / Camps	There are no set excursions for this subject, however, they may occur from time to time.	

Future Pathways

Year 9	**Science**

HISTORY HIS

Core Subject

Brief Description of Subject

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Units studied during the course in Year 7 include:

Depth Study 1: Investigating the Ancient Past – Deep Time

Students begin by establishing how deep time is, as a framework used by geologists, archaeologists and anthropologists to describe immense periods of time. Through exploration of various methods for investigating the ancient past, (e.g. timelines, stratigraphy to date discoveries, DNA testing of remains), students apply their critical thinking skills to evaluate these different methods and sources of evidence used by historians and archaeologists to understand the ancient past, including theories about migrations.

Depth Study 2: Ancient Egypt

From hieroglyphics to Hatshepsut, the unique beliefs, customs, individuals and developments associated with Ancient Egypt students will explore the changes and continuities of this ancient culture and consider how the old continues to shape the new. Students will examine and understanding how important sources that have helped historians understand the ancient past. Using maps and timelines, students learn about the distinctive geographical features that contributed to the development of the Ancient Egyptian civilisation, such as the importance of the annual inundation of the Nile River. Students examine daily life in Ancient Egypt. They will explore Egyptian funerary rites as well as the rise of the Queen Hatshepsut.

Units studied during the course in Year 8 include:

Depth Study 1: Medieval Europe

Students will inquire and develop an understanding of the context of the ancient world and patterns of historical continuity and change over time. Students will gain an understand how societies in Medieval Europe were organised, focussing on the role of feudalism, trade routes, voyages of discovery, conflicts between cultures and the emergence of significant ideas that shaped the early modern world.

Depth Study 2: Vikings

Students will investigate Viking society to understand the key impacts of social classes, social roles and developments that lead to Viking expansion and voyages of discovery. Students will use inquiry-based learning to develop their understanding of how Viking social, economic, religious and political beliefs were challenged and significantly changed with the exposure to early modern Europe.

Brief Course Assessment/Outline

	Year 7	Year 8
TERM 1	**Course Outline: Investigating the ancient Past – Deep Time** Students inquire into the processes of archaeologists and historians focussing on theories surrounding Australia's megafauna extinction, migration and the importance of culturally significant sites. Students will identify cultural practices of First Nations Australians and their continuity and change over time. **Assessment:** 1 x Project	**Course Outline: Medieval Europe** Students inquire into the structure, cause – effect and change of Medieval Europe over time. This will include the feudal system, the role and responsibilities of the key people during this time and the effects of significant events that challenged the ideas of this period. **Assessment:** 1 x Investigation Persuasive Narrative
TERM 2	**Course Outline: Ancient Egypt** Students examine the daily lives of Ancient Egyptians from different social classes, Egypt's contact with its neighbours and their religious beliefs and practices, including funerary practices such as mummification. **Assessment:** 1 x Project /Investigation	**Course Outline: Vikings** Students investigate and describe the way of life of the Vikings and their survival in cold and harsh environments. This will include the importance of farming and raids, the significance of honour in Viking warrior society and the role of gender. **Assessment:** 1 x Project
Criteria	Questions and Research Understandings Analysis of Sources Communication Knowledge	
Homework	Across the Semester students will be required to do a variety of the following: • Preparation and completion of assignments • Practice paragraphs • Vocabulary exercises • Revision and study for tests	
Excursions / Camps	Nil at present.	

Future Pathways

Year 9	**History**

GEOGRAPHY GEG

Core Subject

Brief Description of Subject

Geography allows students to inquire into the interrelationships between human agency and the environment – natural and built, via different lenses including urbanisation and population growth; sustainability; weather and climate.

Units studied during the course in Year 7 include:

Depth Study 1: Water in the World

Students examine the different ways humans interact with and make use of water, an essential element for life on earth.

Depth Study 2: Place and Liveability

Students examine the role employment opportunities, access to health services and education, infrastructure and recreation play in helping people make decisions about where to live.

Units studied during the course in Year 8 include:

Depth Study 1: Landscapes and Landforms

Students examine Earth's natural landscapes and landforms and the different ways different groups of humans make use of natural geographical features.

Depth Study 2: Changing Nations

Students examine urbanisation and how governments plan both short and long term to accommodate the needs of growing populations.

Brief Course Assessment/Outline

	Year 7	Year 8
TERM 3	**Course Outline: Water in the World** Students study the forms of water, the different sources of water humans have access to and the natural conditions that lead to hydrological hazards such as floods, tsunamis and cyclones. **Assessment:** 1 x Examination	**Course Outline: Landscapes and Landforms** Students inquire into the geomorphological processes and climatic conditions that lead to the development of distinctive landscapes such as deserts and forests; and landforms such as canyons and stacks. **Assessment:** 1 x Portfolio

TERM 4	**Course Outline: Place and Liveability** Students examine the reasons why people choose to live where they do and focus on the different lifestyle opportunities offered in a metropolitan area, compared to a regional or remote location. **Assessment:** 1 x Project	**Course Outline: Changing Nations** Students analyse their family's personal migration history before undertaking an urban development project for the hypothetical town, Happy Valley, which is experiencing a surge in population growth. **Assessment:** 1 x Investigation
Criteria	Questions and Research Interpret and Analyse Communication Knowledge	
Homework	Across the Semester students will be required to do a variety of the following: • Preparation and completion of assignments • Practice paragraphs • Vocabulary exercises • Revision and study for tests	
Excursions / Camps	TBA	

Future Pathways

Year 9	**Nil**

MATHEMATICS

MAT

Core Subject

Brief Description of Subject

The curriculum framework for the junior school aims to be part of an effective transition for P-12 Curriculum Framework. The three content strands of the Australian Curriculum are: Number and Algebra, Measurement and Space, and Statistics and Probability.

The four proficiency strands are: Understanding, Fluency, Problem Solving and Reasoning.

Curriculum development is on-going with teachers working in teams to adopt and adapt the planning that has been provided by Education Queensland through the Curriculum into Classroom materials. Each team has leaders who coordinate the implementation across several subject areas, including assessment.

Prominent features of the mathematics curriculum in the junior school are:

1. Student-centered learning
2. Acquisition and integration of knowledge
3. Strong emphasis on the application of higher-order thinking
4. Effective use of technology across the curriculum
5. High, but manageable, expectations
6. Culture of respect and enthusiasm for learning

Teachers work closely together to provide learning activities that occur both within and outside the classroom. The junior school also offers extension and enrichment programs to provide more challenging learning experiences for students.

Brief Course Assessment/Outline

	Year 7	Year 8
TERM 1	**Course Outline: Space, Number & Measurement** **Assessment:** 2 x in class assignments	**Course Outline: Geometry & Polygons** **Assessment:** 2 x 60min written examinations 1 x problem solving and modelling task
TERM 2	**Course Outline: Number & Measurement** **Assessment:** 1 x problem solving and modelling task	**Course Outline: Algebra & Measurement** **Assessment:** 1 x in class portfolio
TERM 3	**Course Outline: Statistics & Probability** **Assessment:** 2 x problem solving and modelling task	**Course Outline: Data and linear relationships** **Assessment:** 1 x written examination 1 x problem solving and modelling task
TERM 4	**Course Outline: Algebra** **Assessment:** 1 x written examination	**Course Outline: Geometry & Measurement** **Assessment:** 1 x written examination (2 parts)
Criteria	Understanding, Fluency, Problem Solving & Reasoning	

Homework	Regular homework and study are essential for successful completion of Year 7 and 8 Mathematics. Generally, homework is a consolidation of what was learned in class that day and is given to reinforce the lesson, prepare for the next lesson or to research and construct assignments. It is usually due the following lesson.
Excursions / Camps	The school is an active annual participant in both the Maths Teams Challenge (contested in Year Levels and generally held in Rockhampton) and the Australian Maths Competition.

Future Pathways

Year 9	**Year 9 Maths**

HEALTH AND PHYSICAL EDUCATION HPE

Core Subject

Brief Description of Subject

Health and Physical Education aims to enable students to:

- access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.

*Students have the opportunity to apply for a HPE Sport Specific Program in either **Netball, Rugby League** or **Soccer** instead of the **Core** HPE subject. All theoretical units are the same as **core** HPE but practical lessons are specific to the Sport Specific Program.*

Brief Course Assessment/Outline

	Year 7	Year 8
TERM 1/3	**Course Outline:** **Positive Choices & Game Sense** In this unit, students investigate strategies and practices that enhance their own, others and community health, safety and wellbeing. Students explore the benefits of physical activity and the difference between social fitness, health fitness and skill fitness. They use various methods to assess their fitness levels and create a plan to improve their fitness. sense categories of: net/court, invasion, striking and target. **Assessment:** Performance – Observed demonstration Investigation – written response – 400-600 words	**Course Outline:** **Who Am I? / Soccer & Touch** Students participate in physical activities that develop health-related and skill-related fitness components. Physical activities include but are not limited to: soccer and touch football. Students explore who they are, values and beliefs, and how their identity has been influenced by factors such as relationships and the media. Students examine the benefits of diversity and the impact of culture, gender, personality, ability and social inclusion on wellbeing during adolescence. In this unit, students apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity in games and sports. All learning will be through a range of physical activities within the games. **Assessment:** Performance – Observed demonstration Investigation – written response – 400-600 words

TERM 2/4	**Course Outline:** **Who Am I? / Soccer & Touch** In this unit, students evaluate strategies and resources to manage changes and transitions from childhood to adolescence. They investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact identity. Students explore who they are, values and beliefs, and how their identity has been influenced by factors such as relationships and the media. They examine the benefits of diversity and the impact on wellbeing during adolescence and investigate how identity develops and changes due to personal growth and sociocultural factors. **Assessment:** Performance – Observed demonstration Investigation – written response – 400-600 words	**Course Outline:** **Mastering movement in games and sports / Badminton & Athletics** In this unit, students apply movement concepts when practicing offensive and defensive skills and strategies manipulate movement concepts and movement skills to improve performance and demonstrate how these can be transferred to other games and sports. They evaluate the effectiveness of movement strategies, identifying factors that influence the quality of movement performances. **Assessment:** Performance – observed demonstration Project – spoken/signed - up to 2 minutes
Criteria	Personal, social and community health Movement and physical activity	
Homework	Homework expectations involve students revising key concepts throughout the unit. Additional homework is required in assessment time to complete assignments and prepare for exams. Students are encouraged to develop fitness levels and physical skills in their own time.	
Excursions / Camps	N/A	

Future Pathways

Year 9	**HPE**

STEM STM

Core Subject

Brief Description of Subject

STEM collectively refers to science, technology, engineering and mathematics. It is part of everyday life and an increasing part of every workplace. STEM enables students to develop solutions to complex problems and provides them with capabilities that will help them succeed in a world of technological change. As future innovators, educators, researchers and leaders, it is important that students develop a comprehensive range of contemporary skills to compete on a global scale.

Through STEM, students have the opportunity to further develop their capabilities in science, technology, engineering and mathematics using a problem-based, inquiry approach to learning. This process involves identifying issues, asking questions, investigating concepts, developing explanations, drawing evidence-based conclusions, creating solutions, and evaluating outcomes.

STEM benefits students by providing them with –

- deeper understanding of the STEM disciplines
- skills to be competitive in the workplace
- 21st century skills (including collaboration, critical thinking, creativity and problem-solving)
- STEM literacy for everyday use
- confidence for lifelong learning

The Australian Bureau of Statistics (ABS) has estimated that STEM-related jobs will increase by 12.5% over the next five years. Technological advances have changed the way work is done and employer demands for STEM skills are increasing. A STEM literate and capable individual engages with issues and problems in a constructive, concerned and reflective way. This is relevant to a wide range of occupations and will provide important skills for a contemporary and flexible workforce.

Brief Course Assessment/Outline

YEAR 7	Course Outline	Assessment Summary
TERM 1	Understanding the concept of STEM and its applications, while investigating the design process through various projects.	Design Project: Maze Concept
TERM 2	Examine digital technologies and 3D printing, while investigating principles of physics and aerodynamics.	Design Project: Pixar Character Design Project: Parachute Drop
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities & Assessment	
Excursions / Camps	Nil	

YEAR 8	Course Outline	Assessment Summary
TERM 1	Investigate zoological science, while designing and producing a hybrid creature within design specifications.	Design Project: Hybrid Creature
TERM 2	Exploring STEM career opportunities, while examining structural engineering through bridge structures.	Investigation: STEM Career Infographic Design Project: Bridge Structure
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities & Assessment	
Excursions / Camps	Nil	

Future Pathways

Year 9 and 10	**STEM – elective subject**

JAPANESE EXCELLENCE – (Elective subject) JAP

Elective Subject

Brief Description of Subject

One great thing about learning a second language, is that students find out about the differences between their lives and those of people living in another country. Knowing other languages increases the choices students can make in the future, including travelling around the world, perhaps even living and working overseas. Studying a second language gives students an edge in the competitive fields of diplomacy, business and tourism, and will broaden their horizons in today's international scene. The study of languages can expand students' world view and broaden their future opportunities.

Once students have studied one language, they can more easily learn another. In fact, learning another language helps in their study of English. YSHS students will be invited to study Japanese for a semester in Year 7 and 8, with the option of then carrying Japanese through Middle and Senior Schooling.

Brief Course Assessment/Outline

	Year 7	Year 8
TERM 1 / 3	**Course Outline: Manga and Anime** Students will learn how to describe manga characters in Japanese, using the words for body part, colours and adjectives relating to personality. **Assessment:** 1 x Writing 1 x Listening	**Course Outline: Can I take your order?** Students explore Japanese cuisine and etiquette and learn how to take and place orders using culturally appropriate manners. **Assessment:** 1 x Speaking 1 x Listening
TERM 2 / 4	**Course Outline: Mukashi Mukashi** Students explore traditional folk tales from Japan and other countries. They will compare and contrast Japanese folk tales with stories from Western countries before creating their own folk tale in Japanese and presenting their story to the class. **Assessment:** 1 x Speaking	**Course Outline: Samurai Spirit** Students explore traditional Japanese sporting and cultural activities. Students will be able to ask about and tell personal information including abilities in a culturally appropriate way. **Assessment:** 1 x Reading 1 x Writing
Criteria	Socialising Intercultural understanding Language systems Creating and information	
Homework	Across the Semester students will be required to do a variety of the following: • Preparation and completion of assignments • Research cultural aspects of Japan • Learning new vocabulary and script • Revision and study for tests	
Excursions / Camp	Students who study Japanese will have the opportunity to take part in an annual excursion to a Japanese restaurant. Students could also take part in the Japan trip and related programs.	

Future Pathways

Year 9	Japanese

Rotational Subjects in Year 7 & 8

TECHNOLOGY FOOD AND FIBRE (AGRICULTURAL SCIENCE)

TFF

Rotational Subject

Brief Description of Subject

Agriculture studies provide students with a wide range of supportive learning experiences where individual ideas are valued and encouraged. Students develop knowledge and skills in environmentally sustainable practices aligned to industry standards and agricultural enterprises. A range of practical orientated activities allows students to participate in the planning, design, production and evaluation of real-world scenarios. Students experience a range of practical activities including livestock nutrition and live weight monitoring, animal husbandry, livestock handling techniques, plant production, agricultural tools and equipment, aquaponics, infrastructure management and fencing.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
Term 1	Students investigate methods of growing fresh produce (plant and animal). Students explain factors that influence the design of environments to meet present and future needs, as well as explain how the features of technologies impact on designed solutions in a technology's context. They create design ideas, make considered decisions and communicate to different audiences using a range of technologies and graphical representation techniques.	Design portfolio – plant based
Term 2		Design portfolio - poultry
Criteria		
Homework	Homework will reflect the theory components of the subject and aligns to project components.	
Excursions / Camps	Possible opportunities for local excursions and competitions may arise over the course.	

Future Pathways

Year 9	**Agricultural Science**

WOOD & METAL TECHNOLOGIES

TMT

Rotational Subject

Brief Description of Subject

In Design and Technologies, students develop knowledge, skills and capabilities to ensure they can individually and collaboratively –

- develop confidence as critical users of technologies, as well as designers and producers of designed solutions
- investigate, manufacture and evaluate innovative and ethical designed solutions for sustainable futures
- use design thinking to generate design ideas and concepts, while communicating with a range of audiences
- produce designed solutions creatively, competently and safely using range of materials, tools and equipment
- evaluate production processes and designed solutions and transfer knowledge and skills to new situations
- understand how people working in design and technologies occupations contribute to contemporary society

More specifically, Wood and Metal Technologies is focused on a range of traditional, contemporary and emerging technologies, while addressing increasing concerns related to sustainability. Students will progressively develop knowledge and practical skills relating to various tools, equipment and materials in a wood and metal context, while developing an understanding of the design process and safe work practices. In junior ITD classes, students will design, produce and evaluate the basketball hoop and LED light projects.

Brief Course Assessment / Outline

	Course Outline	Assessment Summary
Term 1	Understanding safe work practices, while applying woodwork knowledge and skills	Practical Demonstration: Basketball Hoop
Term 2	Understanding safe work practices, while applying metalwork knowledge and skills	Written Exam: Workshop Safety Design Project: LED Light
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities & Assessment	
Excursions / Camps	Nil	

Future Pathways

Year 9 **Year 10**	**Wood Technologies** **Metal Technologies**

DIGITAL TECHNOLOGIES DIG

Rotational Subject

Brief Description of Subject

Learning in Digital Technologies focuses on further developing opportunities to create a range of digital solutions for the real world.

In Year 7 and 8, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems.

Students will also:

- Develop integrated skills in keyboarding, Microsoft Word, PowerPoint and e-mail
- Develop programming skills using Microsoft MakeCode and Microsoft MakeCode Arcade
- Understand content including privacy and security
- Use technology safely and ethically

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Computer Fundamentals using MakeCode and BBC Micro: bits	Exam & Project
TERM 2	Introductory to Programming using MakeCode Arcade	Exam & Project
Criteria	Knowledge and understanding Processes and production skills	
Homework	Homework requirements in DIG will vary depending upon assignment tasks, practical work and class work.	
Excursions / Camps	Opportunities for local excursions and competitions may arise over the Term course.	

Future Pathways

Year 9	**Digital Technologies**

DRAMA DRA

Rotational Subject

Brief Description of Subject

Students explore a range of texts with a specific focus on the transformation of story into script. Students will learn how to read texts, write and perform texts. Students will investigate the purpose and importance of drama while exploring a variety of cultural contexts.

Storytelling is an essential element of all cultures. Students will explore a range of stories, both historical and contemporary, through the style of Physical Theatre. They will create a short performance of a chosen narrative for an audience.

Students will have the opportunity to watch and respond to a professional live production as part of their studies.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Page to Stage • Develop improvisation skills and introduction to elements of drama • Experiment with scripts that are written for teens and rehearse for presentation • Analyse and evaluate work of self and others	Making – Improvisation and small-group performance Responding – Journal and elements of drama analysis
TERM 2	Moving Stories • Explore a range of texts with a specific focus on the transformation of story into script, read, write & perform texts. • Investigate purpose & importance of drama while exploring traditional and contemporary storytelling • Learn non-Western drama forms, including stage combat • Devise theatre using the body as primary tool of communication	Making – Devising and Performance **Actor's Journal**
Criteria	**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.	
Homework	Homework is a written reflection of what was learned in class that day and is given to prepare for the next lesson. Students may also be required to prepare for the next lesson or to research and construct assignments.	
Excursions / Camps	View live theatre performance	

Future Pathways

Year 9 **Year 10**	**Drama**
Year 11 & 12	General Drama Arts in Practice

ECONOMICS AND BUSINESS ECB

Rotational Subject

Brief Description of Subject

The Year 7 and 8 Business and Economics curriculum gives students the opportunity to explore what it means to be a consumer, a worker and a producer in the market. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 and 8 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Through the Civics and Citizenship curriculum, in Years 7 and 8 students develop knowledge and understanding of Australia's political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia's legal system and the different sources of law used in Australia. Students also learn about the diversity of Australian society and the importance of a national identity.	**Make a Difference Project** This assessment task will give you the opportunity to work individually to make a difference in an identified area of the community. Your difference could be within the school, for the environment or through a local charity or support group.
TERM 2	The Year 7 and 8 Business and Economics curriculum gives students the opportunity to explore what it means to be a consumer, a worker and a producer in the market. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income.	**Shark Tank Business Project** This task requires you to investigate a business concept and present it for development in Yeppoon. You are required to prepare a short presentation of your business idea to a group of people you are hoping will invest in your business.
Criteria		
Homework	Homework requirements in Business and Economics will vary depending upon assignment tasks, practical work and class work. Students will be expected to complete weekly homework.	
Excursions / Competitions	Opportunities for local excursions and competitions may arise over the term course.	

Future Pathways

Year 9	**Business**

FOOD TECHNOLOGIES TFD

Rotational Subject

Brief Description of Subject

In Design and Technologies, students develop knowledge, skills and capabilities to ensure they can individually and collaboratively –

- develop confidence as critical users of technologies, as well as designers and producers of designed solutions
- investigate, produce and evaluate innovative and ethical designed solutions for sustainable futures
- use design thinking to generate design ideas and concepts, while communicating with a range of audiences
- produce designed solutions creatively, competently and safely using range of materials, tools and equipment
- evaluate production processes and designed solutions and transfer knowledge and skills to new situations
- understand how people working in design and technologies occupations contribute to contemporary society

More specifically, Food Technologies examines nutrition principles, while developing an understanding of the design process. Students will develop knowledge and understanding in relation to food characteristics, selection and preparation, as well as contemporary technology-related food issues. With increasing community concerns related to food issues, there is a specific focus on the nutritional quality of food choices and the environmental impact of production processes. Students will progressively develop food preparation and culinary skills to prepare them for their future lives, while applying safe work practices and learning how to make informed, appropriate and sustainable food decisions.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	• Examining safe work practices • Exploring healthy eating • Applying culinary techniques	Written Exam: Food Safety & Hygiene Practical Demonstration: Spicy Pork Noodles
TERM 2	• Examining safe work practices • Planning small events • Applying culinary techniques	Design Project: Birthday Party
Criteria	Knowledge & Understanding, Processes & Production Skills	
Homework	Workbook Activities & Assessment	
Excursions / Camps	Nil	

Future Pathways

Year 9 **Year 10**	**Food Technologies**

MUSIC MUS

Rotational Subject

Brief Description of Subject

Students learn the elements of music, through a theoretical and practical study into popular music. Throughout this unit, students will learn an instrument and respond to professional musician's performances.

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.

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.

	Course Outline	Assessment Summary
TERM 1	Fascinating Rhythm • Students experiment with basic music elements and learn simple compositional techniques • Develop skills in playing an instrument – ukulele and perform a short song showing technical skill • Analyse how the musical elements have been structured to create meaning	Making – Composition and Performance Responding – Musicology Exam
Criteria	**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.	
Homework	Homework involves revising concepts learned in the lesson, completion of workbooks if incomplete during class time and completion of assessment.	
Excursions / Camps		

Future Pathways

Year 9 **Year 10**	**Music**
Year 11 & 12	General Music Arts in Practice

MEDIA MED

Rotational Subject

Brief Description of Subject

Students are bombarded with hundreds, perhaps thousands of images every day. From their phones, computers, TV's and tablets. To the more traditional forms within magazines, newspapers and billboards. The ability to analyse, interpret and harness this information forms the basis for this course.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	Behind the Lens • Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning • Plan, structure and design media artworks that engage audiences • Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences	Making – 2-minute Western Style Shootout (Storyboarded, filmed, edited and scored by students) Responding – Workbook which analyses basic elements and principles of moviemaking.
Criteria	**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.	
Homework	Homework involves revising concepts learned in the lesson, completion of workbooks if incomplete during class time and completion of assessment.	
Excursions / Camps		

Future Pathways

Year 9 **Year 10**	**Media Arts**
Year 11 & 12	Media Arts in Practice Arts in Practice

VISUAL ART — ART

Rotational Subject

Brief Description of Subject

Students will explore the five elements of Visual Arts: Line, Colour, Shape, Tone and Texture. They will be making art using a variety of mediums and techniques, creating Aboriginal Australian art, responding to an artist's work and reflecting on how they work and present their art.

Students will also create a digital art unit that explores local Indigenous history and dreamtime stories through clay-mation. Students will also be provided the opportunity to work together in groups to achieve tasks within set time-frames.

Brief Course Assessment/Outline

	Course Outline	Assessment Summary
TERM 1	The World of Art • Introduction to the elements of art • Experiment with different mediums and the elements of art • Analyse and evaluate professional artworks • Create Sculpture and mono-prints • Reflect on own art and aesthetic choices	Responding - Analytical paragraph Making – Folio
TERM 2	The Dreaming • Exploring Indigenous dreamtime stories and communication through the digital art form of Claymation. • Experiment with art elements and technology • Analyse and evaluate artist choices in own and others' work	Making: 2D, 3D & 4D recreation of dreamtime story Responding: analysis and reflection tasks in journal booklet
Criteria	**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.	
Homework	Homework involves revising concepts learned in the lesson, completion of workbooks if incomplete during class time and completion of assessment.	
Excursions / Camps	Opportunities for local excursions and competitions may arise over the Semester course.	

Future Pathways

Year 9 **Year 10**	**Visual Art**
Year 11 & 12	General Art Visual Arts in Practice Arts in Practice

Excellence Subject

Music Excellence

Music Excellence is an immersion program that extends theoretical knowledge and practical ability in music. The course is a mixture of Australian Curriculum and formal certification courses through Australian Music Examination Board (AMEB). Students study this class Wednesday morning from 8:00am through to the first bell. This course is offered to students across all year levels with students able to achieve QCE points in the later years.

Students who are currently studying an instrument in primary school are encouraged to apply for this course.

An Expression of Interest will be distributed through the primary school music teachers in Semester 2 or can be collected from the YSHS Performing Arts Staffroom.

Creative Industries Excellence Program

The Yeppoon State High School Creative Industries Excellence Program offers Year 7 students an exciting opportunity to develop their talents as an artist, performer or creator in an exclusive, dynamic learning environment.

Class Design: Be part of a select class of like-minded students, fostering creativity and collaboration.

Specialised Curriculum: Engage in a diverse range of learning experiences with an Arts focus across your core classes, including Drama, Visual Art, Music, Media Arts, and Dance.

Enrichment Activities: Participate in masterclasses, workshops, and industry experiences throughout the year.

Performance Opportunities: Showcase your talent at YSHS Arts events, including the annual Arts Showcase.

Pathway to Success: Build foundational skills for senior creative industries subjects and future careers in the arts.

Industry Connections: Learn from professional artists, theatre groups, and media specialists.

To be accepted into the program students must demonstrate a high level of ability in their chosen field with supporting documentation including copies of two school reports and achievements outside of school in their chosen area/s. Application Forms available on the YSHS website.

Enrichment Subject

Instrumental Music

The school also offers an award-winning Instrumental Music Program. Some students may already be participating in these programs through their primary schools, but new participants are always welcome to sign up. Lessons are typically 35 minutes and take place once a week.

The program has five ensembles: Concert Band - Big Band - String Orchestra - Marching Band - Percussion Ensemble.

As part of the Instrumental Music Program, students will be required to attend an Instrumental Music Camp to prepare their repertoire. We also aim to take our ensembles on tour around the state. In the past, the students went on an outback tour, playing music throughout Central Queensland from Emerald to Longreach. In 2023, Instrumental Music students toured to Mackay and surrounds, participating in workshops at Central Queensland University.

The YSHS Concert Band, Big Band, and String Orchestra proudly represent the school at regional and state-level competitions, including the prestigious Fanfare Instrumental Music Festival. Over the years, these ensembles have earned recognition for their outstanding performances, including regional finalist placements, and gold and silver awards at Central Queensland heats. Participation in these events provides students with valuable performance experience and the opportunity to showcase their musical talents within the wider community.

Other performances include Rockhampton Eisteddfod, Capricorn Secondary Music Festival, Village Festival, Community Anzac Day Parade, Central Queensland Jazz Festival and Pinefest.

Throughout each year there are many opportunities for Instrumental Music students to participate in workshops with musicians from other schools as well as professional musicians. In 2024, IM students have performed alongside the Koala's Marching Band and the 1RAR Band.

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