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A Message from the Principal –
Mrs Felicity Roberts

Junior Secondary at our school supports the distinct nature of young adolescence, and offers a connected, engaging curriculum to guide young people in a safe and secure environment. The Moranbah Community is very proud of its local secondary school, and I know that we are preparing children to be citizens for tomorrow’s world. We are committed to ensuring that “every day, in every classroom, every student is learning, achieving and valued”.

As Principal of the school, I am committed to developing a first class education system that meets the unique needs of your child. I am committed to our vision that will ensure Pathways for Diverse Futures and value the work undertaken in our Junior School to ensure No Student is Invisible (one of our central priorities).

This booklet has been compiled in an attempt to answer the many questions you may have about the philosophy of Junior Secondary and curriculum available at Moranbah State High School. For Year 9 Students, the choice of subjects for entry into Year 10 must be made only after careful consideration of your ability, past achievement and future vocational and educational goals. You will find included in the booklet:

- Information about our Junior Secondary Programs, including Transition Programs, and the Australian and Queensland Curriculum offerings for Years 7, 8 and 9
- A statement on all subjects by the Heads of Department/Subject Area Coordinators
- A guide on how to pick Junior Secondary Electives for Year 9 and 10

An Education and Career Planning (ECP) meeting will occur with all Junior Secondary students at Moranbah State High School, every year, involving students, parents/guardians and a school representative. These individual meetings with students and parents aim to ensure that the best possible course of study is chosen by each student, and that support is given to students throughout their time at MSHS.

I hope that you find this booklet useful in answering your questions about the programs on offer in Junior Secondary, and the subject selection process for Year 9 and 10 electives. I encourage you to take the time to read the information contained in this handbook and contact me if you have any questions about our school.

We have a great school and fantastic students and I am proud to be leading such an amazing organisation.

Felicity Roberts
Principal
Our Explicit Improvement Agenda

Every day, in every classroom, every student is learning, achieving and valued

We are striving at MSHS to improve with CLASS

**Completion** (100% of Year 12s with a Queensland Certificate of Education)

**Literacy & Numeracy** (NAPLAN – lifting our Upper 3 Band Students with a focus on Gifted & Talented Education; & no student falling below National Minimum Standard)

**Academic achievement** (90% of all students achieving at C or above)

**Student Wellbeing** (95% attendance; Reduced behaviour incidents; Increased Positive Records)

**Sustainability** (Community Confidence, Collegiality, Alliance & Improved School Opinion data)
Junior Secondary
Philosophy

“Connecting, Guiding, Engaging”

Young people in early adolescence are a distinct group with individual needs. We believe that focusing on young teens in their first Years of secondary schooling is essential for them to feel supported throughout their education. Our school focuses on the transition of students into secondary so that they feel safe and secure within the wider school community, and guides student learning through connected and engaging curriculum.

The Department of Education and Training’s Flying Start for QLD Children initiative identifies six guiding principles of Junior Secondary:

1. Distinct Identity
2. Quality Teaching
3. Student Wellbeing
4. Parent and Community Involvement
5. Leadership
6. Local Decision-making

Distinct Identity

It is important that students in Junior Secondary are supported and encouraged to develop their own group identity within the wider school.

At MSHS, we will support students in developing a distinct identity by developing a Junior Secondary academy that:

- Provides strong support coordinated by a Junior Secondary team that understands and recognises the needs of young adolescents
- Supports students to transition through the use of common Junior Secondary areas including learning spaces and leisure areas
- Offers opportunities for students to develop leadership skills within the school and wider community
- Values the diverse needs of students’ learning styles and personality types
- Offers an authentic curriculum that recognises the unique set of issues adolescents face, and;
- Promotes and celebrates the achievements of all students.

Quality Teaching

Quality teaching and learning is critical to the engagement of students in Junior Secondary. At MSHS, we acknowledge the necessity behind the provision of teaching that:

- Challenges students with a demanding curriculum and a high set of expectations
- Focuses on authentic, intellectual work
- Delivers engaging and interactive activities
- Reflects the learning styles of adolescents, and
- Supports the diverse needs of the individual learner.
Student Wellbeing

MSHS recognises that early adolescence is a distinct developmental stage where accelerated physical, social and personal development takes place. At MSHS, we will support the growth and development of Junior Secondary students through:

- An expert wellbeing team that understands the stages of early adolescence
- A vertical care system that encourages mentoring and support from peers, teachers and the community
- A pastoral care program that focuses on the delivery of learning that will support our students through early adolescence
- Ongoing professional development for staff to ensure that our practice encompasses early adolescent learner perspectives
- The provision of a wide range of sporting, cultural and academic opportunities to encourage our students to excel
- Creating a strong culture around responsible personal choices, and
- Engaging the community in wellbeing initiatives.

Parent and Community Involvement

MSHS fosters a collaborative approach to guiding young adolescents and recognises the importance of engaging parents and communities in the holistic development of the learner. At MSHS, we recognise the importance of:

- Regular and timely communication
- Involvement of parents and community members in special events, assemblies and ceremonies
- Using community expertise to enhance our learning experiences, and
- Engaging parents in the transition process.

Leadership

Research identifies that young people need to be seen as real human beings who participate in the larger world, and who have serious concerns about both the world and their own adolescence. We strongly believe that leadership within our school should encourage students in all year levels to develop leadership skills within the school and the local community. Our programs at MSHS aim to incorporate opportunities for leadership roles including Year Representatives and School Council leaders across all year levels.

Local Decision Making

Through the Moranbah Learning Alliance, we will ensure that Junior Secondary is implemented with consideration of the needs of our students and the community.

At MSHS we value:

- A team approach to the transition of students into Junior Secondary, with strong links with our feeder primary schools
- A consideration of the needs of adolescents when making holistic decisions
- An understanding of community dynamics, and
- An open and transparent approach to our programs.
Student Wellbeing and Pastoral Care

The Student Wellbeing Department and the support staff within our school work collaboratively to meet the social and emotional needs of students in Junior Secondary, with a strong focus on pastoral care. The department consists of:

- Head of Department Junior Secondary
- Year Coordinators of each year level (7, 8 and 9)
- Student Support Staff, including
  - Guidance Officer
  - School based Health Nurse
  - School Chaplain
- CARE Teachers

CARE

Curiosity – About the students and what they are doing in and out of school
Attitude – setting the tone for the day with a positive attitude based around the 4R’s
Rolls – accurately marking rolls and delivering key messages to students. Checking and writing in student diaries
Excellence – Promoting the notion for striving for excellence in behaviour and learning.

CARE occurs Tuesdays to Fridays from 9.00am – 9.10am, and is the first ten minutes of the day for students in Junior Secondary. Students are able to build positive relationships with their CARE teacher, who has a strong pastoral care role for their class group.

In 2017, we will be again be using a vertical CARE structure at our school. This structure will involve care groupings of students to include a mix of students in the Junior School (from year 7-9) according to their House Groups. This will provide valuable opportunities for the mentoring of students in Junior Secondary, and the development of positive relationships between students across year levels.

Wellbeing Program

Moranbah State High School delivers a Wellbeing Program to our students in Junior Secondary that takes a detailed look at the issues that face our adolescents of today. Students examine a range of issues during targeted programs delivered in full days, twice a term, giving them strategies to help them in any situation. Topics of investigation include:

- Getting started as a student
- Team building and motivation
- Bullying (No Way!)
- Social Skills – helping others
- Friendships and responsible choices
- Tolerance
- Health and Hygiene
- Party Safe
- Subject Selection

Learning Support and Special Needs

The Multi-Learning Centre within our school aims to develop the literacy and numeracy skills of students with disabilities (SWD) and learning difficulties (LD), whilst providing programs that assist students in
gaining life skills and protective behaviours that are valuable both now and in life post-school. Special Needs and Learning Support teachers work together in conjunction with teacher aids and classroom teachers to support students through targeted classroom programs and within the multi-learning centre. We ensure that the curriculum is differentiated to support all students, and implement individual education and curriculum plans for students with disabilities and learning difficulties so that success is achieved for every student, in every classroom, every day.

**Exceed Scholars – Gifted & Talented Education**

Moranbah State High School strives to ensure students feel valued in a learning environment which both challenges and supports them to pursue excellence. We aim to instil a passion for lifelong learning by providing students with a range of programs and initiatives that extend their knowledge beyond the classroom, and celebrate their achievements. Extension programs at our school include:
- Exceed Scholars – a subject that students are invited into focusing on critical and creative thinking skills
- Academic competitions and initiatives
- Clubs
- Differentiated classes, and
- Extracurricular activities such as
  - Optiminds
  - CREST Awards
  - Debating & Public Speaking
  - Duke of Edinburgh Awards

**Exceed Club**

The Exceed Club recognises students with outstanding academic achievement and offers them the recognition they deserve for hard work and dedication to academic study. Entry into the Exceed Club occurs twice yearly, after Term 1 and Semester 1 reporting, and is based on the results achieved for the reporting period. Entry requires students in Junior Secondary to achieve four or more A’s for achievement, and no less than a B for effort and behaviour for the reporting period. The program aligns students with mentors linked to their area of interest, and rewards student achievements through a celebration ceremony and discount card supported by local businesses.

**Differentiated Classes**

Specific class structures in Junior Secondary are established to include Extension classes. These classes stay together in all of the core and elective subjects throughout the year during Year 7 & 8, with changes to class composition introduced in Year 8 and 9. Differentiated classes also exist for Corrective Reading and Power Up Numeracy in Years 7-9, allowing for targeted programs tailored to the specific needs of the student group.
Curriculum

At Moranbah State High School, we place emphasis on a curriculum that embeds and supports:

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

Moranbah State High School’s junior curriculum is based upon the Australian Curriculum and the Essential Learnings and Ways of Working of the Queensland Curriculum, Assessment and Reporting Framework.

The Australian Curriculum

The Australian Curriculum is being progressively developed by the Australia Curriculum, Assessment and Reporting Authority (ACARA) in a phase-in approach. ACARA is responsible for developing a world-class national curriculum that will inspire and challenge Australian Students. The development of the Australian Curriculum represents a commitment by all Australian states and territories to work together to develop a common curriculum. It makes clear to parents, teachers and students what young people should be taught and the quality of learning that is expected for them wherever they go to school in Australia.

The Australian Curriculum is presented online at www.australiancurriculum.edu.au to enable all Australians to see what is being taught across the nation. The ACARA website (www.acara.edu.au) also has general information and support documents available.
## Core & Elective Subjects in Years 7 - 9

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<tr>
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<th>Year 8</th>
<th>Year 9</th>
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<td><strong>CORE SUBJECTS</strong></td>
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<td>English</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>Humanities</td>
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<td>- History</td>
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<td>- Civics &amp; Citizenship</td>
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<td>- Geography</td>
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<td>Health &amp; Physical Education</td>
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<td>Literacy &amp; Numeracy</td>
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<td>- Corrective Reading</td>
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<td>- Power Up Numeracy</td>
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<td>- Literacy Extension</td>
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<td>- Duke of Edinburgh (TBC)</td>
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<td><strong>ELECTIVE SUBJECTS</strong></td>
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<td>Students participate in a variety of subjects across The Technologies and Arts Curriculum over year 7 and 8. Each Term subjects will rotate through:</td>
<td>Students select 2 subjects that are studied for 1 semester each. A variety of courses are offered to students, but only those with enough student interest will run each year.</td>
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<tr>
<td>1. Digital Technologies</td>
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<td>2. Industrial Technology and Design</td>
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<td>3. Visual Art</td>
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<td>4. Japanese</td>
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<td>5. Dance</td>
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<td>6. Drama</td>
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<td>7. Home Economics</td>
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### Year 9 Elective Subject Selection:

Students in Year 9 are able to choose two electives to complement their core subjects, which they complete for two years across Years 9 and 10. These electives aim to provide students with the foundation knowledge needed to support them in their senior subjects chosen in Years 11 and 12. These subjects include:

- Business
- Drama
- Industrial Technology & Design (ITD)
- Sports Development Studies
- Home Economics
- Graphics
- Japanese
- Art
- Digital Technologies

Elective selection for Years 9 and 10 occurs at the end of Year 8. Electives are offered across two elective lines. Please refer to the Year 8 into 9 Subject Selection Form for details of elective lines for the coming year.
Literacy and Numeracy

Moranbah State High School uses a two-way approach to target and improve student literacy and numeracy. The first is through Whole School Literacy and Numeracy Strategies where every teacher in every KLA is committed to explicitly embedding literacy and numeracy practices in all classrooms. The second approach, is through intervention, consolidation and extension in stand-alone literacy / numeracy subject that specifically targets individual student needs. These subjects are driven heavily by student literacy and numeracy data.

Our two-prong approach utilises the explicit teaching of literate and numerate practices in every learning area and provides an intervention / extension subject to develop particular student needs.

Whole School Literacy and Numeracy Strategies

We know (both through research and personal experiences) that the best way to enhance student’s literacy and numeracy is through the provision of a rich intellectually challenging and engaging curriculum that explicitly embeds both literate and numerate practices in the context of key subject areas.

Our Vision for Literacy and Numeracy is to empower young adults with literate and numerate knowledge and skills to interact confidently in society. We embed a whole school approach by:

1. Using data to inform planning and differentiation
2. Adopting a common approach to literacy and numeracy action planning through the ‘Identify, Use, Debrief’ teaching and learning cycle.

Our Focus areas include:
- Spelling Rules (S.I.T.E.R.M Strategy, Glossary of key terms in every KLA and the 200 most commonly used words)
- Reciprocal Teaching Strategy
- 7 Steps of Effective writing
- Rapid Recall Routines
- Graphing Strategy – Just Add S.A.L.T

Intervention, Consolidation & Extension – Stand Alone Literacy & Numeracy Subjects

Corrective Reading, Literacy Extension and Power Up Numeracy are our three stand-along subjects, all with the aim of ‘raising the bar’ for every student. The subjects are:
- Data driven
- Tailored to meet individual needs
- Based on good teaching utilising a range of learning strategies; and
- Preparing students for a range of standardised testing (eg: NAPLAN, QCS, Aptitude testing)

Corrective Reading:

Students with reading problems generally have one or two kinds of reading problem. The first is a decoding problem and the other is a comprehension one.

We can tell if a student has a decoding problem by listening to the student read. If the student misses words, changes words, adds words, guesses at words or stops and struggles with words, the student has a decoding problem. Decoding programs make comprehension impossible because the students with decoding problems don’t correctly read what is written. For example, a student might see the word “Who”
and say “How” instead. This student would then think that the sentence “Who are you?” means “How are you?” because that is what the student has read. This student gets the wrong meaning because he or she doesn't know how to say the words correctly when they read.

The Corrective Reading Comprehension Programs: (for students with NO CORRECTIVE READING DECODING REQUIRED)

The Corrective Reading Comprehension programs emphasize thinking. Writing is thinking, so we emphasise writing in these programs. If we just have students read then it is difficult to know how they are thinking. By having them do a lot of writing, we can see how they are thinking and teach them new ways to think about things.

To achieve this, students are taught many skills. In the lower levels these skills include how to follow directions and attend to the details of those directions, and in the higher levels, how to write directions (rather than just follow them), how to write paragraphs and stories and how to edit their writing.

Power Up Numeracy (PUN)

Students in Year 7, 8 & 9 will also receive 1 targeted lesson of numeracy each week. This program is designed to “skill and drill” fundamental concepts where students of similar ability are groups to address specific gaps in knowledge.

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests were first implemented in May 2008, and continue to be implemented nationally for Years 3, 5, 7 and 9.

NAPLAN tests are designed to assess the skills of Australian students in literacy and numeracy to:
- Collect data from the population of Years 3, 5, 7 and 9 students for reporting to parents/carers and schools for systematic reporting
- Accommodate the assessment of students against national minimum standards.

NAPLAN is administered in Year 7 & 9 at Moranbah State High School during Term 2. A series of five (5) tests are conducted across a three day period to assess literacy and numeracy. Following the tests, schools and students receive a statement of performance in relation to the national minimum standards. These tests assess:

Literacy - Three test papers assessing:
- Language conventions – spelling, grammar and punctuation
- Writing – knowledge and control of written language
- Reading – comprehension

Numeracy - Two test papers (Numeracy Calculator and Non-Calculator), assessing:
- Number
- Measurement, chance and data
- Space
- Algebra, function and pattern
Homework

Homework provides the opportunity for students to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom, and involves parents and carers in the learning experiences of their child. Setting homework takes into consideration the need for students to maintain a balanced lifestyle. This includes sufficient time for family, recreation, cultural events and employment where appropriate.

Homework is a means of enabling students to develop sound work habits. Close monitoring within the Junior Secondary Phase of learning is therefore particularly important as these habits are developed. Each student at Moranbah State High School is issued a student diary, to assist them in recording and managing the completion of homework. CARE teachers are responsible for checking that students are using their diary correctly, and we encourage parents and carers to review the student diary regularly.

The benefits of Homework include:

- Develops thinking, concentration, time management and research skills
- Builds self-discipline, personal responsibility and independent action
- Provides parents and carers with opportunities to work with children on assignments and class work
- Provides parents and carers insights into the school’s programs of instruction. Students achieve greater results when they identify parental involvement in their learning.
- Student successes that result from greater focus on classwork achieved through homework, develop positive attitudes in students towards themselves and others
- Introduces students to the realities of post-secondary study and the world of work
- Reinforces and extends classroom learning.

The success of students completing homework relies on the combined efforts of the student, parents and the teacher. To this end, teachers will notify parents/carers where students establish a pattern of defaulting on homework, and will support parents/carers in maintaining open channels of communication.

At Moranbah State High School:

- Each student will be assigned homework in each subject on a regular basis
- Homework consists of a variety of activities including preparation for practical lessons, assignments, revision of classwork, reading text and reference material, revision for examinations, and tasks set in preparation for the next lesson
- The amount of homework will vary according to the age and learning needs of the student
- Teachers will be responsible for reviewing homework for every student.
Transition Programs
For Years 5 and 6 Students
Transition Programs

We are committed to ensuring that students coming to Moranbah State High School in Junior Secondary feel safe and secure in our school community. To achieve this, we encourage programs that provide students with opportunities to engage with learning at our school, while in the upper years of primary school. These programs include:

- Days of Excellence Program offered to students in Years 5 and 6
- Year 6 into 7 Transition Program completed by Year 6 students in Term 4
- Involvement of students in school sporting carnivals in the under 13 age group
- Delivery of units in Health and Physical Education that link students of MSHS with primary students in programs such as Walla Rugby
- Class visits to work with specialist staff and in specialist facilities at our school, and
- Visits by our specialist staff to our feeder primary schools.

Days of Excellence

Days of Excellence is an enrichment program offered to students in Years 5 and 6. It aims to:

- Value and support students who are gifted by providing an environment which both challenges and inspires them to pursue excellence
- Help with the transition to high school, assisting students in becoming familiar with the school surroundings
- Enhance student passion and abilities in their area of talent
- Extend student personal and social capabilities by working with like-minded peers
- Collaborate with teachers, parents, students and the community to ensure students who are gifted have opportunities to develop their abilities.

Days of Excellence offers a range of enrichment programs that occur each term. Students nominate to attend a specific program coordinated by specialist staff of MSHS, and the program is coordinated by the Deputy Principal Junior Secondary. Application packages are provided to students in Years 5 and 6 during Term 4, for programs that commence in the coming year. Programs include Science Investigation, Visual Art, Robotics, Digital Technologies, Environmental Studies and Creative Writing. Further information about our Days of Excellence program can be found in the Days of Excellence subject page.
Year 7 Programs
# Year 7 Core Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Units Studied</th>
</tr>
</thead>
</table>
| **English**| The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. | • Heroes  
• Persuade Me!  
• Reading and interpreting literature about Australia and Australians: Boy Overboard  
• Re-imagining poetry                                                                                                                                  |
| **Mathematics** | The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. | • Index Notation and Integers  
• Shapes, area & volume  
• Fractions & Decimals  
• Percentage and Money  
• Investigating Triangles  
• Statistics & Probability  
• Algebra & Linear Relationships  
• Geometry                                                                                      |
| **Science** | The *Foundation to Year 10 Australian Curriculum: Science* is designed to develop students' interest in science and an appreciation of how science provides a means of exploring and understanding the changing world in which they live. | • Separating Techniques & Science Skills  
• Classification of Living Things & Ecology  
• Earth in space  
• Renewable and Non-renewable sources  
• Forces, Motion & Simple Machines                                                                                                                  |
| **Humanities** | **History** The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India. | • Overview of the Ancient World (Ancient History)  
• Investigating the Ancient Past (Ancient History)  
• Ancient Egypt (Ancient History)  
• Australian Democracy (Civics and Citizenship)  
• Place and Liveability (Geography)                                                                                                                  |
The content provides opportunities to develop historical understanding through key concepts, including *evidence*, *continuity and change*, *cause and effect*, *perspectives*, *empathy*, *significance* and *contestability*. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

**Civics and Citizenship**

The Year 7 curriculum provides a study of the key features of Australia’s system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia’s democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia’s secular system of government supports a diverse society with shared values.

The civics and citizenship content at this year level involves two strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

**Geography**

*Place and liveability* focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

### HPE

Health and Physical Education is a compulsory subject in Years 8, 9 and 10. Health and Physical Education at Moranbah State High School is currently based on the Health and Physical Education Key Learning Area and QCAR Framework as developed by the Queensland School’s Authority.

- Puberty & body Changes (Ultimate Disc/Newcombe)
- Substances – Alcohol, smoking & Caffeine (Athletics)
- Healthy Snacking (Soccer/Netball)
- Healthy Relationships (Indigenous Games)
Year 8 Programs
## Year 8 Core Subjects

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Units Studied</th>
</tr>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The teaching and learning program at MSHS balances and integrates all three strands. Together, the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.</td>
<td>• Too Deadly! • I am Teen • Such a Drama! • Short and Sweet?</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.</td>
<td>• Integers &amp; Percentage • Real Numbers &amp; Probability • Linear Relationships • Perimeter, Area &amp; Volume • Percentage &amp; Statistics • Time &amp; Algebra • Algebra &amp; Geometric Reasoning • Measurement &amp; Algebra</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>The Foundation to Year 10 Australian Curriculum: Science is designed to develop students’ interest in science and an appreciation of how science provides a means of exploring and understanding the changing world in which they live.</td>
<td>• States of Matter &amp; Physical/Chemical Changes • Geology Rocks – Rock Cycle • Energy transfers and transformations • Cells – Plants and Animals</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. It was the period when the modern world began to take shape. The history content at this year level involves two strands: <strong>Historical Knowledge and Understanding</strong> and <strong>Historical Skills</strong>. These strands are interrelated and should be taught in an integrated way; and</td>
<td>• Overview of the Ancient and Modern World (Ancient and Modern History) • Medieval Europe (Ancient and Modern History) • Japan Under the Shoguns (Modern History) • Consumerism</td>
</tr>
</tbody>
</table>
in ways that are appropriate to specific local contexts.

**Economics and Business**
The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market’s operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future.

The economics and business content at this year level involves two strands: Economics and Business Knowledge and Understanding, and Economics and Business Skills.

**Geography**
There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.

*Changing nations* investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America. The unit then examines issues related to the management and future of Australia’s urban areas.

The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills.

**HPE**
Health and Physical Education is a compulsory subject in Years 8, 9 and 10. Health and Physical Education at Moranbah State High School is currently based on the Health and Physical Education Key Learning Area and QCAR Framework as developed by the Queensland School’s Authority.

- Get Active, Get Healthy (Skipping)
- Life Skills/Behaviours (Softball)
- Peer Coaching (Touch)
- Exercise Physiology (Volleyball)
# Year 7 and 8 Electives

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Units</th>
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</table>
| **Home Economics** | The focus of Home Economics in Year 8 is to ensure all students understand kitchen and food safety, develop basic cooking skills and nutritional knowledge. | • Food Safety  
• Basic Cooking Skills  
• Food and Nutrition |
| **Drama** | Drama is an art form which challenges students to make meaning of their world. It provides students with opportunities to ask questions, challenge perspectives and explore different experiences in real and imagined contexts. Through Drama students develop personal and social skills including non-verbal and verbal, individual and group communication and self-management skills. | • Introduction to Drama |
| **Digital Technologies** | Digital Technologies requires students to investigate and select from a wide range of technologies (materials, systems, components, tools & equipment). Students consider the properties & characteristics of the technologies with a view to finding sustainable and safe solutions to problems. | • Robotics |
| **Industrial Technology and Design (ITD)** | Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. In Year 7 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments. | • Graphical Design & 3D Printing |
| **Japanese** | The study of Japanese is primarily concerned with providing students with the ability to communicate in the language. It also aims to help students deepen their appreciation and understanding of Japanese culture. By building bridges of communication between Japan and Australia, Japanese provides pathways not available to the monolingual. | |
### Dance

Students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

Students choreograph dances demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They perform with confidence and clarity, dances which they choreograph and learn with technical and expressive skills appropriate to the dance style.

### Art

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. Visual Communication is the most dominant mode in a mediatised world, and young people need to be able to make sense of it and be discriminating.

- **Heroes and Villains** (clay sculpture making task)

- **To Be Advised**
Year 9 Programs
For Year 8 Students
Choosing Year 9 electives
and Students coming into Year 9
Choosing a Course of Study

Choosing the subjects that you will study at school is a very difficult but important decision. Your choice may affect the type of job or career that you can follow when you leave school, and can also directly affect your success at school as well as how you feel about school.

At this stage in your schooling, it is suggested that you choose subjects:

- **You enjoy** - your feelings about a subject have a great influence on your level of success.
- **In which you have already had some success** - past results in a subject are usually good indicators of future achievement.
- **Which will help you achieve your chosen career** or at least keep your career options open – you need to start thinking about careers. You should consider a few careers, not just one, and investigate the methods of entry into these careers. Whilst your choice of subject for Year 9 and 10 may not have a huge impact on your career opportunities, the results that you obtain can affect your eligibility for senior subjects. This in turn can have an impact on the courses and careers open to you in the future.
- **Which will develop skills, knowledge and attitudes** useful throughout your life – You can learn skills and knowledge in all subjects. Good performance in any subject will improve your overall appeal to employers and training organisations.

**Make a decision about a combination of subjects that suits YOU**

You are an individual, and your particular needs and requirements in subject selection may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are or are not taking it
- You like or dislike the teacher
- ‘all the boys or girls take that subject” – all subjects have equal value for males and females.

**Keep Your Options Open**

It is a good idea to choose subjects that will ‘keep your career options open’. Your best chance of doing this is to focus on the following points:

- In Year 9, concentrate on obtaining the highest possible achievement levels in English, Mathematics and Science
- Choose subjects in which you have a particular interest and which you may wish to continue studying in future years.

**Investigate Subjects**

It is important that students fully understand their subject choice. Never assume that you know all about a subject at a higher level because you have done that subject before. To investigate any subject:

- Ask the teachers of that subject
- Look at the books and materials in that subject
- Read about the subject in this booklet
- Talk to other students who are doing or have done the subject. However, do not assume that because one student does or does not like a subject you will feel the same.

### Year 9 Core Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Units Studied</th>
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| **English** | The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The teaching and learning program at MSHS balances and integrates all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. | • Australian Identity: Memoir  
• Australian Identity: Persuasive Speech  
• Creating Speculative Fiction  
• Exploring Ethical Issues through a Dramatic Text: Burnt  
• Examining Perspective on Issues in a Novel: The World Shaker |
| **Mathematics** | The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. | • Algebra & Geometry  
• Surface Area & Volume  
• Linear Relationships & Ratio & Scale  
• Binomials & Similar Triangles  
• Statistics  
• Financial Maths & Algebra  
• Statistics & Probability  
• Algebra, Scale & Probability |
| **Humanities** | The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. | • Overview of the Making of the Modern World (Modern History)  
• The Industrial Revolution: Making a Better World? (Modern |
In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

<table>
<thead>
<tr>
<th>Science</th>
<th>History)</th>
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<tbody>
<tr>
<td>The <em>Foundation to Year 10 Australian Curriculum: Science</em> is designed to develop students’ interest in science and an appreciation of how science provides a means of exploring and understanding the changing world in which they live.</td>
<td>• World War I (Modern History)</td>
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<td>• Australian Law (Legal Studies)</td>
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<td>• Biomes and Food Security (Geography)</td>
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<td>Health and Physical Education is a compulsory subject in Years 8, 9 and 10. Health and Physical Education at Moranbah State High School is currently based on the Health and Physical Education Key Learning Area and QCAR Framework as developed by the Queensland School’s Authority.</td>
<td>Risks &amp; Water Safety (Lifesaving)</td>
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<td>Sport in Society (Zumba)</td>
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<td></td>
<td>Sports Injuries (European Handball)</td>
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<td>Teen Health Issues (Table Tennis)</td>
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Exceed Scholars (Gifted and Talented Elective)

Society is faced with many complex and challenging problems that cannot be solved using past technology. Issues such as sustainability, water quality, hunger, genetic testing and the like are problems that today’s youth will face now and in the future - problems that must be solved using creative, forward and innovative solutions.

Exceed Scholars will develop in students critical, creative and futuristic thinking skills. Students will be challenged to apply their imagination to significant issues, equipping them with the vision needed to anticipate, comprehend and solve problems associated with their future world and have a positive impact on their society.

Explicit Teaching of Higher Order Thinking and Reflecting Strategies
Exceed Scholars explicitly teaches higher order thinking strategies through the inclusion of a range of thinking tools relevant to all learning areas. Students are organised into groups through the consideration of NAPLAN data, and provided with key roles in the problem solving process such as Group Leader, Scribe and Multi-tasker.

Students work through a structured process of developing and critiquing possible solutions to a given problem, and are encouraged to integrate a range of ICT skills in their final presentation. The process of reflecting is relevant to all learning areas and is a key strategy in developing critical thinking for the future. Reflecting strategies are explicitly addressed throughout the elective, integrating both group and individual reflection tasks.

Term 1 – Introduction and Analysis of Space Travel
Students will engage in a background study of current and likely future technologies available for both space travel and surviving on nearby planets without atmosphere. Students will investigate terraforming, current planets and stellar bodies that are theoretically capable of sustaining some life, nanotechnology, power generation, hydrogen fuel based engines and hydroponic farming, social law and order, engineering techniques, sustainable living and interplanetary transport and communication.

Term 2 – Development of an off world Colony
Students then use their knowledge to create a colony on another planet. They will use 3D design programs, online collaboration and surveying skills to create their off world colony.

Term 3 - Optiminds Challenge
Opti-MINDS is a creative problem solving event for teams of participants. Students form teams within their class and work on solving a demanding, open-ended challenge in the categories of Language Literature, Science.
Engineering and Social Sciences. Teams work together on a Long Term Challenge for up to six weeks. During this time, students are encouraged to explore possibilities & experiment with ideas as they endeavour to produce their best possible solution.

**Term 4 - Robotics**
Students learn Robotics through play using Lego Robots. Students will learn systematic problem solving, design strategies, system analysis and engineering design using RoboLab software. Students will be engaged in a variety of activities using up-to-date technologies demonstrating their own individuality and flair within the activities. Students will have fun exploring Robotic movement and expression all while developing necessary skills which include patience, time management, team work, and logical thinking.
# Year 9 Electives

<table>
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<tr>
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<td>• Cultural Masks (mixed media making task, artwork analysis appraising task)</td>
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<td>• Still Life (traditional drawing making task)</td>
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<tr>
<td><strong>Business Studies</strong></td>
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<tr>
<td><strong>Drama</strong></td>
<td>Drama is an art form which challenges students to make meaning of their world. It provides students with opportunities to ask questions, challenge perspectives and explore different experiences in real and imagined contexts. Through Drama students develop personal and social skills including non-verbal and verbal, individual and group communication and self-management skills.</td>
<td>• Introduction to the Elements of Drama</td>
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<td>• Puppetry and All That</td>
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<td><strong>Graphics</strong></td>
<td>The Year 9 Graphics subject is based on freehand sketching, manual drafting and CAD drawing. Graphics students are exposed to various concepts and procedures for representation of real life objects through graphical interpretation.</td>
<td>• Introduction to the design and drafting industry</td>
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<td>• Basic design concepts</td>
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<td>• Drawing interpretation and production-manual drafting/freehand sketching</td>
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<td>• Identification and interpretation-drafting standards and conventions</td>
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<td>• 2D drawing production using computer aided designing and drafting systems</td>
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<td>• 3D drawing</td>
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</table>
production using computer aided designing and drafting systems

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<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Home Economics</td>
<td>Home Economics is the study and practice of creating well-being within individuals and families. It is a subject that provides students with practical challenges in which students can develop their knowledge and understanding as well as skills needed to participate in society.</td>
<td>Food and Nutrition, Relationships, Consumerism, Design and Fashion</td>
</tr>
<tr>
<td>Industrial Design and Technology</td>
<td>The Industrial Technology and Design elective offers students the opportunity to undertake a range of tasks within the context of the wood, metal, design and electrical industries. The delivery of this strand is ideally suited to project based activities, and key elements will be linked together in the context of projects which reflect manufacturing practice. We are also in the process of implementing new units with a strong technology focus around 3D printing and electronics. ITD is an incredibly versatile subject which caters to those students who have a strong practical nature and passion for design.</td>
<td>Introduction to the manufacturing industry, Safety in the workplace, Drawing interpretation and setting out, Selection and application of hand tools, Selection and application of static machinery, Materials selection and application, Surface preparation and finishing</td>
</tr>
<tr>
<td>Japanese</td>
<td>The study of Japanese is primarily concerned with providing students with the ability to communicate in the language. It also aims to help students deepen their appreciation and understanding of Japanese culture. By building bridges of communication between Japan and Australia, Japanese provides pathways not available to the monolingual.</td>
<td>Volleyball &amp; Officiating, Basketball – Peer Coaching Sessions</td>
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<tr>
<td>Sports Development</td>
<td>Sports Development Studies at Moranbah State High School is a school based subject designed to give students an opportunity to develop and enhance their skills and understandings of a large</td>
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</table>
A Message from the Deputy

I hope you have found this booklet useful in assisting with your subject selections. Please feel free to contact me if you have any questions regarding the subjects on offer for Years 7, 8 and 9, and the Transition programs for Primary students.

Rachael Lewis
Deputy Principal (Acting)- Junior Secondary
Creating Pathways for Diverse Futures