



ISIS DISTRICT

State High School

PREPARING PATHWAYS, HONOURING TRADITIONS

Year 8 Subject Booklet



Year 8 Subject Descriptions

CORE SUBJECTS –

Subject: *English*

Subject: *Mathematics*

Subject: *Science*

Subject: *Health and Physical Education*

Subject: *Humanities*

Subject: *LOTE - German*

ELECTIVE SUBJECTS –

ARTS

Subject: *Art*

Subject: *Dance*

Subject: *Drama*

Subject: *Media*

TECHNOLOGY

Subject: *Horticulture*

Subject: *Industrial Technology Design*

Subject: *Food and Technology*

Subject: *Digital Technologies*



Year 8 Subject Descriptions

Year 8 Overview

The subject selection for Isis District SHS Year 8 students is quite prescriptive as the core subjects remain similar to Year 7 and include: English, Maths, Science, History, Geography, HPE and LOTE: German. However, in line with Australian Curriculum requirements, students will also study a term each of Business and Citizenship

Complimenting these core areas are the electives which cover the other key learning areas of The Arts and Technology. Students study four electives per year in Year 8 at Isis District SHS, each run for a semester (6 months). The number of students selecting the course determines if it will run each year.

The subjects on offer to Year 8 students are illustrated in the table below:

Core Subjects:	Electives:
English (ENG) (3 lessons per week)	<ul style="list-style-type: none">- Total of four (4) electives, minimum of one (1) of each group studied,- Two studied per semester- 2 lessons per week
Mathematics (MAT) (3 lessons per week)	The Arts Electives:
Science (SCI) (3 lessons per week)	Art
Health and Physical Education (HPE) (2 lessons per week)	Dance
Humanities: (3 lessons per week) Term rotation of each of the following:	Drama
History (HIS)	Media
Geography (GEO)	Technology Electives:
Business (BUS)	Horticulture
Citizenship	Industrial Technology Design
L.O.T.E – German (1 lesson per week)	Food and Technology
	Digital Technologies

In Term 3 of Year 7, students will be asked to **select four electives** from the eight in the Arts and Technology areas. In Year 8, every student must study one Arts and one Technology subject, the remaining two electives can be from either group. Students will complete their selection using One School to submit these preferences. Students will submit these preferences in their preferred order eg first pick is what they really want to do. At this time, they will also be asked to nominate a fifth subject as their next preferred option. Every effort will be made to accommodate students into their first four preferences however, it cannot be guaranteed as usual timetable constraints apply eg class numbers, room allocations, staffing etc.

Students will know what electives they are allocated to for each semester by the end of November (of Year 7).

Looking Forward:

In Year 9 the range of subjects on offer to students broadens as the number of compulsory subjects reduces from those studied in Years 7 and 8. This will again reduce in Year 10 to only four compulsory subjects. For Year 9, students are still encouraged to try new subjects as well as to build on the skills in the elective subjects they have found they enjoy and / or are good at. The focus continues to be on students trying different things in order to develop a good understand of themselves, their likes and dislikes before embarking on their Senior studies.



Course Description:

The study of English is central to the learning and development of all young individuals. It enables students to immerse themselves in units that teach them to analyse, understand, communicate, and be imaginative thinkers and informed citizens of the 21st century.

The Year 10 English Program mirrors the expectations and requirements of the Australian Curriculum. Therefore, it aims to ensure students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts.
- Appreciate, enjoy and use the English languages in all its variations.
- Understand how Standard Australian English works in its spoken and written forms.
- Develop interest and skills in inquiring into the aesthetic aspects of texts and developed and informed appreciation of literature. (*Adapted from the Australian Curriculum: English*)

Units of Study:

- Imaginative response to teen issues in a novel
- Analysis of the Representations of Human Behaviour in a Literary Text
- Creating Short Stories
- Expressing Viewpoints on Ethical Issues in Drama Texts
- Analysing Digital Texts

Possible Assessment:

- Oral presentations, exams, creative and academic writing

Resources Required:

- English Skills Builder or Pearson English (supplied through SRS)
- Novels, plays and films (supplied through SRS)
- 1 x 240 page blue lined Book
- 2 x 96 page blue lined Books for Literacy Lessons and Drafting

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Each year builds on student knowledge	Each year builds on student knowledge	Essential English English	English sets out to provide the skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century Digital copywriter, Editorial assistant, English as a foreign language teacher, Lexicographer, Magazine journalist, Newspaper journalist Publishing copy editor /proofreader Writer, Academic librarian, Advertising account executive, Advertising copywriter, Arts administrator, Information officer, Marketing executive, PPC specialist, Primary school teacher, Public relations officer, Records manager, Secondary school teacher, Social media manager



Mathematics

Course Description:

The study of mathematics provides students with knowledge and reasoning skills that are useful in all areas of life. Students will be carefully guided to communicate their mathematical understanding in words and symbols through a range of activities. Students will also be challenged to apply their mathematical understandings in familiar and unfamiliar situations so that they develop strong problem solving skills that will support them in making informed decisions.

Units of Study:

The Australian Curriculum: Mathematics is organised around the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. These strands will be explored each year from years 7 to year 10 and increasingly sophisticated ideas developed. The Junior Mathematics course aims to provide skills and knowledge for everyday life as well as prepare students for the further study of mathematics.

Possible Assessment:

Students will be expected to complete a minimum of one assignment per semester and 'in-class' tests at the completion of each term or semester. The progress of students will also be monitored through weekly homework, diagnostic formative assessment, in class quizzes and other formative tasks. Student assessment is stored in a folio and progress regularly monitored.

Resources Required:

- 1 x 240 page A4 Exercise book
- Protractor/Compass Set
- Scientific calculator (may be purchased from school for \$22)
- Pencils (2B)/Pens (blue, black and red)
- Ruler (30cm)
- Graph paper or grid book
- Pencil Sharpener
- Eraser

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Mathematics	Mathematics Extension Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	Engineering, Science, Aircraft Pilot Surveying, Business Management, Architecture Nursing, Electrician, Building, Business Analysis, Banking, Economics, Accountancy Work and life application



Course Description:

In Year 8 students continue their introduction to the chemical, physical, and biological environments of our world. The Year 8 course aims to also enhance student skills in gathering data, presentation of data in tabular and graphical form, data analysis and data evaluation.

Depending on ability and interest, different students will progress through practical and theoretical explanations of common everyday observations with different levels of understanding. To accommodate this, Year 8 and 9 students are grouped into science classes based on interest and ability, with some students eventually undertaking 'Science Towards Senior' in Y10, while others will undertake the simpler 'Science' course.

Units of Study:

- Term 1: Chemistry – elements, compounds and mixtures, chemical and physical change, data analysis
- Term 2: Biology – cellular biology, cell specialisation and body systems
- Term 3: Physics – potential energy, energy conversions, convection, conduction and radiation
- Term 4: Earth & Space – rocks, minerals, weathering and erosion

Possible Assessment:

- Students will complete either one or two assessment tasks per term. Assessments use a range of techniques including exams, assignments, research tasks, projects and laboratory reports

Resources Required:

- A4 notebook -240 page or 2 x 120 page
- 2B pencil

Links to the future:

The Junior Science course, as well as providing a necessary input to general education for life, provides a sound background for students selecting science subjects at Year 11/12 level. Many careers require a sound level of achievement in Junior Science including the military

Year 10 subjects	Year 11/12 subjects	Career pathways
Science towards Senior	Biology Chemistry Physics	Veterinary Science, Research, Teaching, Medical, Health, Mining, Engineering, Pharmacy, Biology, Ecology, Marine Biology, National Park Management, Metallurgy, Health Care, Agriculture, Horticulture, Lab Assistant, Beauty Care, Astronomy, Military and many more.
Science	Agricultural Practices Rural Operations	



Health and Physical Education

Course Description:

Health and Physical Education is designed to expand students' knowledge, understanding and skills to equip them with successful strategies in the classroom, leisure, social and movement settings. This is underpinned by a strong ethos of health promotion that provides them with the opportunity to enhance their own and others' health, safety and wellbeing through both theoretical and practical content. Theoretical content in year 8 explores health seeking strategies as students examine the importance of mental health and wellbeing, causes and effects of lifestyle diseases and the physical, social and emotional effects of alcohol and other drugs. The practical component grounds and refines a range of skills and specialised movement sequences to develop confidence and competence in a variety of sports and physical activities. The aim of physical activity in year 8 is to promote participation and inclusion in a range of contexts including games and sports, outdoor recreation and lifelong physical activities. As part of this process students are given the opportunity to reflect and refine personal and social skills as they engage with physical activity throughout the course of study.

Units of Study:

Theory

- Lifestyle Diseases – Cancer, Heart Disease and Diabetes
- Alcohol – Physical, Social and Emotional Effects
- Mental Health and Wellbeing – Exploring Mental Health in the Community
- Health Benefits of Physical Activity

Practical (A variety, but not limited to):

- Skill Development & Modified Games
- Touch, Basketball, Netball, Athletics, Volleyball, Swimming, Cricket, Futsal, Soccer

Possible Assessment:

- Exam – Multiple Choice/Short Response
- Response to stimulus – Extended/Short Response
- Research Report
- Presentation – Digital or oral
- Performance - Practical

Resources Required:

- A4 lined notebook
- Hat
- Appropriate Footwear

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Health & Physical Education	Sport Sport & Health <i>(elective)</i> Exercise Science <i>(elective)</i>	Physical Education Senior Health	Exercise Physiologist, Sports Trainer, Armed Forces, Nutritionist, Allied Health, Physiotherapist, HPE teacher, Emergency Services, Nursing



Term of Business:

Course Description:

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. By developing Business knowledge, understanding and skills, young people will be better placed now and in their adult lives to actively participate in business activities, contribute to the development of a prosperous, sustainable and equitable Australian and global economy, and secure their own financial wellbeing.

The business environment is rapidly transforming due to internal and external factors. An understanding of the way businesses are structured and operate, how they respond to challenges, and the role of interest groups in this sphere, including the role of governments, along with the effect of legal and regulatory constraints, is necessary for developing students' economic and business literacy.

Units of Study:

Business in Australia

- characteristics of successful businesses and entrepreneurial behaviour
- rights, responsibilities and opportunities that arise for businesses, consumers and governments
- types of businesses ownership
- ways businesses respond to opportunities in the Australian market

Possible Assessment:

- Exams
- Project
- Case study

Resources Required:

- No extra resources required

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Business	Introduction to Accounting and Business	Accounting Business	Further education and employment in small-to-medium enterprise, accounting, business management, human resource management, financial management, commerce, marketing and operations management.



Term of Citizenship:

Course Description:

Citizenship education promotes students' participation in Australia's democracy by equipping them with the knowledge, skills, values and dispositions of active and informed citizenship. It entails knowledge and understanding of Australia's democratic heritage and traditions, its political and legal institutions and the shared values of freedom, tolerance, respect, responsibility and inclusion.

Citizenship aims to encourage students to evaluate the significance of legal rights and responsibilities that impact on their everyday life. Students will examine how laws change to reflect society's values and to safeguard individuals' right to freedom from interference, with society's need for order.

Units of Study:

How are laws made and applied in Australia?

- how laws are made
- types of laws used
- rights of individuals to expect justice within Australia's system of law

Possible Assessment:

- Exam

Resources Required:

- No extra resources are required

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Criminal Law	Introduction to Legal Studies	Legal Studies	Further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.



Term of Geography

Course Description:

Geography empowers students to shape change for a socially just and sustainable future. Studying the natural and man-made features of the Earth inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, this subject enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

The study of Geography teaches students to respond to questions in a distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. It provides students with opportunities to develop a wide range of general skills, capabilities that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

The year 8 Geography Program at IDSHS focuses on the natural and manmade environment and its impact on the local area, with a focus on Mon Repos.

Units of Study:

Landscapes and Landforms- Natural and manmade Environment and impact – Mon Repos

Possible Assessment:

- Field Report

Resources Required:

- Exercise book – 96 page Blue lined exercises book.

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
History English	Legal Studies Modern History English	Legal Studies Modern History English Essential English	Cartographer, Commercial/residential surveyor, Environmental consultant, Geographical information systems officer, Planning and development surveyor, Secondary school teacher, Town planner.



Term of History

Course Description:

The Year 8 History program at Isis District SHS consists of the depth study of the Renaissance Period. The study of history improves our decision making and judgment as it teaches us how to learn through the mistakes of others. Exploring the natures of peoples and their cultures and the key events of the past, we can understand the processes that have shaped today's world, their causes, and the roles people have played in those processes. Students develop these understandings through the research, exploration, debate and consideration of evidence from the past. The study of history develops the students' ability to understand that there are differing views of history and the differences between opinion, fact and bias.

Units of Study:

Exploring the Renaissance Period

Possible Assessment:

Research Task

Resources Required:

- Exercise book – 96 page Exercise book

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
History English	Introduction to Legal Studies Modern History English	Legal Studies Modern History English Essential English	History develops research and critical thinking skills required for careers as an Anthropologist, Archaeologist, Archivist, Barrister, Social worker, Criminologist, Foreign affairs and trade officer, Historian, Journalist, Lawyer, Librarian, Museum curator, Public relations officer, Religious leader, Sociologist, Politician, Teacher or writer.



LOTE: German

Course Description:

Learning another language such as German is a wonderful opportunity for students to broaden their view of the world and Australia's place in the world.

The language course at Isis District State High School teaches students the basics of speaking, reading, and writing in German. This course encourages students to listen and think in another way and enables them to have a broader understanding of another race and its' culture. Students gain an awareness and appreciative of other cultures and can see the world from different vantage points. In today's interconnectedness, this is a valuable tool.

Units of Work:

Semester 1

- All about me!
 - Clothing
 - Fashion
- Welcome to My Place:
 - places in town
 - What can I do here?
- How can I get there? – Identifying public transport and comparing it to Germany

Semester 2

- Putting it all together
- Listening and Translating

Possible Assessment:

- Research Assessment, Written, Listening, Translating and Speaking

Resources Required:

- German Dictionaries , Interactive Apps on iPads and Work booklets and relevant German Texts (supplied through SRS)
- 1 x 96 page blue lined exercise book

Links to the future:

Career pathways

A knowledge of one or more foreign languages can be useful in many careers.



Course Description:

This subject is designed as an experience to build skills and creative practice focusing on developing ideas, manipulating media and producing art works. It is an introduction to media and technique of art production, challenging students to develop their own designs and ideas to resolve art works. Students make and appraise two and three dimensional forms by selecting and combining the media. The visual diary is an essential tool that documents a journey for the individual artistic process. The teaching and assessment for this unit are aligned with Essential Learnings from the Junior Arts Syllabus.

Students will be provided with opportunities to work as artists and designers, exploring the elements of design in both 2D and 3D contexts.

Units of Study:

- Drawing
- Painting
- Printmaking (screen printing)
- Graphic Design
- Art theory and appraising
- Digital art and Photography
- Textiles and sculpture
- Ceramics

Possible Assessment:

- Practical folio (Making and displaying)
- Appraising images and art works

Resources Required:

- A4 Cartridge pad / sketchbook (available from school - \$3.80)
- 2B, 4B & 6B pencils
- Black fine line pen
- Materials as required for practical activities as available
- Apron or protective shirt (advisable)

Links to the future:

Year 9	Year 10	Year 11/12 subjects	Career pathways
Art	Art	Visual Art Visual Arts in Practice	Visual Artist, Architecture, Graphic design, advertising, graphic printing, illustration, photography, Web designer/ICT, Performing arts, film and television, make-up and hairdressing, Fashion/costume design, Teaching, Public relations



Dance

Course Description:

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. The body is the instrument of expression and uses combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement. There are two to strands of assessment consisting of making and responding.

Making in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practicing, rehearsing and performing.

Responding in Dance involves students appreciating their own and others' dance works by viewing, describing, reflecting on, analysing, appreciating and evaluating.

In both strands, students engage with the elements of dance by learning the processes of choreography, performance and appreciation. They also learn to use safe dance practices. With an understanding of the body's capabilities applied to their own body, students develop kinaesthetic intelligence, critical thinking and awareness of how the body moves in dance. The elements of dance work together and underpin all dance activity as students learn to make dance using their developing movement vocabulary with the body.

With increasing experience of making and responding, students develop analytical skills and aesthetic understanding. They engage with different types of dance and examine dance from diverse viewpoints to build their knowledge and understanding. Dance skills, techniques and processes are developed through students' engagement with dance practices that use the body and movement as the materials of dance with, in later bands, the addition of production components.

Units of Study:

- Unit 1: Lights, Camera, DANCE!
- Unit 2: Sell it to me!

Possible Assessment:

- Performance, Choreography and Reflection

Resources Required:

- 1 x 96 page blue lined exercise book

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Dance Drama English	Dance Drama English	Drama Art	Teacher Choreographer Performance Artist



Drama

Course Description:

In Drama, students:

- Build on their understanding of role, character and relationships
- Use voice and movement to sustain character and situation
- Use focus, tension, space and time to enhance drama
- Incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance
- Shape drama for audiences using narrative and non-narrative dramatic forms and production elements
- Draw on drama from a range of cultures, times and locations as they experience drama
- Explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- Learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- Explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama
- Evaluate the directors' intentions and expressive skills used by actors in drama they view and perform
- Maintain safety in dramatic play and in interaction with other actors
- Build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

Units of Study:

- Children's Theatre
- Human Torpedo

Possible Assessment:

- Group performance, monologue, written reflection tasks.

Resources Required:

- 1 x 96 page blue lined exercise book
- Play texts borrowed from resource centre
- Drama Blacks

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Drama Dance Art English	Drama Dance Art English	Drama Art English	Performer Public speaker Art Critic Teacher Television/Radio Stage Manager Drama allows students to build confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity.



Media

Course Description:

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Units of Study:

- Documented Sound Bytes
- Fashionable Faux pas

Possible Assessment:

- Critiquing audio codes in a documentary, creating an e-zine

Resources Required:

- 1 x 96 page exercise book
- Display folder
- USB (1GB minimum)
- Access to a digital camera

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Media Art Drama English	Media Art Drama English	Film and New Media New Media (SAS) Art Drama Technology English	Graphic Design Camera Person Stage Production Movie making Computer editing Radio



Horticulture

Course Description:

Year 8 students will be focused on horticulture (cropping for human consumption). Theory will include sustainable growing practices, plant anatomy and physiology as well as conditions required for plant growth. They will grow vegetables in raised garden beds and contribute to the maintenance and harvest of larger crops.

Units of Study:

- Sustainable farming
- Plant Science
- Factors that affect plant growth
- Harvest and package produce

Possible Assessment:

- Practical tasks
- Exam
- Research task

Resources Required:

- 1 x Exercise book
- Hat
- 1 pair of shoes to be left at the farm for practical lessons (recommend rubber boots)

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Animal Husbandry	Agricultural Science	Senior Ag Science Certificate II in Rural Operations	Agricultural engineer, Agricultural technical officer, Animal attendant, Botanist, Cane tester Economist – agricultural, Farmhand, Fisher Food technologist, Forest technical officer Forester, Gardener, Horticulturist technical officer, Jackeroo/jillaroo, Landscape gardener, Pest and weed controller, Stablehand, Stock and station agent, Veterinary nurse, Wool classer.



Industrial Design Technologies

Course Description:

Industrial Design Technologies affords students opportunities to critically analyse and solve provided problems creatively to achieve improved solutions. The design thinking skills and strategies that students engage with are designed to prepare students for current and future 21st Century challenges.

Units of Study:

Unit 1 – User Centred Design

Students analyse design briefs to consider the requirements of a product's end user. Using this information students creatively develop multiple possible solutions. The best solution is manufactured and tested. Students evaluate the effectiveness of their design.

Students will design and create a wooden marionette puppet based on the provided brief. Students use their creations to collaboratively present a short production for pre-school children.

Unit 2 – Sustainable Design

As the world's population grows it becomes imperative that resources are consumed in a manner that results in a sustainable future. This unit explores themes of resource recycling and repurposing.

Students consider sustainable design to repurpose products/resources to create a shell for a remote control 4X4 vehicle. Students will design a challenge track to evaluate the effectiveness of their designs in terms of form, function and aesthetics.

Possible Assessment:

- Students submit a folio of evidence that demonstrates their knowledge, research, ideas, production and evaluation of their presented solution that answers the provided design brief.

Resources Required:

- Sturdy covered shoes – canvas joggers/slippers are NOT adequate and students will not be permitted in the workshop
- Display Folio
- 64 Page exercise book

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Industrial Design Technologies Wood Technologies Metal Technologies	Introduction to Design Introduction to Construction Trades Introduction to Engineering Trades	Design Industrial Graphics Certificate I in Engineering Industrial Skills	Engineer Industrial Designer Architect Draftsperson Building and Construction/ Metal and Engineering trades



Food and Technology

Course Description:

Food and Technology focuses on nutrition knowledge, skill development and evaluative processes in regard to a healthy diet for wellbeing and future health. Students gain the theoretical understanding of the nutritional content of food, individual food components and characteristics and how to apply them into practical cookery. Both practical and management skills are applied, as well as engagement in the demonstration of practical tasks.

Students will employ technologies, particularly those relating to the use of information technology to plan, analyse and evaluate diet choices and their impact on future health of the individual.

NOTE: All units of study have practical applications. Students have opportunities to choose recipes to meet given criteria.

Units of Study:

- Healthy and safety in the practical kitchen environment
- Nutrition, Smart Food Choices – Australian Guidelines for Healthy Eating, the five food groups and serving sizes for adolescents
- Practical cooking processes and skill development - food preparation and principles of cookery
- Technology and Design – designing a snack “Snack Attack”

Possible Assessment:

- Practical cookery tasks, theory examination and journal entries assignment.

Resources Required:

- 1 x 228 page exercise book or A4 book
- 1 x A4 Display folder
- Practical foods items (when required in reference to Recipe and Topic Outline booklet – supplied)

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Food and Nutrition	Food, Nutrition and Hospitality	Links to Hospitality Certificate II	Dietician Nursing Hospitality Tourism Textile Industry Teaching



Digital Technologies

Course Description:

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

In Digital Technologies students are actively engaged in the process of defining problems and opportunities, designing, implementing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. These solutions and information are created through the application of computational and design thinking, and technical skills.

Units of Study:

Digital Citizenship

- Privacy and security
- Internet safety
- Digital footprint and reputation
- Cyberbullying and digital drama
- Creative credit and copyright

Adobe Projects

Adobe is a range of industry-standard multimedia software that allows students to design and create exceptional digital projects. During this unit, students will learn skills in:

- Adobe InDesign
- Adobe Illustrator
- Adobe Photoshop

Possible Assessment:

- Folios
- Projects

Resources Required:

- Headphones may be required for some activities
- Access to a USB at the end of the course to take files home

Links to the future:

Year 9 subjects	Year 10 subjects	Year 11/12 subjects	Career pathways
Digital Technologies	Information Communication and Technologies	Certificate II in Information, Digital Media and Technology	Digital design, Digital security, Content management, Hardware development, Marketing, Logistics, Software programmer
<i>Skills will assist with all subjects and future studies</i>			