

Narangba Valley State High School



Curriculum Handbook Year 7 2022





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Principal's Introduction

Narangba Valley State High School is a high performing leader in secondary education in Queensland. The powerful combination of our size plus our experienced, qualified staff enables us to deliver a wide range of specialised programs.

Our curriculum structure has been designed to maximise opportunities for students to develop the skills necessary for life beyond school and to provide increasing specialisation aligned to student interest and expertise. Whether a student is interested in university, TAFE, an apprenticeship or traineeship, or straight into the workforce, the subject offerings are diverse enough to provide a seamless transition for young people.

Our goal is always 100% QCE attainment and we consistently achieve this, ensuring that our learners carry that very important passport to their future.

Excellence in the arts and cultural pursuits, stunning academic results (including those from our suite of academies), amazing achievements in the sporting arena, all within a safe and supportive, values-based environment, combine to make us the clear school of choice in this district. We set ourselves apart by valuing each individual student and ensuring that each young person graduating from this school is well-positioned for a bright future.

Our mission:

To develop inspired, innovative and resilient learners who are prepared to challenge the future.

It is not only our curriculum which is futures oriented but the way our teachers enable students to access their learning. Our school devotes significant resources and time in professionally developing our staff with the best pedagogical inservice and support. We use the New Art and Science of Teaching as our framework to develop the Assessment Literate student; one who understands clearly their assessment and how they will be assessed.

One of our signature practices is the development of the Professional Student; that is a student who, with gradually reducing support, accepts responsibility for their learning.

Our values:

Respect, Integrity and Commitment

These values drive our daily practice and provide a strong base for our school's culture. Our students work hard, strive to achieve their best and interact positively in a friendly, respectful environment. With a large team of dedicated teachers and support staff, ample resourcing and highly effective classroom practices, there is no doubt as to why we enjoy such a high level of success across the board.

Understanding our learners

Teachers work with students and parents and carers to help understand and plan the best learning programs. We track student performance and take action to assist students to meet their potential, as well as provide subject and career choice processes. Our school provides outstanding support for students with disabilities, and has achieved the very best outcomes for many years for these students.

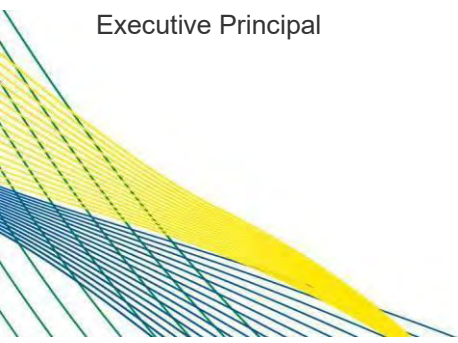
Conclusion

I believe strongly in our young people – they are our future and deserve the best education possible. They need positive role models who guide and support them towards a bright future beyond the school gate, and here at NVSHS, we provide that very well. The well-being of our students and staff is a high priority, as we know that when a positive mindset exists, the conditions for learning are maximized.

Success is possible with the right support, the right curriculum and the right attitude. We expect the highest standards from students, staff and the community and stand proudly as an outstanding institution dedicated to learning.

Steven Miskin

Executive Principal



Junior Secondary

Narangba Valley State High School delivers the Australian Curriculum designed to help all young people become successful learners, confident and creative individuals, and active and informed citizens. The curriculum focuses on developing knowledge, skills and understanding across the eight learning areas. All students will learn curriculum specific knowledge and skills in English, Math, Science, Humanities, Health, Languages (French, Japanese, Spanish) and choose learning from the Technology and Arts areas.

Each subject is embedded with general capabilities which play a significant role in equipping students to live and work successfully in the 21st Century and support them to be successful learners who are confident and creative individuals as well as active and informed citizens. These general life skills are; literacy, numeracy, ICT capabilities, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Our Narangba Valley Professional Student program inspires students to prepare for their best future by taking ownership for their learning behaviour and attitudes, setting, achieving and reflecting on their future goals, challenging themselves to always do their best and embracing a positive mindset.

We track all students' achievement, attendance and well-being and have introduced targeted and intensive intervention strategies and programs to support those students who may be experiencing challenges across these areas. All students who are on track to meet the Australian Curriculum achievement standards by the end of year 9 will receive their Junior Certificate of Learning at a celebratory Graduation Ceremony.

We cater for a range of student learning levels; from those who are excelling in their chosen areas, able to apply for our excellence programs, to specialised classes with additional specifically trained staff and differentiated programs to support literacy and numeracy and cognitive development.

Our students are confidently and capably prepared for their Senior phase of learning and beyond through the effective and targeted strategies delivered in our Junior School.





Overview

Mainstream Timetable

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths			
Science			
Humanities Social Science			
Language			
Health & Physical Education			
BIT – Business / IT		DAT – Design / Industrial Technology	
MVA – Media / Visual Art		PAR – Music / Dance / Drama	

Science Math Academy

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths - SMM			
Science - SMS			
Humanities Social Science			
Language			
Health & Physical Education			
SMT			
MVA – Media / Visual Art		PAR – Music / Dance / Drama	

AFL Development Academy

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths			
Science			
Humanities Social Science			
Language			
AFL			
BIT – Business / IT		DAT – Design / Industrial Technology	
MVA – Media / Visual Art		PAR – Music / Dance / Drama	



Netball Development Academy

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths			
Science			
Humanities Social Science			
Language			
Netball			
BIT – Business / IT		DAT – Design / Industrial Technology	
MVA – Media / Visual Art		PAR– Music / Dance / Drama	

Music Academy

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
English			
Maths			
Science			
Humanities Social Science			
Language			
Health & Physical Education			
BIT – Business / IT		DAT – Design / Industrial Technology	
Music			

Dance Excellence

SEMESTER 1		SEMESTER 2	
Term 1	Term 2	Term 3	Term 4
		English	
		Maths	
		Science	
		Humanities Social Science	
		Language	
		Health & Physical Education	
BIT – Business / IT		DAT – Design / Industrial Technology	
		Dance	



English

Brief Course and Assessment outline:

The year 7 English course at Narangba Valley State High School is challenging and interesting and designed to engender in students a love of the English language and literature as well as an understanding of the way language works. The programme focuses heavily on the building of improved comprehension skills in students so that they can perform well in other subjects offered at high school. Student engage with a range of resources to achieve this, including the digital and paper copies of their key textbook *English 7*; literacy worksheets and a range of novels that are read together in class throughout the year.

As well, there is an emphasis on the explicit teaching of English skills such as grammar, punctuation, spelling and vocabulary building exercises and homework tasks centre on practising these to mastery level. All students are required to buy the homework book, *English Works! Student Book*. Teachers will teach the grammar, punctuation and spelling rules from this book and students complete the exercises for homework. It is also encouraged that students read for at least 30 minutes every night.

The Year 7 English Work Programme is based around the integrating device of "VOICE" – the same focus for all English Programmes from Years 7 to 12.

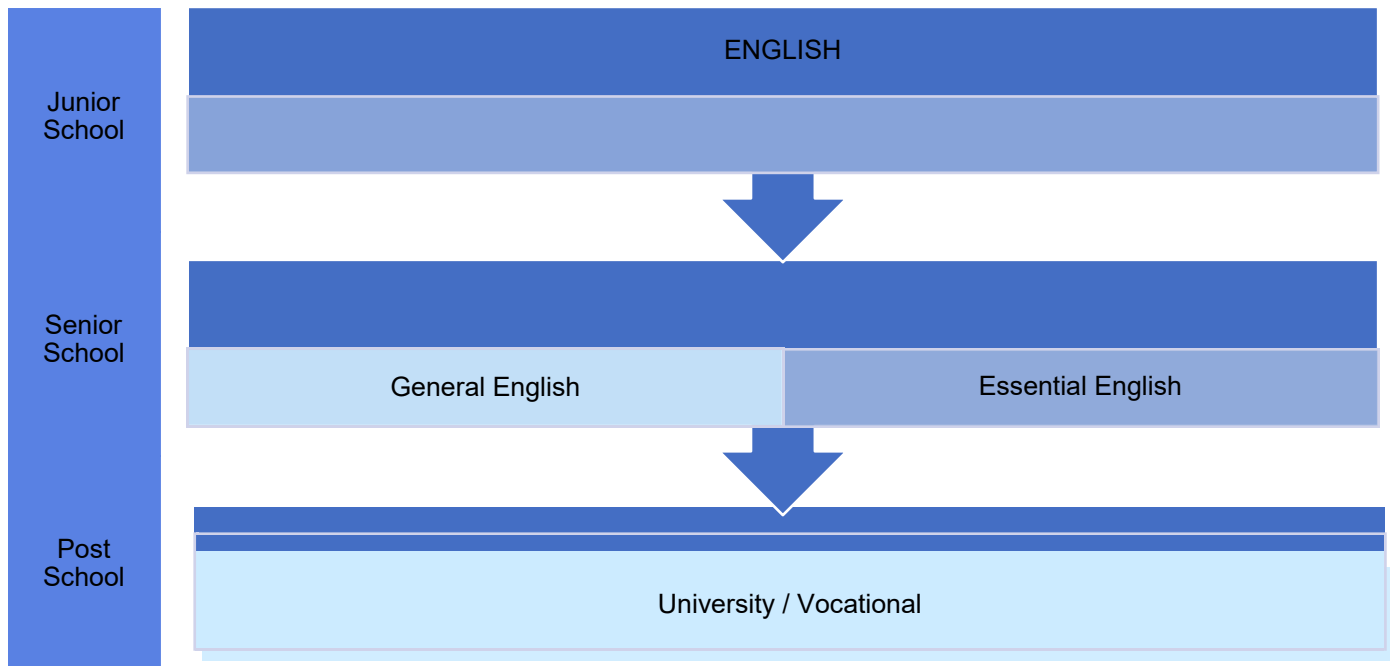
	Unit Outline	Assessment Summary
Unit One: My Story Telling Voice	This unit explores the understanding that people from many cultures have used story-telling throughout the ages to share their experiences with others. Literature, especially storytelling is a powerful means of crossing cultural boundaries and a way for people to express their social and personal identities.	Technique: narrative Type of text: multimodal digital story Mode: spoken Conditions: assignment
Unit Two: My Argumentative Voice	This unit explores how to plan for and write persuasive expositions. In particular, examining how particular language devices can be used to convince an audience of their opinion. It will also investigate how to formulate opinions about a range of complex contemporary issue facing the local community, nation and world.	Technique: Type of text: persuasive exposition Mode: written Conditions: in-class exam (unseen)
Unit Three: My Narrative Voice	This unit explores how writers craft their texts, using a range of narrative techniques to create appeal, sensation and mood to influence the way an audience understands and feels about ideas, characters, events and settings. It will investigate how to create an engaging narrative text utilise the similar techniques of the original author of a text.	Technique: narrative Type of text: short story Mode: written Conditions: in-class written (seen)



Unit Four:
My Convincing Voice

This unit explores advertising and how pervasive it is in our everyday life. Due to this, it will also focus on how to deconstruct the persuasiveness operating within print and audio-visual advertisements. It will also investigate how to create a persuasive text that, selects aspects of subject matter and particular language, to convey information and ideas in a sales pitch.

Technique: persuasive
Type of text: persuasive speech
Mode: spoken Conditions: assignment





Mathematics

Brief Course and Assessment outline:

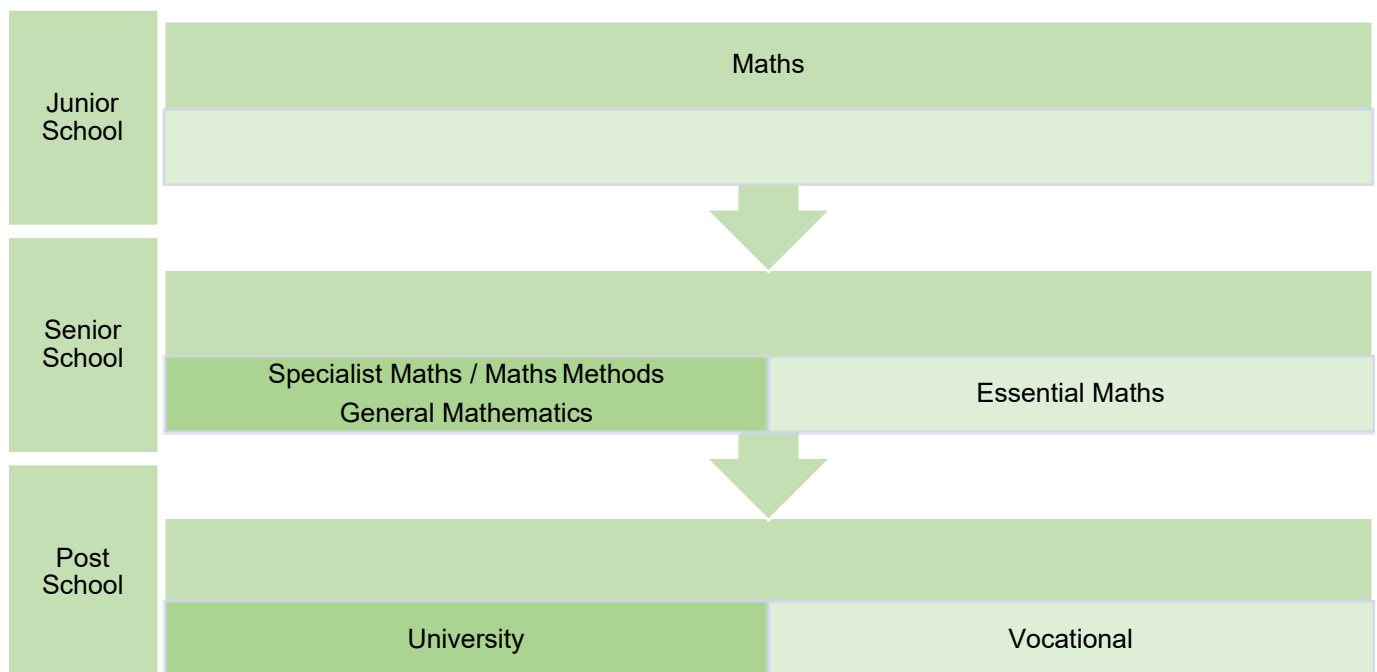
Year 7 Mathematics students will study units based on the Australian Curriculum. This covers the core topics of Number and Algebra, Measurement and Geometry, and Statistics and Probability as well as Finance. The course will use the proficiency strands of Fluency, Understanding, Problem Solving and Reasoning to help students engage and learn the mathematics they need. Students will access the program through a variety of learning activities involving textbooks, ICTs and faculty provided resources.

Students will complete both Examinations and Problem Solving and Modelling Tasks (assignments) during this program which will allow them to show their knowledge of the Australian curriculum.

	Unit Outline	Assessment Summary
Term 1 Unit 1 – Number	<p>Students will investigate index notation and then use square roots of perfect square numbers. They will compare, order, add and subtract integers and fractions and locate positive and negative fractions and mixed Numbers on a number line.</p> <p>Students will solve problems involving fractions and express one quantity as a fraction of another. They will find percentages of quantities and express on quantity as a percentage of another.</p> <p>They will round decimals to a specified number of decimal places and connect fractions, decimals and percentages. They will then solve problems involving Simple ratios.</p>	Unit 1 Number Examination
Term 2 Unit 2 – Statistics And Unit 3 – Space and Measurement	<p>During Unit 2, Students will identify and investigate issues involving data collection and calculate mean, median mode and range. They will construct and compare a range of data displays including stem - and - leaf plots using the mean median and range.</p> <p>During Unit 3, students will establish the formulas for areas of rectangles, triangles and parallelograms, and they will calculate volumes of rectangular prisms. They will draw different views of prisms and solids and describe translations, reflections and rotations on the Cartesian plane. Lastly, they will identify line and rational symmetries.</p>	Unit 2 Statistics Problem Solving and Modelling Task Unit 3 Space and Measurement Examination



Term 3		
Unit 4	During Unit 4, students will learn to use variables as a way of representing numbers and start to create algebraic expressions and evaluate them. They will extend and apply the laws and properties of arithmetic to algebraic terms and expressions, also applying the associative, commutative and distributive laws.	Unit 4 Algebra Examination
And		
Unit 5	They will plot points on the Cartesian plane, and find coordinates for a given point as well as investigating, interpreting and analysing graphs from authentic data. During Unit 5, students will construct sample spaces for single-step experiments and assign and determines probabilities to the outcomes of events.	Unit 5 Probability Assignment
Term 4		
Unit 6 – Geometry	During Unit 6, students will classify triangles and demonstrate that the angle of a triangle is 180° . They then use this to find the angle sum of a quadrilateral.	Unit 6 Geometry
And		
Unit 7 - Finance	They then identify corresponding, alternate and co-interior angles and investigate conditions for two lines to be parallel. During Unit 7, students will investigate and calculate 'best buys', as a way of making finance decisions.	Unit 7 Finance Joint Examination





Science

Brief Course and Assessment outline:

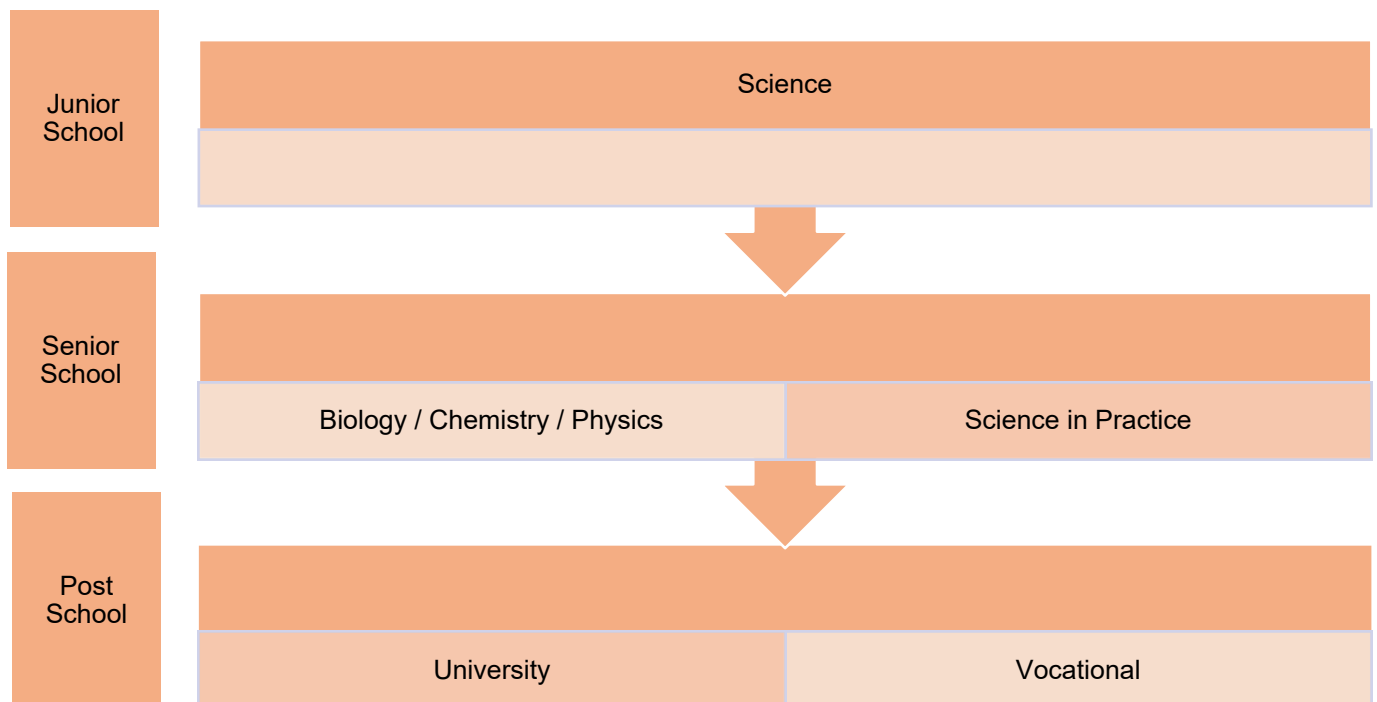
In year 7 science, the focus is to allow the students to develop an appreciation of science and to develop an understanding how inquiry is used to develop scientific understanding. Students will develop an understanding that science is an evidence-based field and how scientific understanding can be used in their everyday lives.

Student achievement is assessed in year 7 using in class examinations and student experiment reports. Students are formally assessed once each term.

	Unit Outline	Assessment Summary
Term 1	<p>Earth and Space Science:</p> <p>Students learn about the gravitational relationship between the Sun, the Earth and the moon. They discover how this relationship leads to phenomena seen on Earth including night/day, seasons, the phases of the moon, tides and solar and lunar eclipses.</p>	Exam
Term 2	<p>Physical Sciences:</p> <p>Students learn about how forces can alter an object's motion. Forces considered include, pushing, pulling, magnetic force, force due to gravity as well as resistive forces such as friction and air resistance.</p> <p>Students also learn about levers and simple machines to discover how they can optimise force applied. Students apply their understanding to build a "balloon powered car" and conduct an experiment to see how altering a component of the design effects its performance.</p>	Student Experiment



Term 3	<p>Chemical Sciences: Students learn about the composition of mixtures and pure substances and classify mixtures according to their properties.</p> <p>They apply their knowledge to separate the components of a mixture using various techniques and make decisions about the best way to separate components of different classes of mixtures. Students collect evidence to verify the quality of their separation.</p>	Student Experiment
Term 4	<p>Biological Science:</p> <p>Students identify properties of living things and classify living things according to their observation's properties including vertebrates and invertebrates and different classes of vertebrates. Students examine evidence as to how human influenced and natural changes have affected living things in the environment.</p>	Exam





Humanities Social Science

HISTORY

History	Unit Outline	Assessment Summary
	<p>“The Year 7 History 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 in places including Australia, Egypt, Greece, Rome, India and China.” (ACARA, 2021)</p>	<p>1. Short Response examination Duration: 70 mins 400-600 words Completed in class</p> <p>2. Research Investigation Written investigation 400-600 words Completed in class and at home</p>

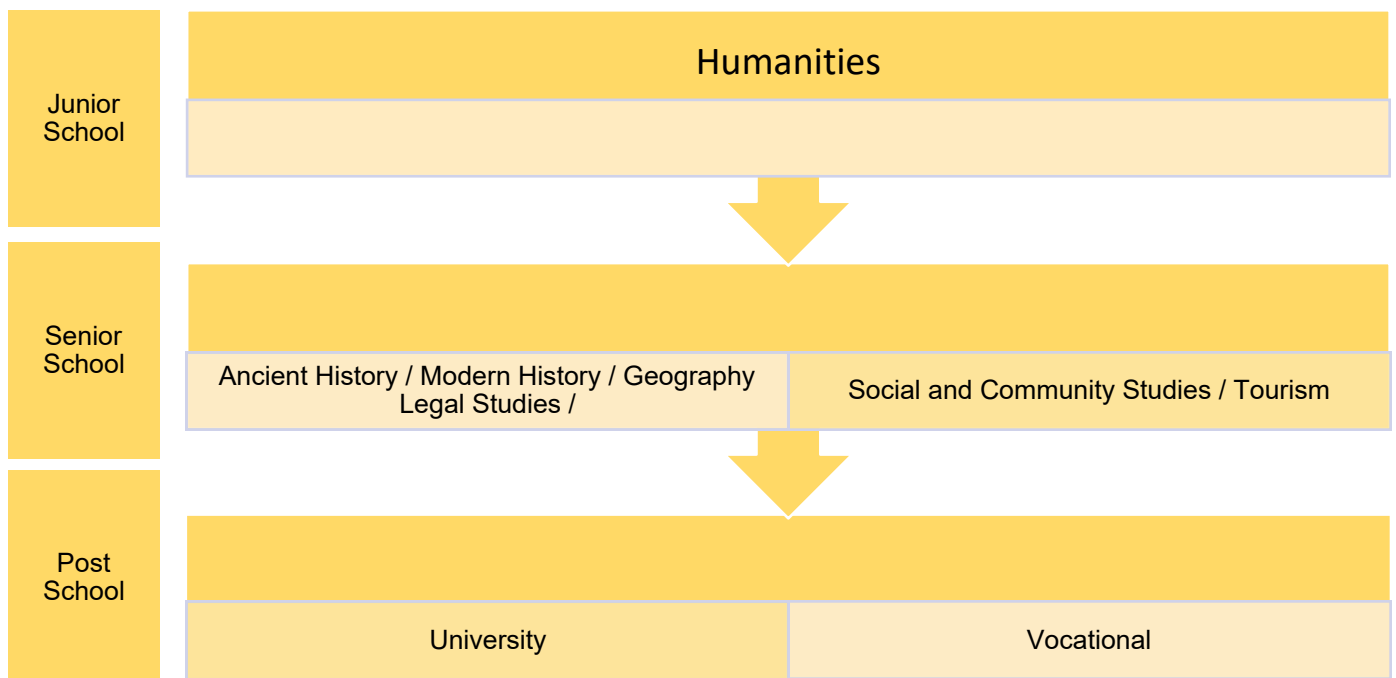
GEOGRAPHY

Geography	Unit Outline	Assessment Summary
	<p>‘Water in the world’ focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. ‘Water in the world’ develops students’ understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa. (ACARA, 2021)</p>	<p>1. Short Response examination Duration: 70 mins 400-600 words completed in class</p>



'Place and live ability' focus 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. (ACARA, 2021)

1. Research Investigation
Written investigation
400-600 words
Completed in class and at home





Languages

Brief Course and Assessment outline:

Learning a language helps students focus on both language and culture. They learn to communicate meaningfully in culture settings. Career options and personal pathways are enhanced by language acquisition.

At Narangba Valley State High School, three languages are offered. Spanish, Japanese and French. Students may continue to study a language they began in primary school or try a new one from their previous study.

JAPANESE

Japanese	Unit Outline	Assessment Summary
Term 1	<p>Introduction to Japanese:</p> <p>Students learn language to be able to interact with each other and the teacher to exchange greetings and information about their personal words.</p>	Presentation with follow up questions spoken in Japanese.
Term 2	<p>Sports and Hobbies:</p> <p>Students learn to translate and interpret short texts from Japanese into English and vice versa around the topic of sports, hobbies and personal interests.</p>	Students listen to a short description in Japanese and answer questions testing their ability to understand and interpret key pieces of information.
Term 3	<p>Travelling in Japan:</p> <p>Students identify key points of information in short predictable written, spoken and multimodal texts, with understanding of descriptions of people, objects places and activities focused on the topic on travel in Japan. Students also focus on reading and writing of texts relating to travelling in Japan in hiragana and katakana.</p>	<p>Students create a travel plan for a trip to Japan.</p> <p>Students interpret a description of a Japanese travel plan including translations of key points of information.</p>
Term 4	<p>Kachi Kachi Yama</p> <p>Students use language to engage with a range of spoken and written traditional imaginative texts analysing ideas, values and cultural elements. They process, analyse and compare storytelling practices used to engage and entertain audiences.</p>	Students learn and perform a reading of Japanese folktale. They are to gesture and expression to convey the meaning of the text.



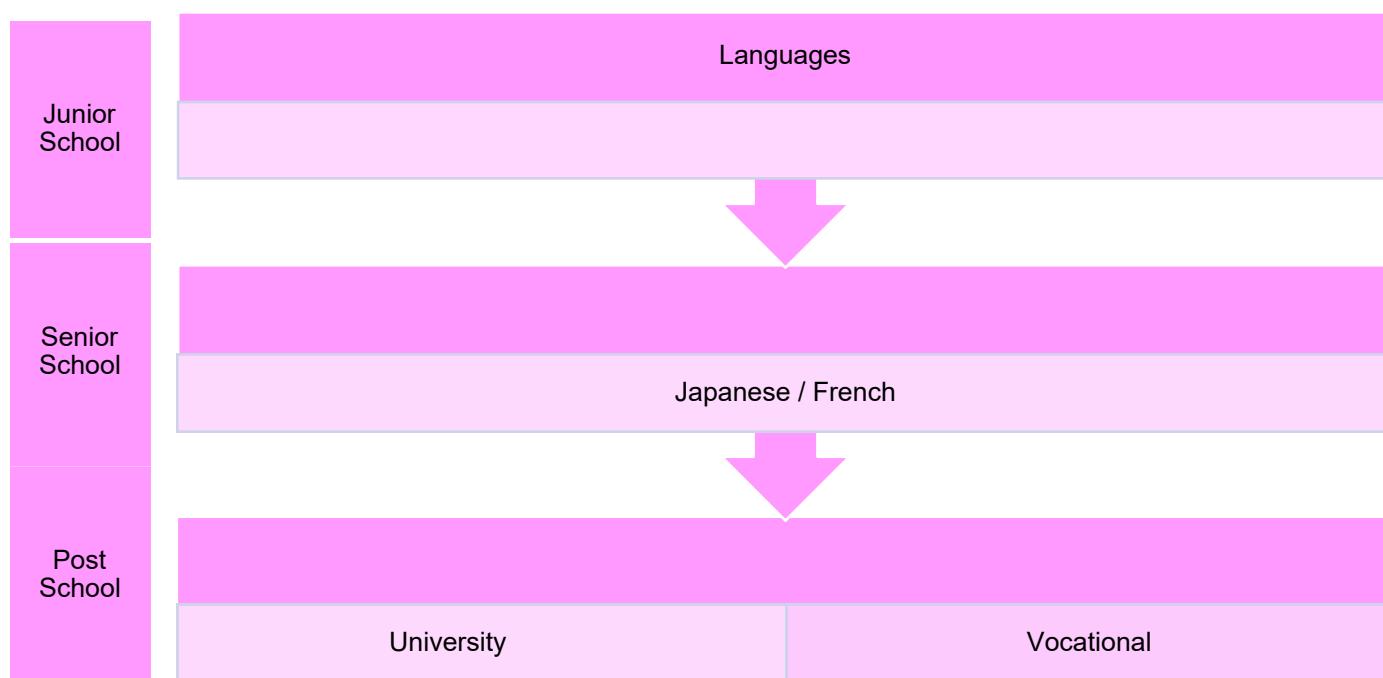
FRENCH

French	Unit Outline	Assessment Summary
Term 1	<p>Introduction to French – Bonjour (Hello)</p> <p>Students learn language to be able to interact with each other and the teacher to exchange greetings and information about their personal worlds.</p>	Listening / speaking and reading on-line exams.
Term 2	<p>Introduction to French Part 2 <i>Chez Maison</i> (At Home)</p> <p>In this second introduction unit the focus is on developing communicative skills through the study of basic beginner vocab in the areas of 'about yourself, your family and daily activities'</p>	Written (multimodal) presentation about family and home (actual or ideal)
Term 3	<p><i>En Australie et Ailleurs</i> (Australia and Elsewhere)</p> <p>Students identify keys points of information in short predictable written, spoken and multimodal texts with understanding of descriptions of people, objects, places, activities and lifestyles focused on France and Australia.</p>	Listening / Speaking and reading on-line exams.
Term 4	<p><i>Gourmet et Loisirs</i> (Food and Leisure)</p> <p>Students use language to engage with a range on spoken and written traditional imaginative texts analysing ideas, values and cultural elements. They process, analyse and compare storytelling practices used to engage and entertain audiences.</p>	Written (multimodal) presentation about food / French Café culture or leisure activities.



SPANISH

Spanish	Unit Outline	Assessment Summary
Term 1	<p>Introduction to Spanish – Porque Español</p> <p>In this introductory unit, students learn about the global influence of the Spanish language and the any cultures that speak and use it in various ranging from Spain all the way to South America.</p>	Students create a mini travel brochure and listening to Spanish spoken stimuli helping them explore and understand Spanish spoken and delivered in various accents.
Term 2	<p>Todo sobre mi.</p> <p>In this unit, students learn to introduce themselves, describe their families, their like and dislikes.</p>	Students deliver a spoken mini introduction by a visual presentation. They also undertake a reading task, translating a Spanish speaker's self intro and answering questions in English to enhance their understanding.
Term 3	<p>Mi Casa es Su Casa</p> <p>In this unit, students learn about their home environment, describing their surroundings and learning the cultural similarities between their home dynamics with that of Hispanic and Latin American families and peers of their age around the world.</p>	Students create a multi-modal speaking presentation where they describe their homes and more, while also further improving their efforts with another reading and comprehension task.
Term 4	<p>Mi identidad</p> <p>In this unit, students delve into a more introspective view of their identity, character and personality. They use and develop language skills acquired and begin creating more complex thoughts and sentences, using grammar that is unique to Spanish.</p>	Students write a descriptive profile using all acquired language, followed by a listening task, requiring students to employ their listening and comprehension skill set.



Listed here are a selection of jobs that have some relation to the Langue subjects:

Teaching / Private tutoring	Interpreter	Children's book writer	Tour Guide	Liaison Officer
Translator: legal, medical, assistant	Researcher	Product localization manager	Blogger, speaker or sales	You tuber or podcaster



Health & Physical Education

Brief Course and Assessment outline:

Health and Physical Education reflects the dynamic and multidimensional nature of health and recognizes the importance of physical activity in the lives of individuals and groups in our society. The subject provides students the opportunity to develop knowledge, understandings and skills needed to make informed decisions about physical activity, and the health and wellbeing of themselves and others in the community.

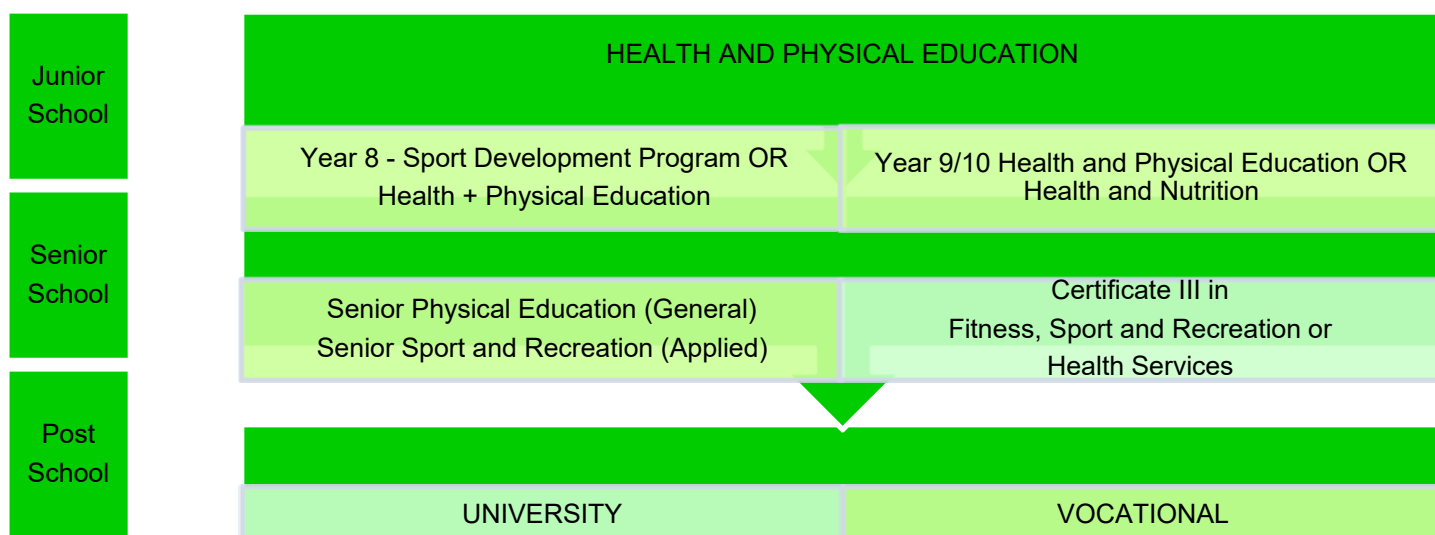
The program consists of two lessons per week and consist of theory and practical learning tasks.

Students must engage fully in all practical learning tasks. They must have a hat for all outdoor

practical activities. Students will:

- Develop various communication skills
- Promote health and wellbeing messages in the community
- Modify rules so activities are safe, fair and inclusive
- Use feedback to improve personal performance of movement skills and strategies

HPE	Unit Outline	Assessment Summary
TERM 1	Theory – Sun Safety Practical – Net Games	Written – Report Practical Performance
TERM 2	Theory – Wellbeing Practical - Football	Written – Assignment Practical Performance
TERM 3	Theory – Fitness Practical - Fitness	Written – Multi Modal Presentation Practical Performance
TERM 4	Theory – Integrity and Ethics Practical – Indigenous Games	Written – Assignment Practical Performance



Please note that students who are members of the AFL or Netball Academy programs will not do this subject.

Career Pathways:

Exercise Physiologist	Sports Journalism	Coaching
Teaching	Allied Health Professional	Sport Administration



BIT – Business / ICT

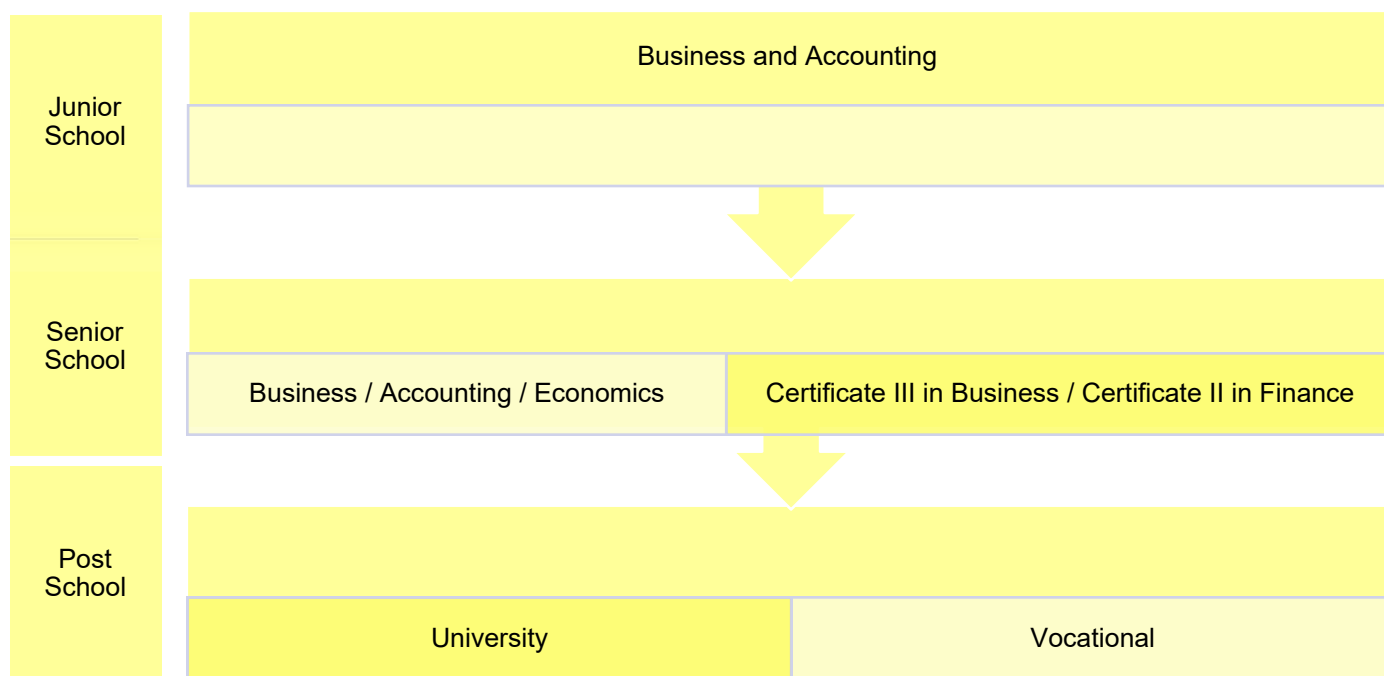
For the one semester subject of Digital Technology, students will complete one term of Business and one term of ICT. Business Environments include businesses which contribute to our economy by providing employment opportunities, innovation, social change, income, products and services.

ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. Students will investigate, create, communicate, manage and operate using ICTs.

BUSINESS

Students in Year 7 will be integrating ICT's across the Business and Economic curriculum. Students will have the opportunity to develop their understanding of business and economics concepts by exploring what it means to be a successful entrepreneur and how entrepreneurial behaviour contributes to a business success. The emphasis in Year 7 is on personal, community, national or regional issues or events. The content involves two strands: knowledge and skills. Working in the Business World requires a certain knowledge of business procedures, skills and the confidence to use computer technology. Assessment will include projects and written documentation. Students may work in a PC or Mac environment.

Business	Unit Outline	Assessment Summary
Term 10 - Weeks	<p>Students will be learning to understand the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers.</p> <p>Students will investigate how entrepreneurial behaviours contribute to business success.</p>	Exam – written Multi-modal presentation.



Do you enjoy or are you good at Business?

Listed here are a selection of jobs that have some relation to the subject Business.

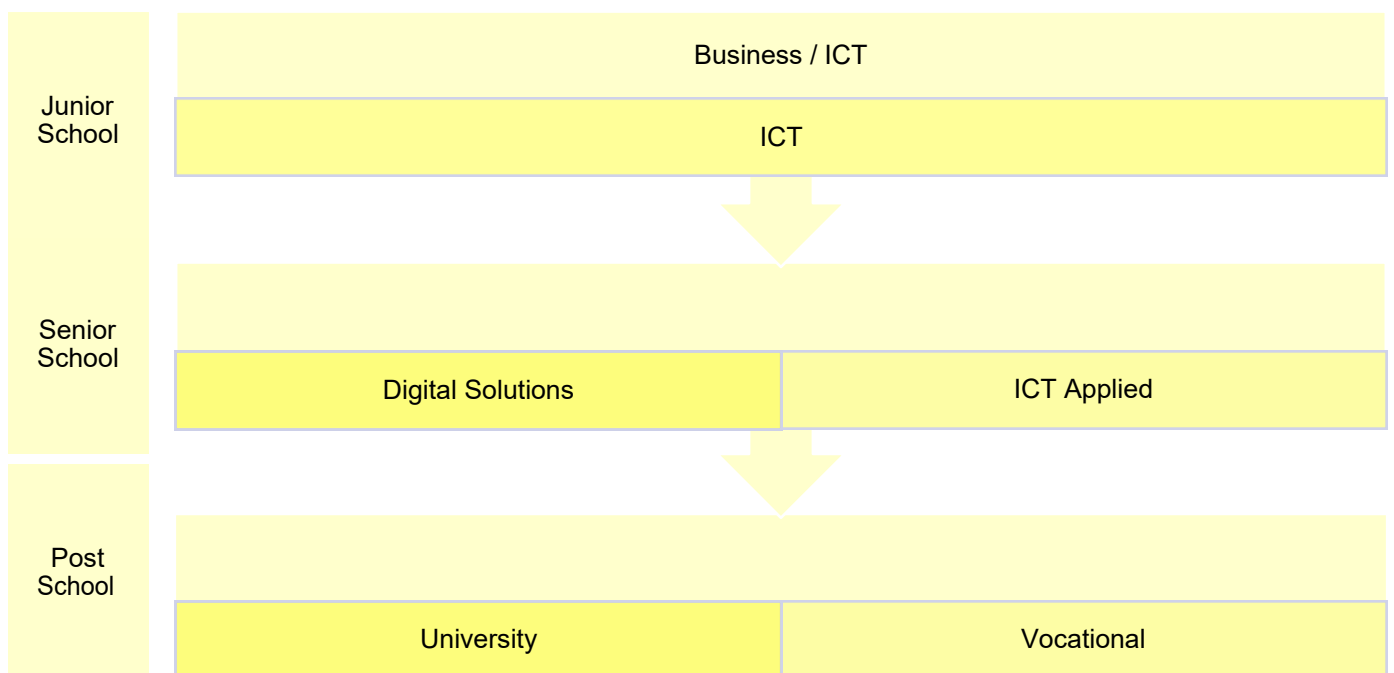
Accountant	Business Manager	Stockbroker	Treasurer
Economist	Marketing Officer	Office administration	Brand manager
Human resources officer	Company secretary	Management consultant	Advertising account officer
Business systems analyst	Market researcher	Bank officer	Arts administrator
Accounts clerk	Sales manager	Conveyancer	Finance manager
Bursar	Taxation Agent	Inventory and supply officer	Credit officer



ICT

Students in Year 7 will learn foundation ICT skills that will enable them to design, develop and evaluate digital products. These skills are valuable for students in this generation in order to be confident users of technology. Students investigate how digital systems represent text, image and audio data. They will experience this by learning coding fundamentals to create games and program small robots.

ICT	Unit Outline	Assessment Summary
Term 10 - Weeks	<p>Students will be designing, implementing and modifying programs with user interfaces involving branching, iteration and functions in a general -purpose programming language.</p> <p>The unit focuses on:</p> <ul style="list-style-type: none"> Developing and creating games using Scratch. Identifying different genres of games. Using different coding blocks. 	Assignment



Do you enjoy or are you good at ICT?

Listed here are a selection of jobs that have some relation to the subject ICT.

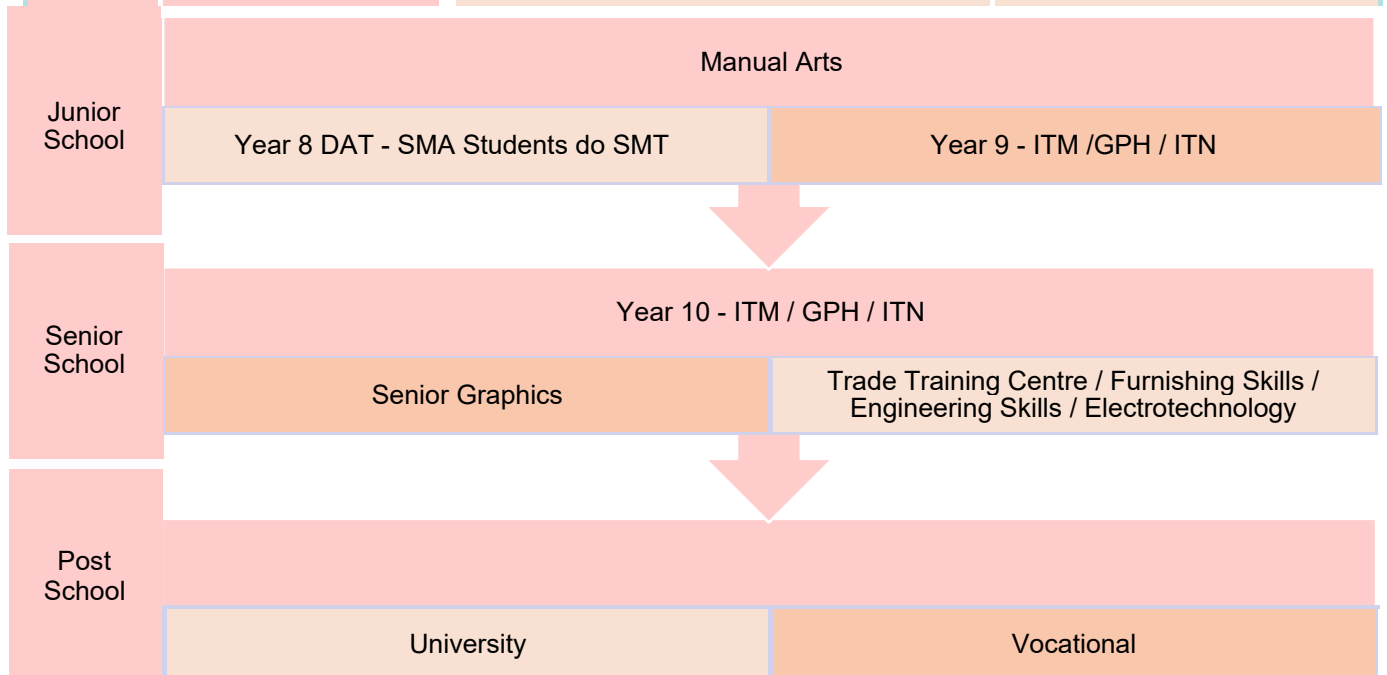
Computer engineer	Multi-media developer	Programmer	IT manager	Games developer	IT sales representative
Computer systems auditor	Air force technician	IT administrator	App developer	Computer technician	IT support technician
Web designer	Clinical coder	Electronics engineer	Army soldier - technician	Network analyst	Data processing operator
IT educator	Statisticians	Project administrator	Web administrator	Electronics and communication	Software engineer



Design and Technology - DAT

MANUAL ARTS

Manual Arts	Unit Outline	Assessment Summary
Term 10 - Weeks	<p>Students in year 7 Design and Technology (DAT) gain practical insight into the nature and focus of the Design process, 3D CAD Laser cutting and 3D printing within the Industrial Technology and Design domain. In combination with the Design process which exposes them to sketching rendering. Students learn to manipulate a 3D CAD program in order to equip them with basic skills to undertake further studies in Graphics and Industrial Technology and Design.</p> <p>Students are also taught knowledge or Workshop Safety and procedures a mandatory component of the (DAT) program.</p>	Students complete a practical project that incorporates Design Elements, 3D CAD then use a Laser Cutter or a 3D printer to produce and bring their design idea and process into a real-life physical object.



Listed here are a selection of jobs that have some relation to the subject

Engineer	Electrician	Automotive Industry	Architect	Metal Trade	Construction Industry
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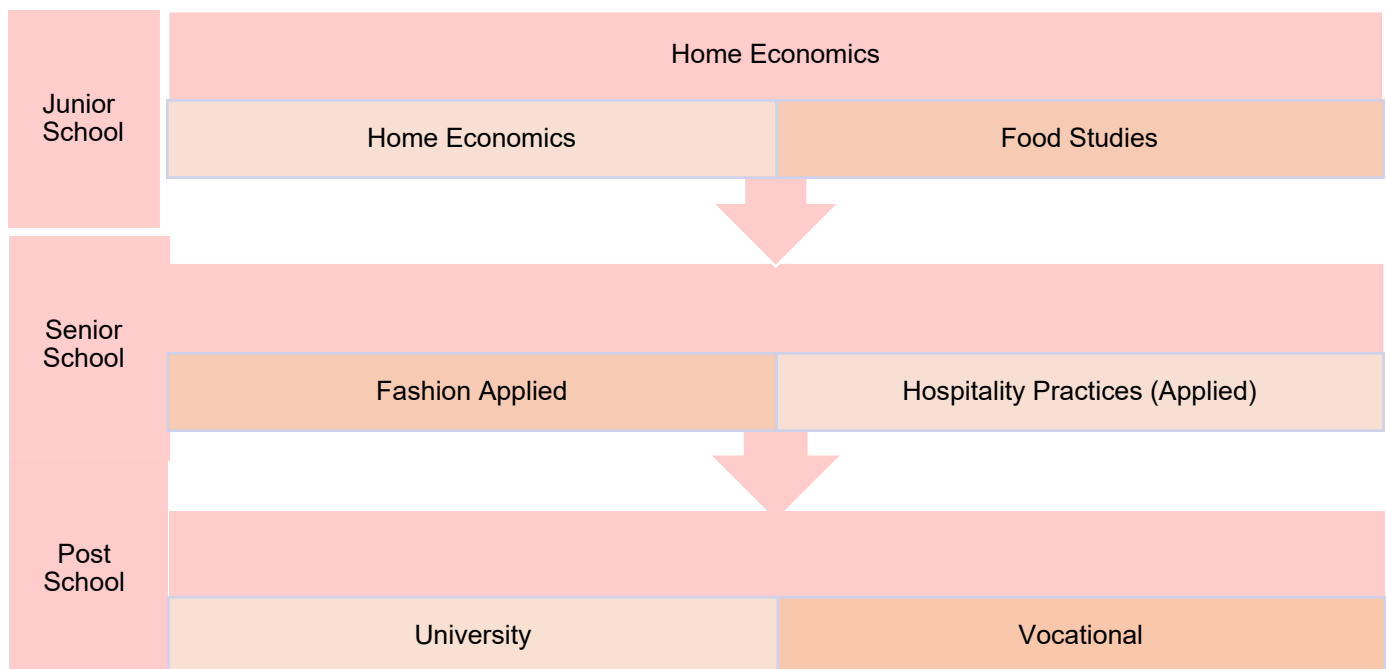
HOME ECONOMICS

Students will complete Home Economics for one term in Year 7 as part of the Design and Technology program. In Year 7 students' learning will focus on the sustainable use of Textiles. Students will design, produce and evaluate solutions such as a textile product. They will create and represent design ideas using a variety of techniques such as modelling and drawing to scale. Students select appropriate textile materials and equipment to safely and efficiently produce textile solutions.

Students learn how to apply knowledge of the characteristics and principles of fabrics and fibres, use of equipment and sewing techniques as a manufacturing process. This is completed through the design, preparation and production of a machine sewn product – a Unique Doll.

Students are expected to bring textile materials such as fabric and basic sewing equipment from home for practical sewing lessons. Some of the equipment includes: thread, pins, needle and seam ripper.

Home Economics	Unit Outline	Assessment Summary
Term 10 - Weeks	Unique Dolls	Project – design & production of a Unique Doll.



Listed here are a selection of jobs that have some relation to the subject

Design, Personal Stylist	Costume Designer	Production Manufacture	Hospitality
Merchandising	Retail	Hotel Events	Tourism



Media Visual Arts - MVA

In Year 7, students will have the opportunity to experience Media and Visual Arts in a Semester course of study. Each subject focuses on its own practices, terminology and unique ways of looking at the world. In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks. In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students develop practical skills and critical thinking which inform their work as artists and audience.

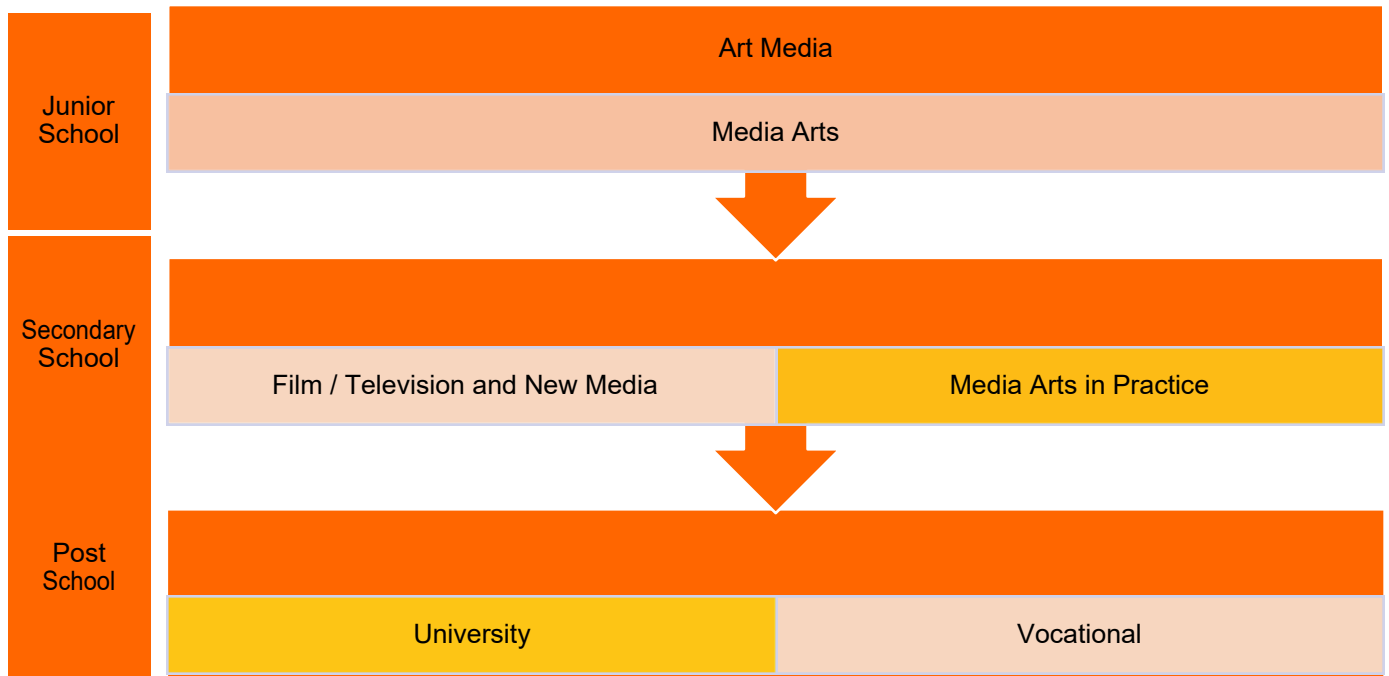
Making and responding strands of assessment are intrinsically connected and will be assessed across

the Semester. For one semester students will focus on Art Media and Visual Arts.

ART MEDIA

Art Media in Year 7 gives students an introduction to the fundamentals of media, and the tools used by the media every day to communicate meaning to audiences. Students will learn to use the basic media terminology for shot types and camera angles and will apply their understanding of these concepts as they explore photography and image manipulation. Students will use technologies such as iPads and apps to develop skills in media production and storyboards.

Arts Media	Unit Outline	Assessment Summary
<p>2 Terms</p> <p>20 - Weeks</p>	<p>Students will make, plan, structure and design media artworks using iPads and photography to communicate identify. They will use symbolic elements and props to support their identity and communication of self through the selected media. Students document and discuss their choices of representation to strengthen meaning in their media artworks.</p> <p>Students will respond to artworks they view from contemporary artists who explore self and identity in their artmaking. Students analyse and document their artist research in a Comic, as they narrate the story of an Australian artist and their artwork.</p> <p>Students will experience production processes and use and control equipment and technologies used in media.</p>	<p>Photography – Making</p> <p>Comic Analysis – Responding</p> <p>Reflection - Responding</p>



Do you enjoy or are you good at Media Arts?

Listed here are a selection of jobs that have some relation to the subject MEDIA ARTS.

Animator	Photographer	Audio visual technician
Film and TV camera operator	Sound technician	Editor
Sound Technician	Web designer	Film and TV producer
Make-Up artist	Stage manager	Graphic designer
Games developer	Publisher	Actor
Writer	Illustrator	Set Designer
Multi- media	Media presenter or host	Film and TV lighting operator
Screen writing	Post-production	Entertainment

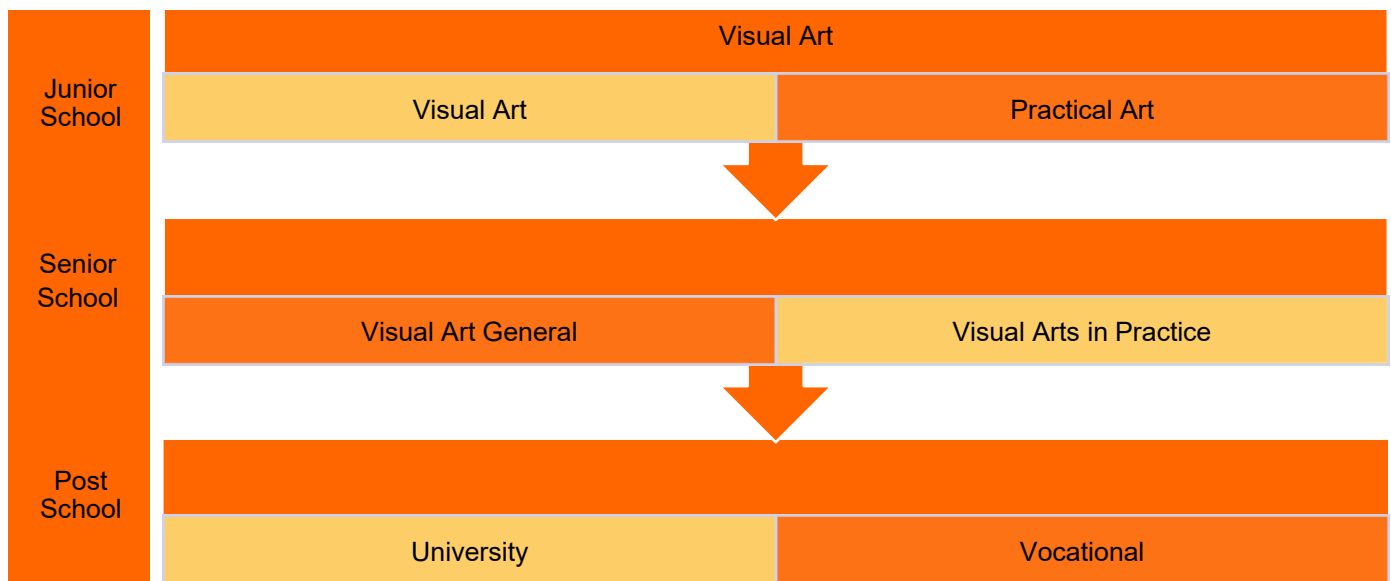


VISUAL ART

Students in Year 7 will experience a number of 2D and 3D activities with a focus on the Elements of Art and storytelling. Students will explore the use of line, colour, tone, texture and shape/form in an artistic context. Students will investigate different cultures; Aboriginal, Torres Strait Islanders and Asia Pacific, including their own culture, identity and stories and use this to inform their own art making practice.

- Students will make two- and three-dimensional images and objects
- Students will develop artistic skills and understanding of the purpose and meaning of Art.
- Students will analyse a visual text.
- Students will explore and apply a variety of media to artworks

Visual Art	Unit Outline	Assessment Summary
2 Terms 20 - Weeks	<p>Students will plan, develop and create artworks that communicate identity. They will use drawing and painting techniques and process to create artworks that represent self and their stories.</p> <p>Students will respond to artworks they view from contemporary artists who explore self and identify in their artmaking. Students analyse and document their art research in a Comic, as they narrate the story of an Australian artist and their artwork.</p> <p>Students explore narratives and storytelling through visual conventions.</p>	<p>Portrait Drawing – Making</p> <p>Concertina Book Painting - Making</p> <p>Comic Analysis - Responding</p>



Do you enjoy or are you good at Visual Arts? Listed here are a selection of jobs that have some relation to the subject VISUAL ARTS.

Photographer	Art Gallery/ Museum Curator	Artist	Jeweller	Make-up artist
Painter and decorator	Fashion designer	Tattooist	Illustrator	Art teacher
Advertising & marketing	Art teacher	Animator	Cartoonist	Sign writer
Graphic designer	University lecturer	Architect	Advertising	Multimedia developer
Textile designer	Town planner	Florist	Beautician	Interior designer



The Arts - PAR

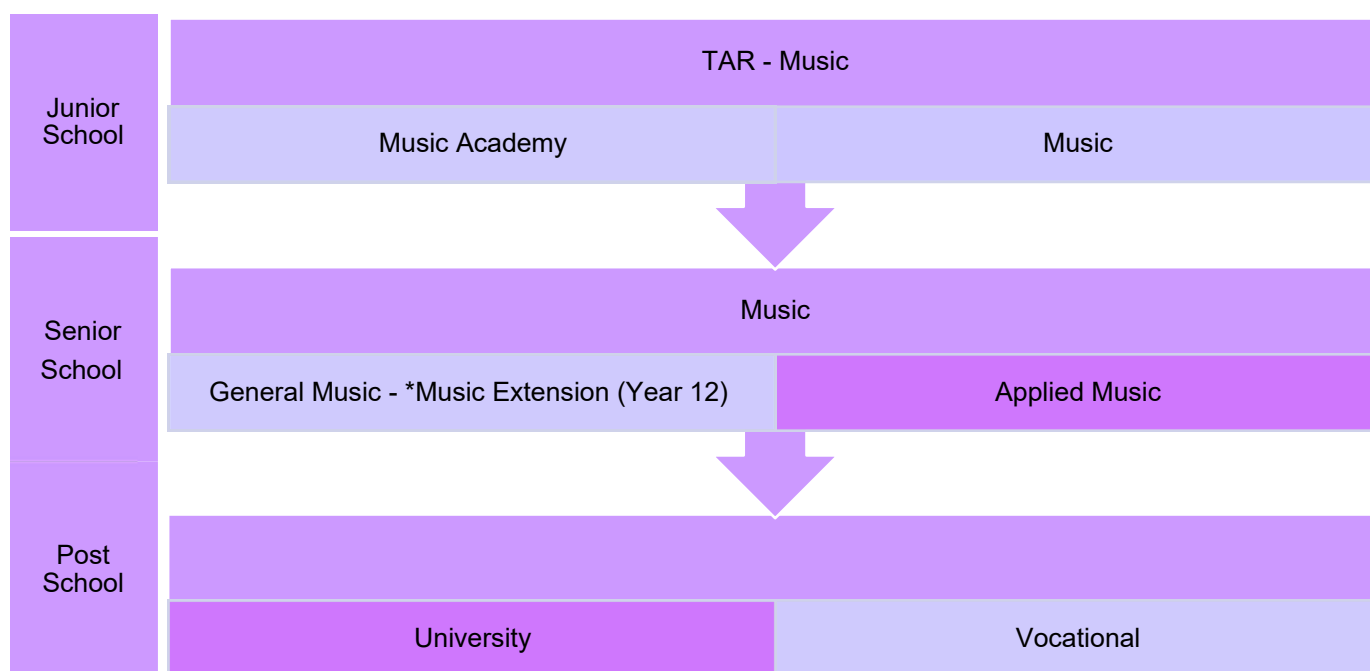
Our performing arts programs encourage students to build confidence and team work skills. Boasting specially built music and dance studios, Narangba Valley State High School students are equipped with the tools and facilities to help their creativity flow. Narangba Valley State High School offers an extensive performing arts program for year 7. Students have the opportunity to study two of the subjects from drama, dance, and music for one semester both in the curriculum and as part of their co- curricular activities if they choose.

We believe that the study of the Performing Arts contributes strongly to personal growth through the development of emotional, physical and social skills, self-esteem, creativity and expression.

*subjects studied will be dependant on the specialist teaching area of the teacher assigned to the class.
Subjects will change over in term 2.

MUSIC

	Unit Outline	Assessment Summary
<p>1 Terms</p> <p>10 - Weeks</p>	<p>Introducing Music</p> <p>This unit of work is designed to introduce students to the musical concepts with a focus on developing performance skills using duration and pitch as the primary musical elements. In addition, students will develop listening skills using traditional and contemporary repertoire and instruments, developing their knowledge of music literacy through practice.</p> <p>The Arts, music, explores five musical instruments common to the contemporary music of the new millennia including: guitar; ukulele; keyboard; drum kit and bass guitar. Consisting of skills, such as: basic knowledge of chords (guitar, ukulele and keyboard); Rhythmic patterns and coordination (all instruments); ensemble skills (small and large groups and backing track rehearsal);and rehearsal preparation techniques this unit prepares students with basic music performance skills & knowledge and understanding relative to their personal interests for entry into year 8 music.</p>	<p>Performing – Students present two short performances in a small ensemble on two instruments of their choosing.</p>



Music Extension is studied in year 12 only and must be studied in conjunction with General Music.

Do you enjoy or are you good at Music?

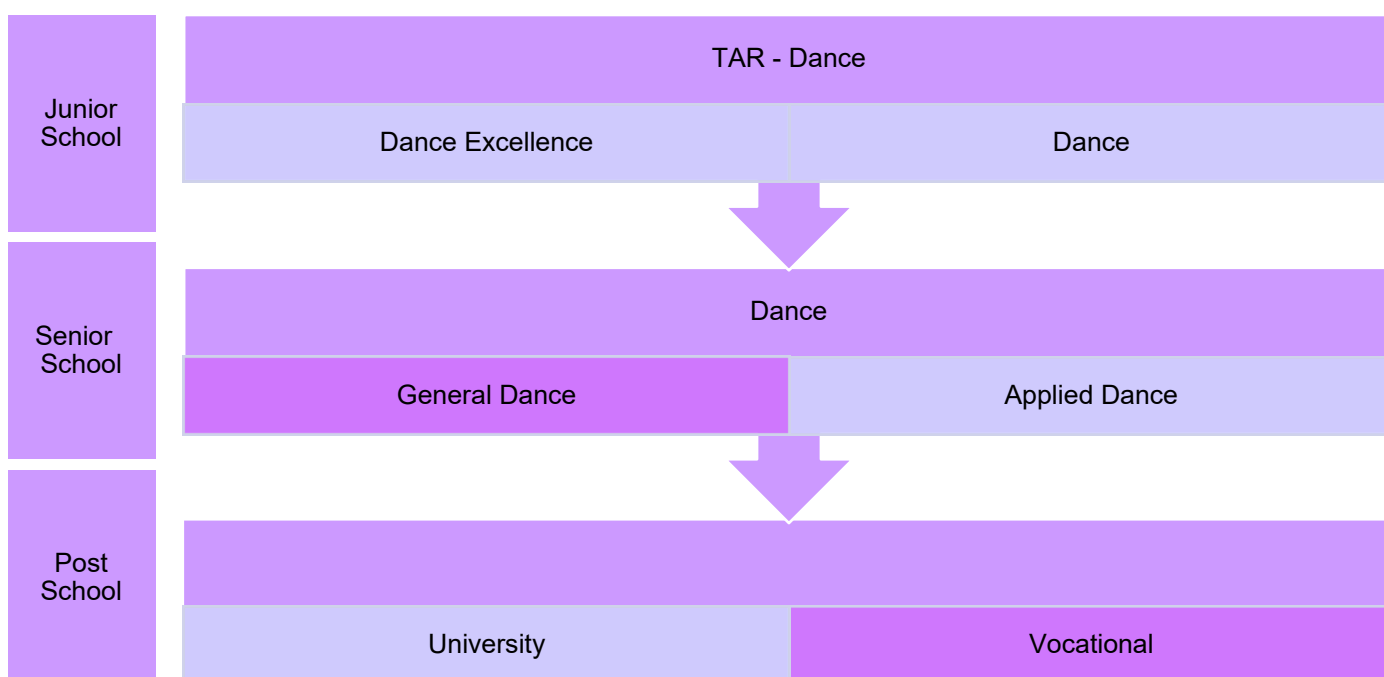
Listed here are a selection of jobs that have some relation to the subject Music.

Musician/Singer	Audio Engineer	Producer	Instrument Maker/Repairer
Music Educator	Composer	Music Journalist	Conductor
Music Therapist	Lighting Technician	Stage Manager	Speech Therapist
Studio Musician	Artist Management	Multimedia Developer	Radio Presenter
Television Presenter	Arts Administrator	Accompanist	Music Critic
Music Promoter	Events Management	Arranger	Military Band



DANCE

	Unit Outline	Assessment Summary
1 TERM 10 Weeks	<p>Students in Year 7 will begin to develop awareness of dance as an expression of the whole person in addition to learning functional motor skills. At this stage of the course the emphasis is on self-confidence, body awareness and team-building exercises. They will also develop the chance to recognise and react to dance experiences through a focus on the contemporary dance genre.</p> <p>This will include:</p> <ul style="list-style-type: none"> • The pioneers and development of Modern Dance to understand influences throughout history; • contemporary terminology and technique including correct alignment, floorwork and travelling combinations; • performance skills including expression, projection and extension; • an introduction to the elements of dance; and • an understanding of safe dance practice. 	<p>Responding Exam</p> <ul style="list-style-type: none"> • Part 1 – multiple Choice • Part 2 – Short Answer response <p>Performing – teacher devised contemporary dance sequence.</p>



Do you have a talent for Dance?

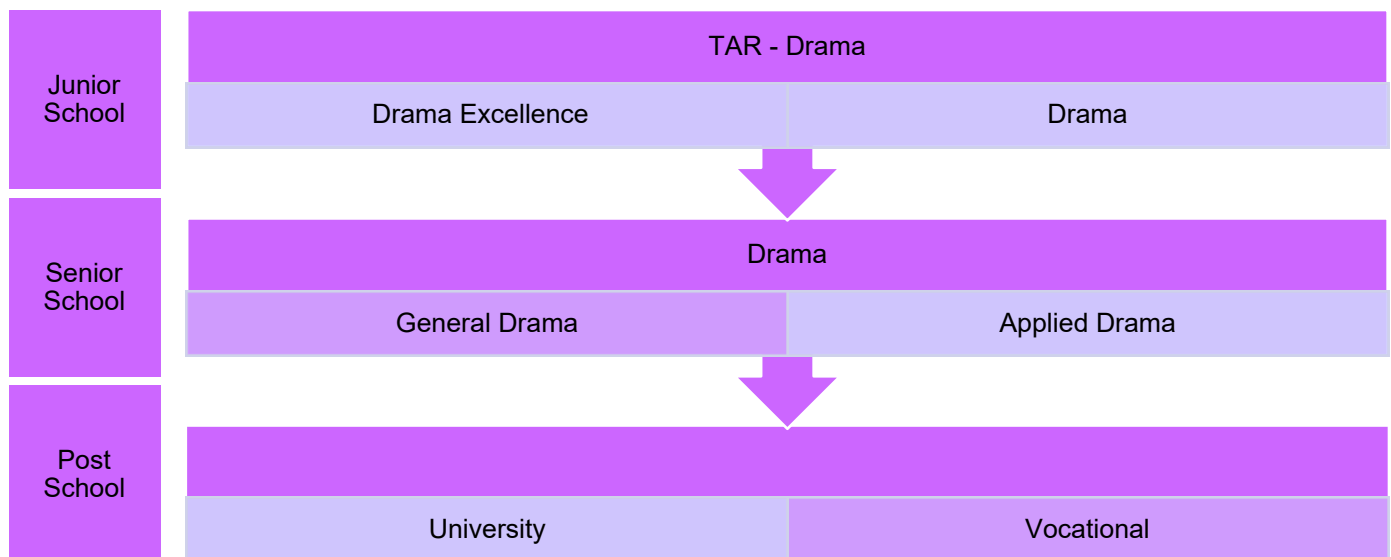
Listed here are a selection of jobs that have some relation to the subject Dance Excellence.

Professional Dancer	Choreographer	Dance Studio Owner
• Film and TV	Teacher - Studio	Media Presenter or Host
• Live Stage Company Dancer	Teacher - Education	Children's Entertainer
• Music Videos	Health Nutritionist	Community Arts Worker
• Cruise Ship Performer	Sports Therapy	Dance Movement Psychotherapist
• Musicals	Physiotherapist	Personal Trainer
• Theme Park Performer	Dance Therapist	Theatre Director
• Corporate Event Performer	Fitness Instructor	Talent Agent



DRAMA

	Unit Outline	Assessment Summary
1 TERM 10 Weeks	<p>Introducing Drama</p> <p>In learning Drama, students will develop a range of public speaking skills needed to confidently communicate to others. These include vocal development, focus, facial expression, body and spatial awareness.</p> <p>This unit involves students studying the fundamentals of character, voice and focus through a Radio Drama unit. Students will study the skills of improvisation, story building and voice performance skills through creative play, trust and problem-solving exercises. Students will write their own Radio Drama script and perform it. This will improve students' self-discipline and their ability to accept feedback, as well as develop skills in leadership and the ability to work cooperatively with others to achieve goals. These essential life skills will significantly assist in their future academic and vocational goals.</p>	<p>Making – Student devised Radio Drama performance.</p>



Do you enjoy or are you good at Drama?

Listed here are a selection of jobs that have some relation to the subject Drama.

Actor	Set Designer	Playwright	Performing Artist
Drama Educator	Camera Operator	Journalist	Costume designer
Director	Lighting Technician	Stage Manager	Speech Therapist
Producer	Artist Management	Multimedia Developer	Broadcast Presenter
Television Presenter	Arts Administrator	Dramaturgy	Critic
Promoter	Events Management	Editor	Makeup Artist



HEALTH & PHYSICAL EDUCATION

Brief Course and Assessment outline:

Health and Physical Education reflects the dynamic and multidimensional nature of health and recognizes the importance of physical activity in the lives of individuals and groups in our society. The subject provides students the opportunity to develop knowledge, understandings and skills needed to make informed decisions about physical activity, and the health and wellbeing of themselves and others in the community.

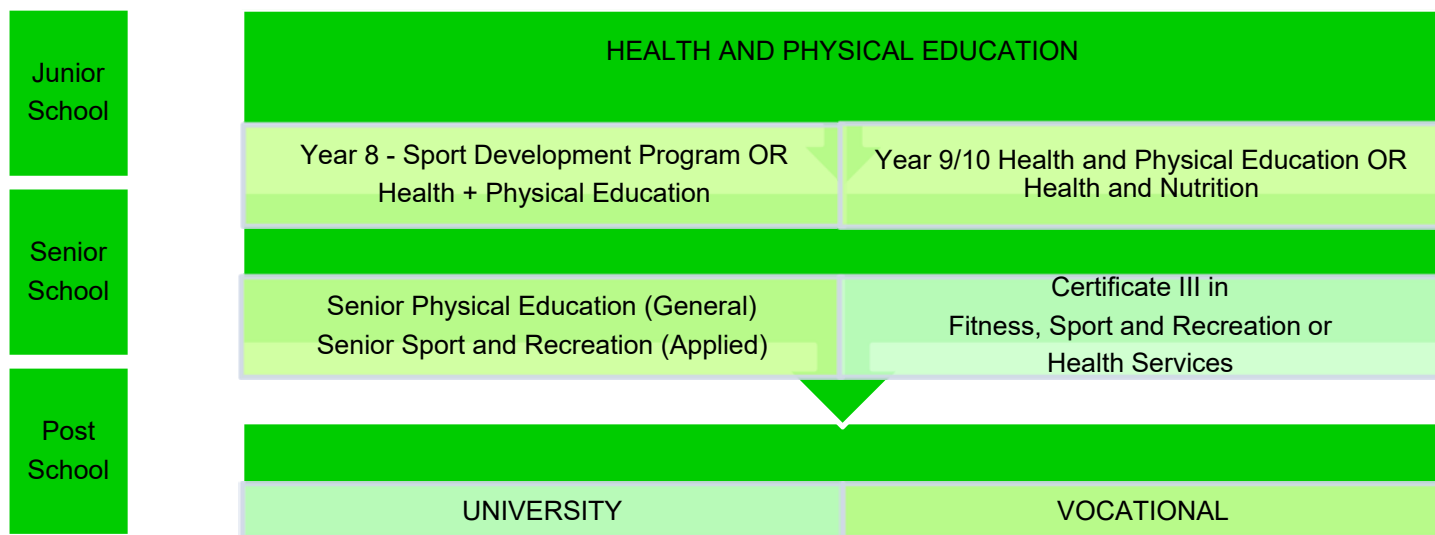
The program consists of two lessons per week and consist of theory and practical learning tasks.

Students must engage fully in all practical learning tasks. They must have a hat for all outdoor practical activities.

Students will:

- Develop various communication skills
- Promote health and wellbeing messages in the community
- Modify rules so activities are safe, fair and inclusive
- Use feedback to improve personal performance of movement skills and strategies

HPE	Unit Outline	Assessment Summary
TERM 1	Theory – Sun Safety Practical – Net Games	Written – Report Practical Performance
TERM 2	Theory – Wellbeing Practical - Football	Written – Assignment Practical Performance
TERM 3	Theory – Fitness Practical - Fitness	Written – Multi Modal Presentation Practical Performance
TERM 4	Theory – Integrity and Ethics Practical – Indigenous Games	Written – Assignment Practical Performance



Please note that students who are members of the AFL or Netball Academy programs will not do this subject.

Career Pathways:

Exercise Physiologist	Sports Journalism	Coaching
Teaching	Allied Health Professional	Sport Administration



Science Maths Academy – SMA - Science

Brief Course and Assessment outline:

SMA Science follows the Australian Curriculum for Science, but the learning in SMA science differs from that of the General Science stream. Order of topics studied may be different to that of students in the General Science stream and the assessment tasks differ too.

Students in SMA science are challenged to think in more depth about the scientific concepts learned and use a higher level of applied science skills including questioning, planning, measuring, processing and analysing data and evaluating scientific methods.

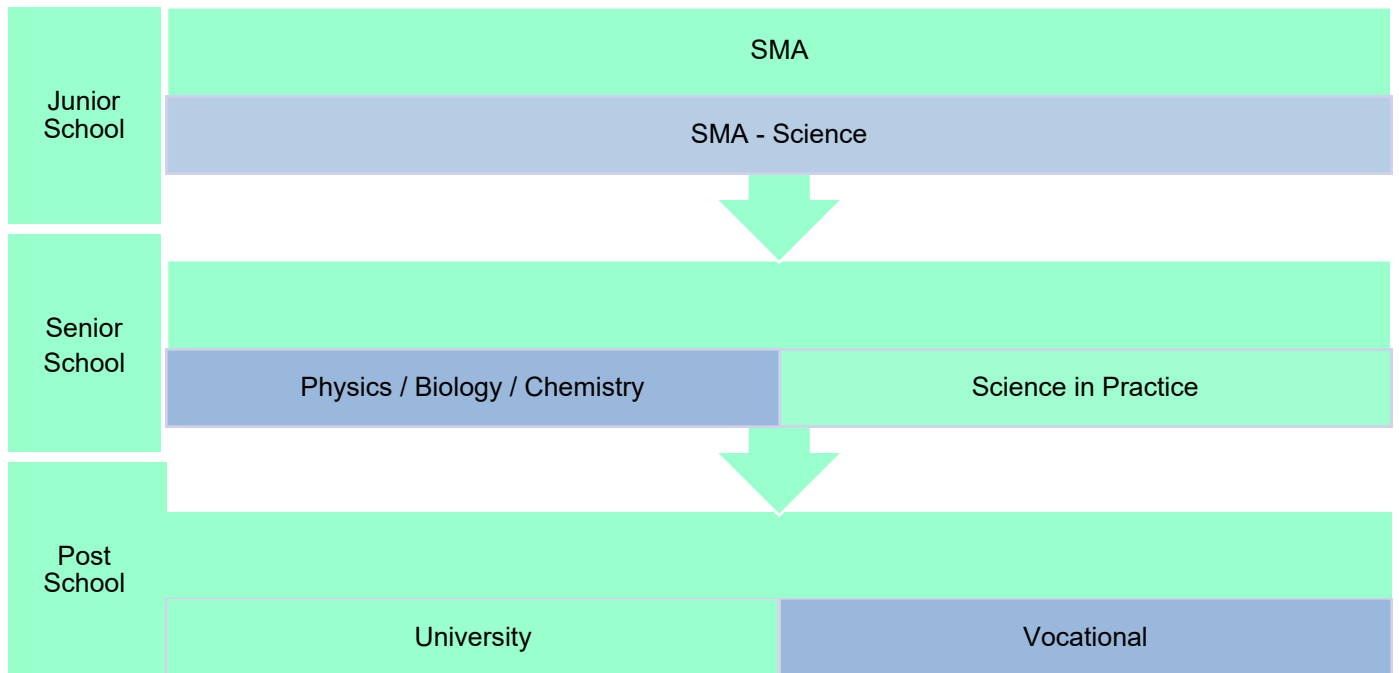
Students in SMA Science of the work in groups to develop collaborative and team work skills and are often asked to present findings to other members of the class and occasionally to special guests to develop their oral communication and presentation skills.

In year 7 SMA Science, the focus is to allow the students to develop an appreciation of science and to develop an understanding how inquiry is used to develop scientific understanding. At times, students in year 7 also work in a cross curricular manner by working on projects that transcend both their science and their technology classes.

Unit Outline		Assessment Summary
Term 1	Chemical Sciences: Students learn about how matter can be classified as pure substances or mixtures. They discover different types of mixtures and investigate methods to separate these into their components.	Formative Assessment: Student experiment
		Formal Assessment: Exam
Term 2	Physical Sciences: Students learn about how forces can alter an object's motion. Forces considered include pushing, pulling, magnetic force, force due to gravity as well as resistive forces such as friction and air resistance. Students also learn about levers and simple machines to discover how they can optimize force applied. Students apply their understanding to build a 'mouse trap racer' and conduct an experiment to see how altering a component of the design affects its performance.	Formal Assessment: Student Project
Term 3	Earth and Space Science: Students learn about the gravitational relationship between the Sun, the Earth and the Moon. They discover how this relationship leads to phenomena seen on Earth including night / day, seasons, the phases of the moon, tides and solar and lunar eclipses.	Formal Assessment: Exam Formal Assessment: Assignment



Term 4	<p>Biological Science</p> <p>Students identify properties of living things and classify living things according to their observable properties including vertebrates and invertebrates and different classes of vertebrates. Students examine evidence as to how human influenced and natural changes have effected living things in the environment. Students conduct a study of invertebrate species trapped in the school vegetable garden and track the growth of plant life.</p>	Formal Assessment: Assignment
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Science Maths Academy – SMA - Maths

Brief Course and Assessment outline:

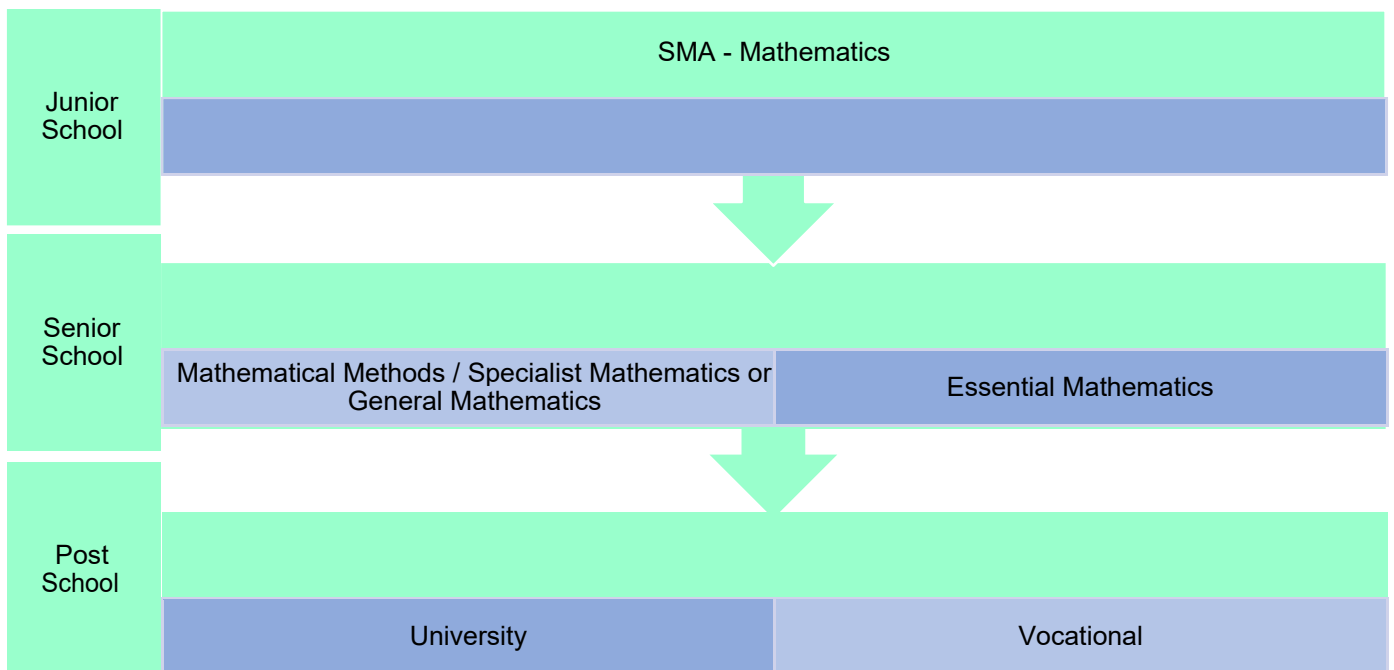
Year 7 Mathematics students will study units based on the Australian Curriculum. This covers the core topics of Number and Algebra, Measurement and Geometry, and Statistics and Probability as well as Finance. The course will use the proficiency strands of Fluency, Understanding, Problem Solving and Reasoning to help students engage and learn the mathematics they need. Students will access the program through a variety of learning activities involving textbooks, ICTs and faculty provided resources.

Students will complete both Examinations and Problem Solving and Modelling Tasks (assignments) during this program which will allow them to show their knowledge of the Australian curriculum.

Unit Outline		Assessment Summary
<p>Term 1</p> <p>Unit 1 Number</p>	<p>Students will investigate index notation and they use square roots of perfect square numbers. They will compare, order, add and subtract integers and fractions and locate positive and negative fractions and mixed numbers on a number line.</p> <p>Students will solve problems involving fractions and express one quantity as a fraction of another. They will find percentages of quantities and express one quantity as a percentage of another.</p> <p>They will round decimals to a specified number of decimal places and connect fractions, decimals and percentages. They will then solve problems involving simple ratios.</p>	<p>Unit 1 Number</p> <p>Ratios Examination</p>
<p>Term 2</p> <p>Unit 2 Statistics And</p> <p>Unit 3 Space and Measurement</p>	<p>During Unit 2, Students will identify and investigate issues involving data collection and calculate mean, median mode and range. They will construct and compare and compare a range of data displays including stem-and-leaf plots and dot plots. They describe these plots using the mean, median and range.</p> <p>During Unit 3, Students will establish the formulas for areas of rectangles, triangles and parallelogram, and they will calculate volumes of rectangular prisms. They will draw different views of prisms and solids and describe translations, reflections and rotations on the Cartesian plane Lastly, they will identify line and rotations symmetries.</p>	<p>Unit 2 Statistics Problem Solving and Modelling Task</p> <p>Unit 3 Space and Measurement Examination</p>
<p>Term 3</p> <p>Unit 4 Algebra</p> <p>Unit 5 Probability</p>	<p>During Unit 4, Students will learn to use variables as a way of representing numbers and start to create algebraic expressions and evaluate them. They will extend and apply the laws and properties of arithmetic to algebraic terms and expressions, also applying the associative, commutative and distributive laws.</p> <p>They will plot points on the Cartesian plane, and find coordinates for a given point as well as investigating, interpreting and analysing graphs from authentic data.</p> <p>During Unit 5, Students will construct sample spaces for single - step experiments and assign and determine probabilities to the outcomes of events.</p>	<p>Unit 4 Algebra Examination</p> <p>Unit 5 Probability Assignment</p>



Term 4	During Unit 6, Students will classify triangles and demonstrate the angle sum of a triangle is 180° .	Unit 6 and Unit 7
Unit 6 Geometry	They identify corresponding, alternate and co-interior angles and investigate conditions for two line to be parallel.	Geometry and Finance
Unit 7 Finance	During Unit 7, Students will investigate and calculate 'best buys', as a way of making financial decisions.	Joint Examination





Music Academy

Year 7 Music Academy is a specialised music excellence program over two semesters of study in which students listen, perform, and compose music in various musical styles. The program provides learning experiences to enhance brain function, concentration and memory, problem solving skills, cooperative learning, and expressive abilities. Embedded in each unit is the application of information and communications technologies essential to performance; playback; recording and production; composition; mixing; analysis; and editing of music. The content also focuses on specific practice, and terminologies to engage their senses, imagination, and intellect through rich aural and visual experiences, enhancing the ability to communicate meaning through different cultures, times, and places. All assessments are intrinsically connected and will be assessed across each semester.

Students must complete an application form for the Music Academy Program and attend an audition.

In Year 7, the Music Academy Program runs for the full school year (Semester 1 and 2). Students who enter the program will not complete the Arts elective rotation.

Students can only participate in one of the Arts Excellence / Academy Programs (Music or Dance). Students who are selected into an Academy or Excellence Program will be committed to the course for a minimum of two years.

These students will participate in the Excellence / Academy Program, in place of the visual arts and art rotations.

	Unit Outline	Assessment Summary
Term 1 10 Weeks	<p>Ringtones investigates the design of music in using loops or samples. Students are introduced to music concepts such as texture, timbre and structure, and how they can work together to convey style / genre. Music literacy and music technology skills are interwoven into this unit to prepare students for upcoming tasks in future units. Each week, students will also practice and rehearse a variety of music to develop technical and expressive skills, on their music academy instrument/s.</p> <p>Students will develop ICT skills operating a digital audio work - station (DAW- e.g. Garage band) in combination with an animated video short.</p>	Task 1 – Ringtone - Making
Term 2 10 Weeks	<p>Instruments of the Orchestra investigates how music is used to represent emotion, mood and atmosphere and character through selection and manipulation of the musical elements and composing devices within the context of film music. Our investigations will broach the development of musical instruments and historical and cultural information, whilst delighting in the musical brilliance created by Sergei Prokoiev's Peter and the wolf.</p> <p>Students will use ICTs to research and analyse music ideas exploring how composers communicate meaning through music composition.</p> <p>Students will develop instrument performance techniques, rehearsal routines and performance confidence through weekly performance lessons and performances individually and in groups.</p>	<p>Task 2 – Music Project Responding</p> <p>Task 3 – Practical - Performing</p>

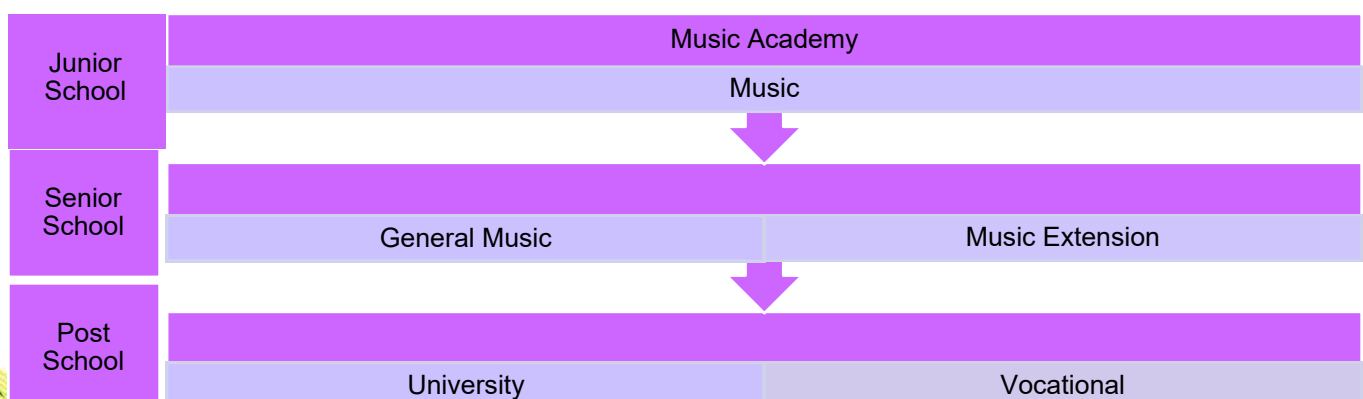


Term 3 10 Weeks	<p>Music and Animation explores the role of music as tool used to communicates meaning by supporting and the visual action, enhancing mood and atmosphere and developing character.</p> <p>Students will use ICT skills creating a soundscape to support (Garageband) an animated video short.</p> <p>Students will create music and operate technologies reflective of real-world practice for an animated short, Big Buck Bunny.</p>	Task 4 – Animated Short Making
Term 4 10 Weeks	<p>The Australian Contemporary, Music unit develops an appreciation for contemporary music styles. Through listening, creating, and performing students will investigate contemporary music through the elements of melody, harmony, and structure. Students will establish the importance of these elements and their relationship with lyrics through storytelling and the portraying of emotion as well as how these elements are enhanced through expressive devices. Activities will include song writing, remixing and performing, supported by ICT's with a focus on contemporary instruments. Software much as Musescore, Sibelius and Garage band will support the development of music production and arranging skills.</p> <p>Students will develop instrument performance techniques, I rehearsal routines and performance confidence through weekly performance lessons individually and in groups.</p> <p>Students will use ICTs to research and respond to contemporary music styles. Students will identify, describe and explain the role of studied music styles. Students will identify, describe and explain the role of studied musical elements and concepts on the development of style, emotion and storytelling.</p>	<p>Task 5 – Practical – Performing</p> <p>Task 6 – Music Project Responding</p>

Do you enjoy or are you good at Music?

Listed here are a selection of jobs that have some relation to the subject MUSIC ACADEMY.

Musician/Singer	Audio Engineer	Producer	Instrument Maker/Repairer
Music Educator	Composer	Music Journalist	Conductor
Music Therapist	Lighting Technician	Stage Manager	Speech Therapist
Studio Musician	Artist Management	Multimedia Developer	Radio Presenter
Television Presenter	Arts Administrator	Accompanist	Music Critic
Music Promoter	Events Management	Arranger	Military Band





Dance Excellence

Design to engage and challenge passionate learners of Dance, year 7 Dance Excellence is designed to meet the needs of gifted and talented students by providing opportunities to develop the knowledge, skills and motivation required to excel in the Dance talent.

Dance Excellence is a subject designed to develop and extend excellence in dance skills. This subject caters for students who wish to pursue a career in the Arts and/or demonstrate a considerable level of potential in Dance.

Students must complete an application form for the Dance Excellence Program and attend an audition.

In year 7, the Dance Excellence Program runs for the full school year (Semester 1 and 2). Students who gain entry into the excellence program will not complete the Arts elective rotation.

Students can only participate in one of the Arts Excellence / Academy Programs (Music or Dance).

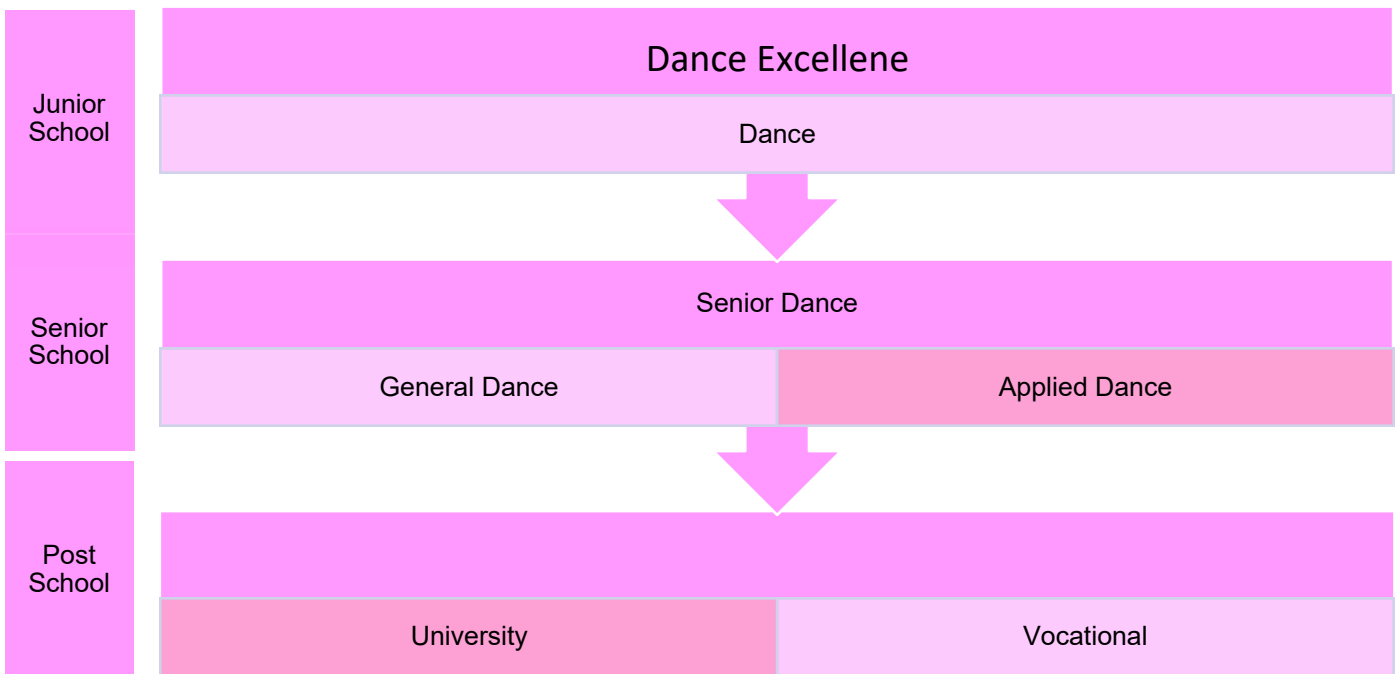
Students who are selected into an Academy or Excellence Program will be committed to the course for a minimum of two years.

These students will participate in the Excellence / Academy Program, in place of the Visual Arts and Art rotation.

Unit Outline		Assessment Summary
Term 1 10 Weeks	Contemporary Dance 1 This unit involves students studying the fundamentals of Contemporary Dance which will include a study of the pioneers of dance and the development of modern dance. Extensive technique training including floor work and travelling combinations body alignment, strength and core conditioning and an extension on performance skills.	Task 1 – Performing contemporary sequence 1-2 minutes. Task 2 – Responding: In class short response exam Contemporary dance terminology and pioneers of modern dance.
Term 2 10 Weeks	All that Jazz! To finish off the semester, this unit will see students study traditional and commercial Jazz dance which will include the origins of jazz terminology and technique training, storyboarding, analysis, group choreography and the introduction of dance in technology.	Task 3 – Making: Re-creation of a music video clip – use iPads and editing technology to manipulate to manipulate the choreography (commercial jazz / Hip Hop style) from a music video (2 – 4 minutes).
Term 3 10 Weeks	Composition 1 This unit introduces the building blocks of dance and choreography. Students will learn the elements of dance including Space, Time and Energy as well as manipulation of movement using choreographic devices, improvisation and using stimulus to create movement. As part of this unit, students will participate in multiple choreography workshops.	Task 4 – Making: Development of a choreographic work to be performed at a community festival. (2 – 4 minutes).



Term 4 10 Weeks	<p>The Fundamentals of Ballet 1</p> <p>This unit involves studying the fundamentals of Ballet which will include the progression of Ballet throughout history, terminology and technique (including barre and centrework). The students will study basic anatomy, safe dance practices pilates and core conditioning and will focus on specifically on performance skills.</p> <p>As part of this unit students will participate in workshops with a professional dancer from QLD Ballet.</p>	<p>Task 5 – Performing: teacher devised ballet piece (1 – 2 minutes)</p> <p>Task 6 – Responding: Analysis of a Ballet work. Short answer response.</p>
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Do you have a talent for Dance?

Listed here are a selection of jobs that have some relation to the subject Dance Excellence.

Professional Dancer	Choreographer	Dance Studio Owner
• Film and TV	Studio Dance Teacher	Media Presenter or Host
• Live Stage Company Dancer	Dance Educator	Children's Entertainer
• Music Videos	Health Nutritionist	Community Arts Worker
• Cruise Ship Performer	Sports Therapy	Dance Movement Psychotherapist
• Musicals	Physiotherapist	Personal Trainer
• Theme Park Performer	Dance Therapist	Theatre Director
• Corporate Event Performer	Fitness Instructor	Talent Agent



AFL DEVELOPMENT ACADEMY

Brief Course and Assessment outline:

Prerequisites: Students must complete an Application Form for the AFL Development Academy and successfully trial for course acceptance.

Special requirements: Participation in all learning tasks including outside school hours training and competitions. Students must conduct themselves in accordance with the Academy Code of Conduct. Students learning may be redirected from this program for any breaches of the Code of Conduct.

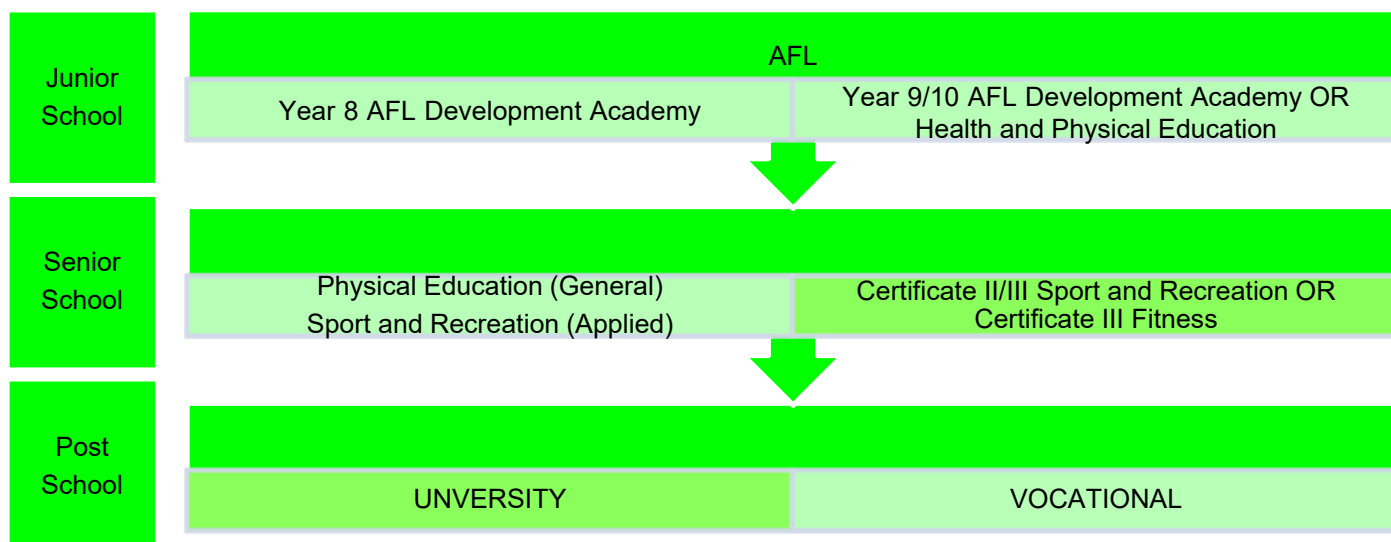
The AFL Development Academy is for students with a strong level of ability and interest in Australian Rules Football. Successful student-athletes will develop skills to become physically, intellectually and emotionally committed to high-level achievement. The program has a strong focus on the development of an integrated skill-set including teamwork, a strong work ethic, commitment, leadership, time management and physical and emotional health and wellbeing.

The AFL Development Academy combines both theoretical elements from the HPE program with practical learning activities focused on high level performance improvement in AFL allowing students to continue with sports performance along with the completion of academic studies in the Junior Secondary year levels. The practical lessons extend the skill and strategic base that players possess upon joining the Academy and applying the knowledge, understandings and skills to enhance their performance within a team context.

Students are expected to represent the school in a number of competitions and representative teams.

AFL Development Academy	Unit Outline	Assessment Summary
TERM 1	Theory – Sun Safety Practical - AFL	Written – Report Practical Performance
TERM 2	Theory – Player Wellbeing Practical - AFL	Written – Assignment Practical Performance
TERM 3	Theory – Improving Fitness Practical – AFL Fitness	Written – Multi Modal Presentation Practical Performance
TERM 4	Theory – Integrity and Ethics Practical - AFL	Written – Assignment Practical Performance
Cost and content of players kit – TBA		





Career Pathways:

Professional player, Sports Coach, Sports Administrator, Sport Management

Students can only participate in one of the Sporting Academies (AFL or Netball). Students selected into one of the Academy programs will be committed to the course for a minimum of two years. Students participating in an Academy program will not study Health and Physical Education.





Netball Academy (Program of Excellence)

Brief Course and Assessment outline:

Prerequisites: Students must complete an Application Form for the Netball Academy and successfully trial for course acceptance.

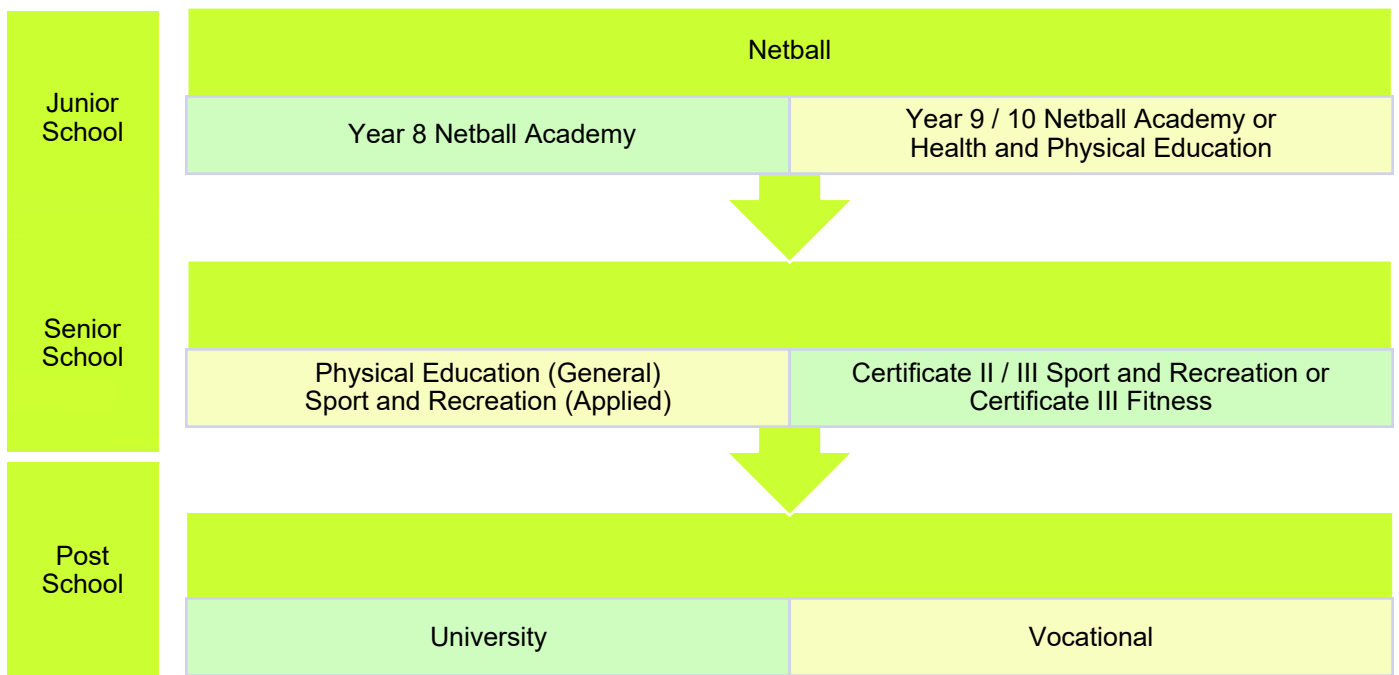
Special requirements: Participation in all learning tasks including outside school hours training and competitions. Students must conduct themselves in accordance with the Academy Code of Conduct. Students learning may be redirected from this program for any breaches of the Code of Conduct.

The Netball Academy is for students with a strong level of ability and interest in Netball. Successful student-athletes will develop skills to become physically, intellectually and emotionally committed to high-level achievement. The program has a strong focus on the development of an integrated skill-set including teamwork, a strong work ethic, commitment, leadership, time management and physical and emotional health and wellbeing.

The Netball Academy combines both theoretical from the HPE program with practical lessons focused on performance improvement in Netball allowing students to continue with high level sports performance along with the completion of academic studies. The practical lessons develop the skill and strategic base that players possess upon joining the Academy and applying the knowledge, understandings and skills to enhance their performance within a team context.

Students are expected to represent the school in a number of competitions and representative teams.

Unit Outline		Assessment Summary
Term 1 10 Weeks	Theory – Sun Safety Practical - Netball	Written – Report Practical Performance
Term 2 10 Weeks	Theory – Player Wellbeing Practical - Netball	Written – Assignment Practical Performance
Term 3 10 Weeks	Theory – Improving Fitness Practical – Netball	Written – Mulit Modal Presentation Practical Performance
Term 4 10 Weeks	Theory – Integrity and Ethics Practical – Netball	Written – Assignment Practical Performance
Cost and content of players kit - TBA		



Career Pathways:

Professional player	Sports Coach	Sports Administrator	Sport Management
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Students can only participate in one of the Sporting Academies (AFL or Netball). Students selected into one of the Academy programs will be committed to the course for a minimum of two years. Students participating in an Academy program will not study Health and Physical Education.



Narangba Valley State High School
Harris Avenue, Narangba Qld 4504
PO Box 382 Burpengary Qld 4505
Phone: (07) 3385 4555 | Web: narangbavalleyshs.eq.edu.au
principal@narangbavalleyshs.eq.edu.au

Our Values: Respect, Integrity and Commitment

Challenging the future