



TOWNSVILLE GRAMMAR SCHOOL

Subject Selection Handbook

2022

Years 7-9



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THE MIDDLE SCHOOL CURRICULUM AT TOWNSVILLE GRAMMAR SCHOOL

The Middle School (7-9) Curriculum at Townsville Grammar School reflects the Australian Curriculum. The Curriculum is organised around the following **Key Learning Areas**:

English
Mathematics
Science
History and Geography
Health and Physical Education
Modern Languages
The Arts
Technology

In Year 7, students will undertake a semesterised Modern Language course and will study one semester of French and one semester of Japanese. In Year 8, students can select either language. In Year 9, a language may be selected as an elective.

Those students who enter Years 7, 8 or 9 with considerable literacy and/or learning issues may be invited to join the Literacy Support class in lieu of a Modern Language. The course is designed to address literacy skills and students enter the course upon the recommendation of the Director of Curriculum. Please indicate at the point of enrolment if your child will need this support.

In Years 7 and 8, all students study Art, Design and Technology, Drama, Music, Health and Physical Education with specialist teachers.

In Year 9 students will be able to choose four subjects from the following electives to study over the whole year:

- Art
- Business Studies
- Design and Technology
- Drama
- French
- Geography
- Information Technology
- Japanese
- Music

Dr Carolyn Moores
Director of Curriculum

ART

COURSE AIM

The study of visual arts assists students to understand and participate in the ever-increasing world of visual communication. Students explore and develop their own personal forms of expression through exposure to various art forms. Students develop skills, processes, knowledge and personal confidence in exploring visual ideas over Years 7-9.

COURSE OUTLINE

Year 7 and 8 Art is a specialist subject with four periods per cycle on a semester rotation.

Year 9 Art is an elective choice with six periods per cycle over two semesters.

Students experience a range of *making* and *responding* tasks, which include a combination of research, development and resolution of ideas, subjects and images.

The following *making* and *responding* tasks are examples of what may be included in the Years 7 to 9 programs.

Theme	Focus	Making	Responding
<u>Year 7</u> Other Living Things	<ul style="list-style-type: none">• Animals• Plants• Indigenous Art• Air, Earth, Water	<ul style="list-style-type: none">• Drawing• Painting• Ceramics• Sculpture	<ul style="list-style-type: none">• Theory Worksheets• Journal
<u>Year 8</u> People	<ul style="list-style-type: none">• Portraiture• Line• Shape• Colour and Tone• Texture	<ul style="list-style-type: none">• Drawing• Painting• Collage• Ceramics• Digital	<ul style="list-style-type: none">• Theory Worksheets• Journal
<u>Year 9</u> Objects	<ul style="list-style-type: none">• Australian Art• A-Z of Me• Postcards• Popular Objects• Still Life	<ul style="list-style-type: none">• Drawing• Painting• Collage• Printmaking• Mixed Media• Digital	<ul style="list-style-type: none">• Written Assignment• Theory Worksheets• Journal

ASSESSMENT

Students are assessed using set tasks to gauge each individual's learning rates and achievement levels. The tasks provide a range of assessment instruments:

Making The production of artworks (drawing, painting, design, sculpture, printmaking etc).

Responding Describing, analysing, interpreting and evaluating artworks (worksheets, written assignments and tests).

A wide variety of resources are available within the School to support the students' learning experiences via written texts, audio-visual and computer technology. Students are given access to a wide range of art media, materials, tools and equipment.

ENRICHMENT ACTIVITIES

Excursions into and visits from the local community are organised to give students wider exposure to the stimuli of the world in which we live. These include gallery visits, artists' talks and workshops. The Art department publicises and co-ordinates a wide range of Art competitions, exhibitions and displays throughout the year and offers support to all students via class time, tutorials, and Art Club.

BUSINESS STUDIES

(Year 9 Elective only)

COURSE AIM

This elective aims to provide students with a basic understanding of personal finance and investing, the world of commerce, business structures and economic systems. Whilst this course is not a pre-requisite, it would provide useful background for future studies in Year 10 Business Studies, Senior Accounting, Senior Economics, and/or Senior Legal Studies. The course also provides students with valuable life skills in the areas of:

- personal financial management
- personal investment
- business structures and financing arrangement, and
- how commercial, business and economic systems function.

RATIONALE FOR SELECTING THIS SUBJECT

Business, in one form or another, affects everyone's life. Over 95% of all businesses in Australia are classified as small businesses and it is expected that most new jobs will be created in the small business sector. Employers, especially those involved with small businesses, prefer to employ people with knowledge of how such businesses operate. To satisfy the needs of business employers effectively, young people entering the workforce will be more valuable if they possess enterprising attributes and background knowledge of management techniques. Completion of this course will empower students to participate more effectively and responsibly in a changing business environment.

COURSE OUTLINE

The elective is organised into three focus areas.

1. Personal Finance and Investing

This unit deals with financial literacy on a personal level. Students investigate topics associated with earning an income, expenditure, saving, budgeting, taxation, credit and investment. Microsoft's Excel spreadsheets will be an integral part of this unit.

2. Business and Financial Management

This unit introduces students to how businesses are structured, how to start a business, focusing mainly on small businesses, and how businesses finance their operations.

3. The Economics of Business

The students will investigate the economic influences on businesses, specifically in the areas of:

- needs and wants and the basic economic question of scarcity
- supply and demand and how prices are set.

ASSESSMENT OUTLINE

Knowledge, analytical processes, research and communication skills are assessed throughout the year using a range of instruments. These will include short answer tests, response to stimulus and practical tests, as well as, research assignments.

HOMEWORK AND STUDY EXPECTATIONS

Students will be expected to do regular homework consisting of either set work or study of work covered during the School day. Assignment work will also need homework time to complete.

DESIGN AND TECHNOLOGY

COURSE AIM

Foundation Studies in Design and Technology is designed to prepare students for a life in a society increasingly dependent on the use of technology and problem solving. Students are introduced to a range of intellectual challenges to develop a fundamental understanding of materials, processes, systems and technological literacy within a design context.

COURSE OUTLINE

Foundation Studies in Design and Technology is structured over a three-year period. Students are exposed to a wide variety of problem solving activities in this time. Projects are designed to ensure that students gain a thorough knowledge of safe working practices, materials, processes, simple systems and control, mechanisms and motion, and electronics.

Design technique, Basic Graphics, and Information Technology skills are developed throughout the course.

ASSESSMENT

Assessment is based on the following:

- Design folios – analysis, research, concept sketches, working drawings, procedures, material lists and evaluation.
- Completed design projects
- Appraisal and evaluation of completed products
- Homework assignments

RESOURCES

The Design and Technology Faculty is equipped with a wide range of hand and power tools to enable students to construct the projects they design. Students have access to a variety of technology to assist them with their design and research assignments. These include text books, audio-visual resources, 3D printers, laser cutters and networked personal computer stations.

DRAMA

COURSE AIM

- Drama is a multifaceted, practical subject that encourages fun and discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills, the building of confidence and creativity.
- Drama helps students develop their personal understanding, their emerging sense of self and responsibility.
- Drama considers and enriches personal identity and builds awareness of real life situations. Learning experiences in Drama have context for students and are connected to their lives and their experience of the world.
- Drama encourages students to gain a richer understanding of themselves, their community and the world.
- Drama stimulates young imaginations, challenges perceptions and develops creative and analytical skills, supporting the development of an inquiring and empathetic world-view.
- Through the study of Drama, students become aware of their own personal and cultural perspectives, developing an appreciation of diversity and this promotes international-mindedness underpinned by ethics.
- Drama emphasizes the importance of working individually or collaboratively as part of an ensemble. It offers students the opportunity to engage actively in a creative process, transforming their ideas into action.
- The course is designed to encourage the progressive development of first-class communication skills over time so that all students can achieve their personal, vocational and professional goals. These are soft skills, valued by employers.
- The assessments are designed to support learners to develop and refine a range of communicative skills that are equally applicable in personal, social, professional and public arenas.
- The following skills are developed in a range of contexts: verbal and non-verbal communication skills, conversation and discussion skills, critical thinking and problem-solving skills, research and reflection skills, presentation techniques, persuasion and negotiation skills, planning and preparation, skills in using technology to aid communication, interpersonal skills, self-motivation, ability to learn and adjust, teamwork, organisational skills and valuing difference.

Assessable Elements

- (a) making
- (b) responding

Year 7

Unit 1 In their Shoes

Students, at all levels of experience, are introduced to aspects of Drama including acting, speaking and dancing. They learn to appreciate creativity through formulating original ideas and to speak audibly and clearly. Tasks require students to demonstrate empathy, confidence, perceptiveness and appropriate listening skills.

Unit 2 In their Secret Worlds

Students learn co-ordinated movement, good posture and contrasting facial expression. Clarity of speech is helped by exercises and tongue twisters. Spatial awareness and appropriate dialogue use, through mime and improvisation, are developed. Students employ an appropriate range of verbal and non-verbal skills in contrasting contexts from Roald Dahl to media reportage.

Unit 3 In their Shadows

This unit teaches how to combine ethics, principles and storytelling. Students learn about parables and folktales, using these as a basis for improvisation. They workshop ways in which different styles of narrative can be brought to life in a modern context and identify

archetypal characters and diverse values. Students enjoy learning how to interpret symbols through visual literacy and creative thinking. They must also demonstrate an ability to participate in a lively conversation.

Unit 4 In their Wildest Dreams

Students begin to perform with energy and exploit sound effects, invention, fantasy and combat styles to recount the deeds and express the feelings of dramatic heroes and heroines from the past. This gives students the opportunity to make their own interpretation of character. They also have fun, exploring clowning.

Year 8

Unit 1 Rogues and Tricksters

This unit consists of appreciating the benefits of group work and appropriate audience behaviour. Students learn simple dance steps for cheerful country dancing and basic skills in paragraph writing such as to 'describe and explain', and how to formulate specific examples. They experiment with funny character voices and narrative structure by breaking down the sequence of action in a short play. This enables them to demonstrate an understanding of structure, logic and climax when devising or interpreting stories.

Unit 2 Survivors

This unit concentrates on vocal and listening skills. Imagery is used to stimulate vocal variety and expressive movement. The lower order thinking skills words 'identify' and 'justify' are explicitly taught. Students have fun trying modern dance styles, such as hip-hop to generate rhythm, co-ordination and agility. Students enjoy using vocabulary and gesture to demonstrate their love of language that is vivid, powerful and meets the demands of specific situations. They must demonstrate a strong sense of lively communication and conviction in a group or one on one discussion.

Unit 3 Masked Creatures

Students take partners for the graceful waltz or the whirling heel and toe polka and learn to retell events through movement. Choral speaking is introduced and the use of vocal skills to build atmosphere. Vocal projection and the importance of good spatial awareness are focused on. Classics in Children's Literature are reinterpreted in a contemporary way using movement and mask. Students continue learning to employ a range of communication skills and tools. Visual literacy and higher order thinking skills, through the interpretation of symbols are extended.

Unit 4 Escapists

This unit focuses on understanding a one-act play and presenting convincing acting portrayals. Basic analysis of script is utilised for an understanding of character, relationships, status change and differing attitudes and motivations. Students choose one scene from the play and analyse it to gain insights into character and theme. Then, they shape it into a polished performance. Presentation skills will continue being developed. As actors, they must interpret dialogue to reveal that they understand more about the motivations of the characters (i.e. Who, What, Where, When, Why?). The benefit of this skill in real life is uncovered.

Year 9

Unit 1 Gangs

This unit analyses the conventions of the action film genre and revises vocal techniques. Students devise a group scene that creates a believable environment while generating dramatic action, danger and urgency through investing in heightened character, situation and gripping dialogue.

Unit 2 Families

Students are introduced to the theories of realistic acting. They investigate the driving force behind the words and actions of a character and apply an understanding of body language in real life.

The relevance and application of this acting skill towards understanding real people and their own life situations is discussed. Students provide constructive, articulate feedback to each other, and are encouraged to use evaluative language. Students will continue to use peer feedback during rehearsal and after their final performance to enhance and refine their acting skills for future performance situations. The higher order thinking skills that guide paragraph writing and synthesis, are investigated.

Unit 3 Wings

This unit introduces the contemporary style of magic realism, where a grim, real world is relieved by the creation of a portal to another, more imaginative, safer, place. Physical theatre, expressive movement and the ability to work as an ensemble to create this transformative place are developed. Sensitivity to an awareness of issues such as, family dynamics, inequity in friendship groups and the plight of the elderly, are explored.

The unit also concentrates on higher order thinking skills, through the theory of communication. Students must show a vital improvement in their interpersonal communication skills and be able to use verbal and non-verbal expression with ease and confidence. This unit also intrinsically demands combining pitch, pace, pause, intonation, tone, volume and emphasis to make speaking varied and arresting.

Unit 4 Bunkers

Students read aloud with performance quality, a play from two coalescent time-frames, contemporary Australia and World War Two. They uncover the history and social life of the period, the art, architecture and fashion of that period, the music from that time, and biographies of people from that time. They consider, through performance, the premise that Hitler had a daughter. They also demonstrate an ability to adapt verbal and non-verbal skills appropriately to meet audience needs. They will present a fully costumed and theatrically realised original scene in small groups.

- Students consider the play for geographical context (the country, urban or rural, season, climate, weather, and physical surroundings).
- They read the script for political context. Does the scene suggest a strong political background? If so, how does it affect the characters in relation to authority, power, security and influence?
- They examine the script for social context (class, social standing). What social group does the character represent and what are the values and lifestyle of that group?

During this task students also discover the fascinating way theatre lights are used and modified by changing focus, colour or intensity to draw attention to aspects of a production.

Overview:

Through Drama, students develop competence in speaking, both in formal and informal situations, and demonstrate an ability to prepare, design and deliver informative talks in a clear and relevant manner.

Students are encouraged to use language that is imaginative, fluid and shows a sense of spontaneity. They employ a range of communication skills and tools to present and engage with complex and challenging ideas. This will provide an excellent foundation for all subjects and careers.

By the end of this year, students should be able to initiate and participate effectively in any discussion. The use of complex language should be evident. Students should convey complicated ideas and have a sense of fluency and ease in conversation. They should be able to perform or speak in front of an audience without self-consciousness, anxiety or too many nerves.

ASSESSMENT

The majority of assessment is practical and completed progressively through the term. Written work will consist of responding to the Dramatic Meaning of performances through evaluation, creative writing and the practical application of Drama Theory.

ENGLISH

COURSE AIM

The aim of the English course is to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of situations, and by developing their appreciation of language and its use. This includes dealing explicitly with “the basics” such as grammar, spelling and punctuation, while encouraging students to reflect in a critical manner on a range of texts.

Australian Curriculum

The English programs at Townsville Grammar School are compatible with the Australian Curriculum. English focuses on three strands: Language, Literature and Literacy.

COURSE OUTLINE

In the teaching of English, we want to develop speaking, listening, reading, writing and viewing by involving students in situations where these skills and processes are used. We encourage students to practise and reflect on the processes involved in each of these learning activities. The central focus is the development of students’ abilities to comprehend, analyse and compose a range of texts for a range of purposes and audiences. We seek to foster a culture of reading and writing with a fundamental emphasis on the control and refinement of the skills and processes of effective communication. The development of the units incorporates the ACARA strands and standards, the literacy teachings of Hochman and Wexler’s ‘The Writing Revolution’ and is supplemented by the Cambridge student workbook ‘Connecting English’.

Within each year level, class sets of common texts, novels, plays and poetry are kept in the library and used as required. The Faculty also has a range of audio-visual resources which supplement these texts.

CORE GENRES

Students are required to create a range of texts:

- Analytical exposition
- Persuasive speech
- Short story

ASSESSMENT

Assessment in English is continuous. By the end of each year level, student folios will contain five items, both written and spoken, but with an emphasis on writing. Achievement levels are awarded based on a student’s ability to demonstrate the criteria in each standard.

A task sheet which describes the task, audience, purpose and conditions will be given to each student. Each task will be accompanied by a criteria sheet which explains the features to be assessed. In addition, students will produce assessment tasks under a range of conditions, from take-home assignments to supervised writing and formal exams.

Student responses to the annual Townsville Grammar School Writing Competition are also included. In addition, students will produce assessment tasks under a range of conditions, from take-home assignments to supervised writing and formal exams.

ENRICHMENT ACTIVITIES

- English tutorials are held weekly and on an individual needs basis as negotiated with teachers.
- Special programs of skill-building tutorials are also offered in response to student needs.
- Debating and public speaking activities are supported by the Faculty.
- External writing competitions are supported by the Faculty.

SET TEXTS

Students are required to purchase the following:

- A good quality dictionary and thesaurus
- A Skills Builder and Homework Program
- A Spelling Book (Year 7)
- Connecting English (Year 8/9)

- *Twelve Angry Men* by Reginald Rose (Year 9)

COURSE OVERVIEW

	Term 1	Term 2	Term 3	Term 4
Year 7	Unit 1: Mystical Creatures	Unit 2: The World of Fantasy	Unit 3: Imaginative Voices	Unit 4: Characterisation in Texts
	Narrative and persuasive. Assessment: spoken and written.	Film Study. Assessment: Analytical writing.	Novel Study. Assessment: Short story.	Novel Study. Assessment: Analytical oral.
Year 8	Unit 1: Dystopian Worlds	Unit 2: Language of the Imagination	Unit 3: News Reports in the Media	Unit 4: Character Archetypes
	Novel Study. Assessment: Analytical exposition.	Poetry Study. Assessment: Narrative Spoken.	Media Study. Assessment: Analytical Exam.	Film and narrative study. Assessment: Persuasive Speech.
Year 9	Unit 1: <i>The Outsiders</i>	Unit 2: Poetry and the Australian Landscape	Unit 3: Myths and Legends	Unit 4: <i>Twelve Angry Men</i>
	Novel Study. Assessment: Analytical exposition.	Poetry Study. Assessment: Narrative Spoken.	Film Study. Assessment: Analytical Exam.	Play Study. Assessment: Persuasive Speech.

STUDY EXPECTATIONS AND HOMEWORK

As previously stated, Years 7, 8 and 9 have a formal homework program. Other formal homework related to ongoing classwork and assessment is often given. Students are also expected to read as widely as possible and to be working on assignments.

ENGLISH AS A SECOND LANGUAGE (ESL)

Townsville Grammar School is an outward looking learning institution that embraces students from different cultures.

At the North Ward Campus there are a number of students who attend English as a Second Language (ESL) support classes, where they receive individually-tailored language and subject-specific support. Specialist ESL teachers are timetabled to teach multi-age groups across the Middle School. The School recognises the importance of providing direct language assistance to this group to enhance their learning outcomes.

In the Middle School (Years 7-9), ESL students are timetabled four periods per cycle of ESL support which allows the teacher to differentiate for the various levels of learners in the class frequently. In this way the needs of all learners are addressed and students extended at a suitable pace.

School reports on student progress are provided regularly at the end of each term. The four lessons per cycle are scheduled across different classes in the week to ensure students are not missing time from any one class. Students are withdrawn from regular classes to attend this class for ESL support. ESL support classes are kept small to maximise the ratio of students to teacher, with opportunities for one-on-one time.

In addition to ESL support classes, the School offers specific after-school tutorials to students. Should an ESL student find exam preparation or assignments challenging they can attend subject tutorials and receive help to complete their homework. The specific details regarding tutorials are available on our website.

As additional support, ESL students are eligible for Special Consideration in relation to internal assessment at Townsville Grammar School. For example under test conditions students can receive 10 minutes extra per hour; they may take a dictionary to the exam; and they can ask that the teacher read the question aloud to them.

GEOGRAPHY

(Year 9 Elective Only)

COURSE AIM

Geography is the study of people and their connections with places. The way people interact with places is dynamic and these interactions have consequences for sustainability and management. Students will engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical issues and their effects on people, places and the environment. Students investigate places in Australia and across the globe to observe and measure spatial, environmental, and cultural factors.

The course is aligned with the Australian Geography National Curriculum. The content is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and are taught in an integrated manner.

The key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

COURSE OUTLINE

Semester 1: “Planet Earth - Are we devouring our future?” - Biomes and Food Security

Humans have to eat to survive, but are we devouring our future?

Students will investigate the world's major land biomes (forests, grasslands and deserts) and the threats posed to them from human activity, in particular, agriculture. Studies will focus upon the capacity to increase food production and the sustainability of the world's environments to feed the projected future global population. What is the solution to food insecurity? Vertical farming, aquaculture, “Frankenfoods” (Genetically Modified Foods), changing diets to “Meatless Monday”,

A field trip to a local farm to investigate sustainable farming practices will be a component of this unit.

Semester 2: “The Global Village - For better or worse?” - Geographies of Interconnections

Every purchase, trip or social media post we makes connects people and places.

Students explore the role and implications of transportation, information and communication technologies in connecting people globally. Studies will focus upon the future sustainability of electronics, trade, tourism and leisure.

ASSESSMENT OUTLINE

Assessment will consist of short response tests on knowledge and responses to stimuli, a field report and research inquiries.

HOMEWORK AND STUDY EXPECTATIONS

It is expected that students will complete set tasks, often from the set textbook, and sufficient time should be devoted to the preparation of field reports and independent research inquiries.

ENRICHMENT ACTIVITIES

Field work and the application of digital technologies, such as Google maps, will be incorporated into studies to allow students to have the opportunity to extend their understanding of geographical models and skills.

HEALTH AND PHYSICAL EDUCATION

COURSE AIM

Health and Physical Education (HPE) in the Middle School aims to provide a foundation for developing a healthy and active lifestyle. The HPE program promotes physical activity and movement to allow students to develop healthy lifestyle habits now and into the future. The program is largely 'hands on' with an inherent focus on participation, skill development and game play.

In support of the TGS Middle Schooling philosophy and the Positive Education framework that underpins life at Grammar, HPE “**aims to provide an exciting and dynamic experience for our girls and boys in Years 7, 8 & 9.**” HPE reflects this by incorporating many varied, stimulating and dynamic sports and activities into the program. This provides a basis for the development of physically educated citizens who have an understanding and positive attitude towards good health and lifestyle. Students are exposed to many opportunities to enhance and develop their physical, social, emotional and intellectual skills for life through their experiences in HPE.

COURSE OUTLINE

In Years 7, 8 and 9 HPE, a variety of sports and physical activities are undertaken and assessed. This is dependent upon resources available, student and staff expertise and the variability of the North Queensland climate.

Sports that are incorporated into the curriculum have included, but are not limited to:

- | | | |
|-----------------------------|---------------------|-----------------|
| • Swimming | • Netball | • Dance |
| • Athletics | • Touch Football | • Orienteering |
| • Football | • Basketball | • Ultimate Disc |
| • Water Polo | • European Handball | • AFL |
| • Striking & Fielding Games | • Indigenous Games | |

Likewise, with the Theory element of the course, our students develop a strong understanding of the following topics:

- | | | |
|------------------|-------------------------------|---------------------------------|
| • Drug Education | • Personal Health | • Fitness & Training Principles |
| • Safety | • Community Health | |
| • Body Systems | • Sports Injuries | • Nutrition |
| • Social Health | • Risk Taking & Mental Health | • Sexual Health |

ASSESSMENT

The TGS Middle Schooling philosophy is one centred on the student learning through authentic, collaborative, challenging and developmental ways. Students are exposed to these opportunities throughout their written and physical work and subsequently, Years 7, 8 & 9 HPE students are assessed in two criteria; **theory** (written work) and **practical** (physical activity). These criteria are weighted equally in determining a student's overall Level of Achievement (LOA).

Theory concepts are assessed each term using a variety of methods (eg. research assignments, exams, presentations), and practical work is assessed via physical activity (against predetermined standards), and also includes participation levels, effort and enthusiasm demonstrated by the student throughout the unit of practical work.

HUMANITIES

COURSE AIM

The Humanities, by its very nature, involves investigations of controversial and challenging issues and promotes critical thinking in the development of optimistic future visions. This key learning area introduces young people to a world of ideas and experiences, which will enhance their self-knowledge and assist them to be active participants in their world.

The Australian Curriculum for History and Geography requires that teaching and learning embrace the following Cross Curriculum Priorities and General Capabilities.

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

General Capabilities

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

Units studied include:

Year 7 History

- Ancient Greece
- Ancient China

Geography

- Place and Liveability
- Water in the World

Year 8 Geography (Semester 1)

- Landforms and Landscapes
- Changing Nations – Migrations and Urbanisation

History (Semester 2) - Ancient to the Modern World (Australian History Curriculum)

- Medieval Europe and The Black Death
- Shogunate Japan

Year 9 History (Semesters 1 and 2) - The Making of a Modern World (Australian History Curriculum)

- World War One – “Lest We Forget”
- The Industrial Revolution – “Making a Better World”
- People Movements – “Australia, the Lucky Country?”
- Making a Nation – “Australia, A Worker's Paradise?”

ASSESSMENT

Knowledge skills and processes are assessed throughout the year using a range of instruments. These include:

- short answer test
- extended writing tasks-paragraphs
- research assignments and/or oral presentations
- response to stimulus/sources tests
- practical skills tests/tasks

RESOURCES

Students pay the general purpose levy which helps to provide for photocopied articles, atlases, class sets of texts, audiovisual resources and digital technologies.

INFORMATION TECHNOLOGY

COURSE AIM

The ability to work confidently with information and communication technologies is a necessary life skill in the 21st century. Students will be encouraged to develop the knowledge, skills, processes and attitudes that are required for effective participation in the community as responsible and capable users of information technology.

COURSE OUTLINE

Four themes form the basis of study in Information Technology in Years 8 to 9:

- **Accessing and Constructing Digital Information** In accessing and constructing information, students make use of the Information Literacy Process. They will be given the opportunity to develop their ability to locate, select, organise and present information. The skills needed to use resources such as the Internet, online databases and spreadsheets will be developed.
- **Digital Communication & Publishing** People communicate in different ways for different purposes and different audiences. Students are encouraged to structure, design and develop computer-generated products using a variety of publishing media including printed text and images, multimedia and web-based products.
- **Interfacing with Machines** Students investigate, use and manage information products that provide a bridge between users and machines which incorporate digital technology.
- **Participating in Online Communities** Students are provided with opportunities to develop their understanding of online communities and the significance and impact of the Internet in their own lives and contemporary Australian society. They are encouraged to consider and adopt appropriate genre, conventions, practices and processes for participation in today's online communities through personal use of online tools, events and services.

Within these four themes, students will learn network procedures, introductory and intermediate use of word processing, spreadsheets and presentation software as well as the principles of desktop publishing for use in most software applications. They will be introduced to databases and they will use the World Wide Web for research purposes and email for communication. They will collect, download and edit digital images and audio clips. They will learn animation techniques and introductory programming principles.

ASSESSMENT

Assessment is an integral part of the learning process. In Years 8 to 9, students will be required to complete a variety of practical tasks and exercises throughout the year and produce portfolios of work that showcase the analysis, design, development and evaluation of their products. Practical tests and quizzes will be used both by teachers in their observation and monitoring of student progress and by students for self-assessment. Short skill and theory tests will allow students to demonstrate their knowledge. Students will be assessed on their competency in a variety of areas of study. Information Technology is not reported on in Year 7.

RESOURCES

It is **not** a requirement of this course that students own a home computer. Most of the practical tasks in Years 7 to 9 can be completed in class time. However, if extra time is required to complete exercises or projects, students can access computers before and after school.

LITERACY SUPPORT

COURSE AIM

The aim of Literacy Support is to provide additional assistance to students in their educational development. Students may experience literacy difficulties for a variety of reasons. This subject is for students who may experience barriers in their learning due to either an imputed learning difficulty or a diagnosed disability or impairment.

Literacy Support program is designed to run parallel to the core curriculum areas across the school, whilst embedding a strong literacy focus together with an emphasis on organisation, research skills, communication skills and thinking skills. In addition, some students will be supported in core curriculum areas by a Teacher Aide.

Literacy Support strives to:

- provide students with a nurturing and supportive environment that fosters the individual educational needs of students with learning difficulties and disabilities
- enable students to gain confidence in themselves as learners
- support students to become independent, life-long learners
- support students in the development of their organisation, research and thinking skills
- support students in the development of their literacy skills in reading, comprehension, writing, speaking and listening in a variety of real-life scenarios, where applicable
- provide additional support and assistance with assignments and exams
- encourage students to pursue personal excellence
- foster and enhance student wellbeing, social and emotional development

COURSE OUTLINE

Students will achieve their 'personal best' by working in individual and small group situations, specifically designed to meet their educational needs. Students will participate in a variety of learning experiences to increase their knowledge, understanding and application of the following areas:

1. reading and comprehension skills
2. written expression and spelling skills
3. research skills
4. spoken language skills
5. thinking skills
6. organisation
7. study skills

In this subject, students will also receive support primarily with their English coursework through additional learning activities and scaffolding of assessment work. Students may also receive additional assistance with assignments in other subject areas as needed, and support during examinations.

Some students in this subject may require adjustments to teaching and learning strategies to access particular core curriculum. For a small number of students who have an ICP, this may also include modified learning and assessment programs, intensive teacher aide support or withdrawal support for exams.

COURSE ORGANISATION & ELIGIBILITY

At Townsville Grammar School, the Literacy Support program is delivered across Years 7, 8, 9 and 10.

Newly enrolled students, previously identified with accessing Literacy Support in Primary School, will be eligible to undertake this course in Year 7. This subject is a one-year course and undertaken in lieu of a Modern Language. At the end of Year 7, a student's learning support needs will be reviewed to determine whether the student may benefit from continuing with Literacy Support or commence with a Modern Language in Year 8.

A student entering or continuing with Literacy Support in Year 8 will then undertake a two-year program across Years 8 and 9 in lieu of Modern Languages. It is expected that a student commencing Literacy Support in Year 8 will continue to do so in Year 9. However, in certain circumstances and by recommendation of the Director of Curriculum, students may join this course in Year 9.

In Year 10, Literacy Support is offered as an *elective* subject. However, as a prerequisite for entry into the Year 10 program, students must have undertaken Literacy Support in Years 8 and/or 9. The Head of Educational Support will review and consult with parents and students to determine whether a student may benefit from continuing with the program in Year 10.

Given the specialist nature of the Literacy Support program, eligibility into this course is determined by the specific individual learning needs of a student. This may involve an assessment of the student's learning difficulties through data gathering processes and consultation with parents, teachers, Senior Management, and other relevant stakeholders.

ASSESSMENT

This is a non-assessed subject. Students are reported on individual performance, organisation, following teacher directives and instructions for learning, work ethic and willingness to engage in learning.

HOMEWORK AND STUDY EXPECTATIONS

As Literacy Support is designed to enhance core curriculum areas, homework is not assigned in this subject. In addition to the support provided within the school environment, it is imperative that students are educationally supported within the home environment. Communication between Learning Support teachers and parents is highly encouraged.

RESOURCES

- PROBE Reading Assessment
- Metacognitive strategies for reading comprehension
- *Cambridge Essential English Skills for the Australian Curriculum Years 7-10*
- Wide range of reading resources
- Variety of audio-visual, technological equipment and online applications
- Microsoft Teams
- Class novels

CONSULTATION

Prior to electing this subject, parents are requested to initially consult with the Head of Educational Support or the Director of Curriculum regarding the individual student's learning support needs.

MATHEMATICS

COURSE AIM

Middle School (Years 7-9) Mathematics education at Townsville Grammar aims to:

- develop students' interest in and enjoyment of mathematics;
- provide students with opportunities to increase their repertoire of mathematical language, concepts, processes and skills;
- provide students with opportunities to explore and use mathematics in a variety of contexts and applications;
- enable students to experience success with mathematics;
- enable students to gain confidence in themselves through their ability to use mathematics;
- support students in becoming independent learners through an appreciation and understanding of how they personally learn mathematical ideas;
- encourage students to pursue personal excellence within mathematics;
- develop students' ability to communicate mathematical ideas effectively;
- help students to appreciate the importance of the role of technology within mathematics, and to become more confident in using it to learn and apply mathematics;
- provide students with activities in mathematics that form appropriate conclusions to their middle secondary schooling and foundations for senior school mathematical studies;
- help students to value their mathematical knowledge and to use it to become informed citizens capable of making sound decisions both in the world of work and their personal environments;
- develop in students a better appreciation of mathematics as a major, dynamic field of human endeavour, one that has both its roots in many cultures and an important role in the development of contemporary society.

COURSE OUTLINES

Preamble

An important aspect of the Middle School Mathematics course is to provide students with many opportunities to read, write and speak mathematically, with students working in groups or individually on 'problem solving' and investigation tasks. Also, a regular commitment to the use of technology has been established with the use of scientific calculators and computers encouraged.

All Year 7 are taught Mathematics in mixed ability groups

The majority of students in Years 8 and 9 will complete the Mathematics course although some students who experience difficulties with Mathematics will follow the Mathematics Core course.

In Years 8 and 9 we envisage some movement of students between the Mathematics groups over the year, based on their performance in common tests. Whilst students studying Mathematics may go on to study Mathematical Methods (SL)/Mathematical Methods (HL) in Year 10, study of the Core Mathematics course leads on to General Mathematics in Year 10.

HOMEWORK AND ASSESSMENT

All students will be required to complete regular homework allocated by their teacher. Assessment will include traditional written exams and a Problem Solving Modelling Task (PSMT). Depending on the year level and course, exams may be Technology Free (TF) that is without use of a calculator and or Technology Active (TA) with access to a calculator. Exams will occur each term with the exam at the end of Terms 2 and 4 usually being cumulative over the semester. In addition to exams, students each year will complete a Problem Solving Modelling Task (PSMT) in either Semester 1 or 2. It is highly recommended that students summarise their course work on a regular basis (fortnightly) so that they are well prepared for exams in Mathematics.

ENRICHMENT ACTIVITIES

- Regular mathematics tutorial (usually weekly)
- QAMT Year 7/8 Mathematics Quiz
- Australian Mathematics Competition
- Mathematics Challenge for Young Australians
- Mathematics Challenge Enrichment Stage
- QAMT Problem Solving Competition

Course Outline

Year 7

<ul style="list-style-type: none"> • Whole Numbers, Decimals, Fractions • Computation Strategies • Percentages • Ratio and Rates • Algebra: Patterns and solving simple equations • Perimeter, Area, Volume, Mass • Geometry 	<ul style="list-style-type: none"> • Introduction to Negative Numbers • Introduction to Proportion • Probability • Chance & Data • Statistics • 2D and 3D Shapes • Scale Drawing, Co-ordinate Grids
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Year 8

<ul style="list-style-type: none"> • Integers, Whole Numbers properties, Order of Operations and substitution • Fractions, Decimals and Percentages • Measurement: Perimeter, Area, Surface Area and Volume • Pythagoras' Theorem • Geometry: Angles, Parallel Lines, Properties of Triangles, Quadrilaterals and Polygons • Algebra: Substitution, Expanding & factorising, Index Laws 	<ul style="list-style-type: none"> • Ratios and Rates • Statistics: Measures of Centre, Measures of Spread and displaying data • Probability: Experimental Probability, Venn diagrams and Two-way tables • Algebra: Solving Equations, Formulas and Inequalities • Linear and Non-Linear Relationships
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Year 9

<ul style="list-style-type: none"> • Ratio, Rates, Percentages and Money • Algebra: Algebraic expressions, Solving Linear Equations, Inequalities and Simultaneous Equations • Pythagoras' Theorem and Trigonometry • Algebra: Linear Relationships 	<ul style="list-style-type: none"> • Measurement: Area, Surface Area and Volume of Prisms and Composite Shapes • Algebra: Index Notation up to Fractional Indices, Scientific Notation • Probability & Statistics: Grouped Data, Box and Stem-and Leaf plots • Algebra: Binomial Expansion, Factorising algebraic expressions including Trinomials, Simplifying algebraic Fractions
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ACADEMIC STREAMING

At the start of the year students in Year 8 and 9 are placed in their Mathematics classes using their level of achievement on the previous year's report and teacher recommendation. In the Mathematics course in Years 8-9 we normally have two 'top' streams and the rest of the cohort is grouped into 'middle' streams. To be chosen for a 'top' stream the student must have consistently high results in Mathematics assessment (usually at a VHA or top HA level). At the start of Terms 2, 3 and 4 some students are moved between classes to a more appropriate stream: students who have not maintained good results in the 'top' streams are moved into a 'middle' stream to make way for other students who have VHA results.

Although these movements are done in the best interests of the student involved they sometimes cause anxiety. Parents are reminded that all decisions about class placements are made solely by the Mathematics Faculty. For obvious reasons it is not appropriate for a parent to attempt to influence these decisions, otherwise the streaming process will lack credibility.

MODERN LANGUAGES

COURSE AIM

Modern Language courses at all levels focus on communication of the target language in a cultural context. Effective participation in the course at Years 7, 8 and 9 level offers students the potential to:

- enhance their level of literacy and improve their first language
- enhance their general cognitive development and abilities, memory skills and problem-solving ability
- familiarise themselves with the many different genres/text types
- extend their understanding and appreciation of both their own culture and target language culture using diverse linguistic and cultural perspectives
- acquire knowledge, skills and strategies to communicate at a basic level in the target language with a native speaker
- develop cultural sensitivity to peoples of the world

Please note: in 2022, Year 7 will study one semester each of French and Japanese: students then select one language to continue studying in Year 8 the following year.

COURSE OUTLINE

During Years 7, 8 and 9, students at Townsville Grammar School will develop the four macro-skills of Listening, Speaking, Reading and Writing. Students of Japanese will develop the skills to read and write using the three writing systems, Hiragana, Katakana and Kanji.

The Year 7-9 course of study is developed around five general themes

- Leisure and Recreation
- Personal and Community Life
- The International World
- The Imaginary World
- The Built World

More specifically, students will engage in topics such as School Life, Myself and My Family, Hobbies and Interests, Food and Cooking, Housing, Daily Routine, My Body, Holidays and Vacations, Television and Cinema.

ASSESSMENT OUTLINE

Years 7, 8 and 9 students undertake assessment in a combination of the four macro-skills each term. Assessment instruments reflect real life situations and are designed to reflect the content taught. Students will both respond to and create a variety of texts, allowing all learners to demonstrate the skills they have developed.

ENRICHMENT ACTIVITIES

- Weekly tutorials are offered for language learning extension and/or support
- Opportunity to continue language learning into Senior School and participate in a School Language Tour (biennial offering for Years 10, 11 and IB students)

Students may be offered the opportunity to be further engaged in enrichment activities such as:

- The Alliance Française Schools' French Competition
- French Speech Competition
- The Townsville & District Annual Japanese Speaking Competition
- Visiting a restaurant

MUSIC

COURSE AIM

Music contributes to learning through the development of aspects such as memory, co-ordination, concentration and inventiveness. The study of music also develops skills such as logical, critical and divergent thinking, decision making, and concept formation. Mastery of physical and perceptual skills gives students a sense of achievement, self-confidence and self-esteem.

Students studying music are empowered by its vast capacity as a creative medium. Music education programs inspire students to be involved with music as a leisure pursuit or as a career. Studying music as a specialist subject at the Middle School Level encourages students to:

- Perform music and enjoy success and build musical confidence;
- Compose music and experiment with musical ideas in a variety of styles and genres including music technology;
- Listen, analyse, become musically literate, and be capable of communicating an understanding of music.

All Music classes take place in the School's spacious and well-appointed Music Centre.

In Years 7 and 8, Music is a subject for all students and is taught by a specialist Music teacher.

In Year 9, Music is an elective subject, taught by a specialist Music teacher.

COURSE OUTLINE AND ASSESSMENT

Central to the course are the three interacting dimensions of listening, composing and performing. Assessment is linked closely to these three dimensions.

Listening involves development of aural and visual musicianship skills.

Creating is improvisation and composition of music in various styles.

Performing involves playing and singing music in a group situation and as a soloist.

Each dimension includes prominent use of Information Technology.

Year	Term 1	Term 2	Term 3	Term 4
7 Assessment	Music elements	Instruments	Music for Film	Rock music
	Musicology: Exam	Performance: Guitar / keyboard/ voice Composition: Percussion	Composition: film music	Performance: Rock Trap Musicology: rock song analysis
8 Assessment	Vocal Music	Forms of music notation	Music for Celebration & Commemoration	Folk Music
	Performance	Musicology: Exam	Composition	Integrated project – Performance & Musicology
9 Assessment	Music for the Theatre	Australian Art Music	Music of the Baroque Period	Popular Music
	Performance – Song from a musical	Composition & Musicology	Integrated project – Musicology	Performance & Composition

Learning an instrument is beneficial for studying Music, but not a prerequisite, as the course accommodates students of any range of musical experience and ability.

ENRICHMENT ACTIVITIES

All students, regardless of subject choices, are encouraged to develop their musical skills through participation in the School's Co-curricular Music program.

The Co-curricular Music program includes – choirs, bands, orchestras and other ensembles.

- Music Tours
- Grammar Sings and Ensembles Showcase Concert
- Soiree performances
- Eisteddfod
- Community performances
- Attending concerts
- Music for School Production

SCIENCE

COURSE AIM

In today's world a knowledge of Science is essential. A study of Science can offer ways of understanding many of the issues confronting us, such as social, political and economic issues. Further, the study of Science equips us with skills and strategies that can be used throughout our life such as critical thinking, observing, communicating and researching.

The creation of new scientific knowledge involves careful, disciplined investigative and analytic work, often over long periods of time. But it also involves making bold leaps of imagination and intellect, wrestling with dilemmas, overcoming barriers, following hunches, making guesses, inventing meaning and taking risks.

Our course in Science provides an opportunity for, and assistance in, the development of students' ability to access, process and communicate information so that they might be culturally and scientifically informed and aware.

COURSE OUTLINE

The Science curriculum at Townsville Grammar School has undergone changes in the middle school to prepare students for the new Senior studies curriculum. Several elements of the course have been altered and changes will continue to be made over the next few years as these pieces develop. The three main strands that currently guide the curriculum are: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Within the Science Understanding strand there are four sub-strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. The major emphasis will continue to be on practical and inquiry skills.

Year 7	Year 8	Year 9
<ul style="list-style-type: none">• Welcome to Science in the laboratory• Everyday Forces and Simple Machines• Classification and Ecosystems (Food Chains and Webs)• Separating Mixtures• Planet Earth	<ul style="list-style-type: none">• Introduction to Science• Student experiment investigation• Microscopes and cells• Human Body (Heart and Lungs)• Rock Hunting• Atomic Structure and States of Matter• Energy	<ul style="list-style-type: none">• Scientific Research• Light and Electricity• Human Body (Reproduction and Immunology)• Fundamental Chemistry• Earth Systems• Ecosystems

ASSESSMENT

Two dimensions of student ability are assessed in each topic: Knowledge and Skills. The Knowledge dimension involves the student recalling scientific fact and applying the concepts learnt to simple situations. The Skills dimension involves the student gathering, interpreting, analysing and communicating data and also applying learnt knowledge to more complex or novel situations.

In Years 7, 8 and 9, a variety of assessment techniques are used to ensure students have the opportunity to display their skills and abilities. The following lists some techniques used:

- Examinations
- Experimental reports
- Skills competencies
- Research projects
- Folio items

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