TOWNSVILLE · GRAMMAR · SCHOOL

BONUS INTRA MELIOR EXI

TGS

SUBJECT SELECTION HANDBOOK

YEARS 7-9 | 2023

BONUS INTRA MELIOR EXI

CONTENTS

MIDDLE SCHOOL CURRICULUM

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

English
Mathematics
Science
Humanities and Social Sciences
The Arts
Technologies
Health and Physical Education
Languages

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 Technologies, 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 Technologies
- Drama
- French
- Geography
- Digital Technologies
- Japanese
- Music

CMoores

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 as artist and audience. They develop practical techniques together with critical and creative thinking skills. Personal confidence, curiosity, imagination and perceptual skills are established as students explore and observe their world and the world of others through a variety of lenses or viewpoints. They gain knowledge of the diverse traditions, histories and cultures of artists, craftspeople and designers, and respect for the significant role visual art plays in enriching our lives.

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 five periods per cycle over two semesters.

Students experience a range of making and responding tasks. Making tasks involve students representing ideas and meaning in various 2D, 3D and digital forms. Responding tasks involve viewing, analysing, interpreting and evaluating their own and others' artworks through personal, formal, cultural and contemporary contexts.

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

Theme	***Focus***	***Making***	***Responding***
Year 7 ***Other Living Things***	• Animals • Plants • Indigenous Art • Air, Earth, Water	• Drawing • Painting • Ceramics • Sculpture	• Theory Worksheets • Journal • PowerPoint presentation
Year 8 ***People***	• Portraiture • Line • Shape • Colour and Tone • Texture	• Drawing • Painting • Collage • Ceramics • Digital	• Theory Worksheets • Journal • PowerPoint presentation
Year 9 ***Objects***	• Australian Art • A-Z of Me Postcards • Popular Objects • Still Life	• Drawing • Painting • Collage • Printmaking • Mixed Media • Digital	• Written Assignment • Theory Worksheets • Journal • PowerPoint presentation

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 across:

Making — Experimental folios of artwork. The production of artworks (drawing, painting, design, sculpture, printmaking etc).

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

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 TECHNOLOGIES

COURSE AIM

Foundation Studies in Design and Technologies 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 the four technology contexts

1. Materials & technology specialisations
2. Engineering principles and systems
3. Food and fibre production
4. Food specialisations

COURSE OUTLINE

In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

ASSESSMENT

Assessment is based on the following:

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

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Year 7	Technology context: Materials and technology specialisations	Technology context: Engineering principles and systems	Technology context: Materials and technology specialisations	Technology context: Engineering and principles and systems
Year 8	Technology context Engineering principles and systems	Technology context Materials and technology specialisations	Technology context Engineering principles and systems	Technologies context Materials and technology specialisations
Year 9	Technology context Food and fibre production	Technology context Engineering principles and systems	Technology context Materials and technology specialisations	Technology context Materials and technology specialisations

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 textbooks, audio-visual resources, 3D printers, laser cutters, a CNC machine and networked personal computer stations.

DIGITAL TECHNOLOGIES

COURSE AIM

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be safe, respectful, creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures. Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions within an ethical framework.

Embedded within our Digital Technologies course are the Digital literacies that encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.

COURSE OUTLINE

Content in Digital Technologies is organised under two related strands:

- **Knowledge and understanding** – the information system components of data and digital systems (hardware, software and networks)
- **Processes and production skills** – the skills needed to create digital solutions.

Together, the two strands provide students with knowledge, understanding and skills through which they can safely and ethically use the capacity of information systems (people, data, processes, digital systems and their interactions) to systematically transform data into solutions that respond to the needs of individuals, society, the economy and the environment. Teaching and learning programs will typically integrate these two strands, as content in Processes and production skills often draws on understanding of concepts in the Knowledge and understanding strand.

The **Knowledge and understanding** strand comprises two sub-strands:

- Digital systems
- Data representation

The **Processes and production skills** strand comprises seven sub-strands:

- Acquiring, managing and analysing data
- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing
- Privacy and security.

ASSESSMENT

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, planning, 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.

RESOURCES

It is **not** a requirement of this course that students own a home computer or specialist software. The practical tasks 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.

DRAMA

COURSE AIM

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. The subject emphasises 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.

Studying this subject ensures that students develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

COURSE OUTLINE

Year 7 Drama is a specialist subject with four periods per cycle over two semesters. Year 8 Drama is also a specialist subject with four periods per cycle on a semester rotation with Music.

Year 9 Drama is an elective choice with five periods per cycle over two semesters.

	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Year 7	In their Shoes	In their Secret Worlds	In their Shadows	In their Wildest Dreams
	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.	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.	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.	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 explore clowning as a physical form of performance.

Year 8	Term 1	Term 2	Term 3	Term 4
	Rogues and Tricksters	Masked Creatures	Survivors	Escapists
	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.	Vocal projection and the importance of good spatial awareness are the focus for this unit. 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. 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.	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. They must demonstrate a strong sense of lively communication and conviction in a group or one on one discussion. 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.	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	Term 1	Term 2	Term 3	Term 4
	Gangs	Families	Wings	Bunkers
	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.	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.	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.	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.

ASSESSMENT

The two features of the Australian Curriculum Arts that are assessed are: responding and making. 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 which include:

- Analytical expositions
- Persuasive speeches
- Narratives

ASSESSMENT

Assessment in English is continuous. By the end of each year level, student folios will contain both written and spoken tasks. 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.

ENRICHMENT ACTIVITIES

- English tutorials are held weekly and on an individual needs basis as negotiated with teachers.
- Debating and public speaking activities are supported by the Faculty.
- External writing competitions are supported by the Faculty.
- 'Book Week' activities and competitions are held to highlight the importance of reading.

SET TEXTS

Students are required to purchase the following:

- A good quality dictionary and thesaurus
- *English Rules* (Year 7)
- *Connecting English* (Year 8/9)
- *Twelve Angry Men* by Reginal Rose (Year 9)

COURSE OVERVIEW

	Term 1	Term 2	Term 3	Term 4
Year 7	**Unit 1: Poetry: Land and Creatures**	**Unit 2: Characterisation**	**Unit 3: Imaginative Voices**	**Unit 4: Characterisation in Texts**
	Poetry Study Assessment: Analysis Table and Spoken Narrative	Novel Study Assessment: Written Narrative	Media Study Assessment: Persuasive Feature Article	Film 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: *The Outsiders***	**Unit 2: Poetry and the Australian Landscape**	**Unit 3: Tension and Suspense**	**Unit 4: *Twelve Angry Men***
	Novel Study Assessment: Analytical exposition.	Poetry Study Assessment: Narrative Spoken.	Film Study Assessment: Analytical Exam.	Play Study Assessment: Persuasive Speech.

STUDY EXPECTATIONS AND HOMEWORK

Years 7, 8 and 9 have a formal homework program which is facilitated through the use of *English Rules* (Year 7) and *Connecting English* (Years 8 & 9). 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 assessment tasks.

ENGLISH AS A SECOND LANGUAGE (ESL)

Townsville Grammar School is an outward looking learning institution that embraces students from different cultures. When the need arises, this subject is offered at Townsville Grammar School.

At the North Ward Campus, students may be invited to 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 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 make 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 resources, 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 Middle Schooling philosophy and the Positive Education framework that underpins life at Townsville Grammar School, 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:

- Athletics
- Basketball
- Cultural Games
- Dance
- European Handball
- Football
- Group Fitness
- Lifesaving
- Netball
- Orienteering
- Striking & Fielding Games
- Ultimate Disc
- Water Polo

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

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

ASSESSMENT

The HPE philosophy for the Middle School 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 AND SOCIAL SCIENCES

COURSE AIM

The subject, 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 Humanities, 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 Humanities

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 have access to class sets of texts, audio-visual resources and digital resources.

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 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.

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 to become independent, life-long learners in pursuit of personal excellence
- support students in the development of their organisation, research and thinking skills as well as their literacy skills including reading, comprehension, writing, speaking and listening in a variety of real-life scenarios, where applicable
- provide additional support and assistance with assignments and exams as well as effective study skills
- 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, and
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, as well as support during examinations.

Some students in this subject may require adjustments to teaching and learning strategies to access the core curriculum. For a small number of students who have an Individual Curriculum Program (ICP), this may also include modified learning strategies and assessment tasks, intensive teacher aide support and/or withdrawal support for exams.

COURSE ORGANISATION & ELIGIBILITY

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

Given the specialist nature of Literacy Support, 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.

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.

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

ASSESSMENT

This is a non-assessed subject. Students are reported on individual performance, organisation, following teacher directives and instructions, 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 the Head of Faculty – Educational Support 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, digital resources and online applications
- Microsoft Teams
- Class novels

CONSULTATION

Prior to electing this subject, parents are requested to initially consult with the Head of Faculty - Educational Support and/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 OUTLINE

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 modelling' tasks. Also, a regular commitment to the use of technology has been established with the use of scientific calculators and computers encouraged.

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 in Year 10, students studying the Core Mathematics course leads to General Mathematics in Year 10.

Year 7	
• Whole Numbers, Decimals, Fractions • Computation Strategies • Percentages • Ratio and Rates • Algebra: Patterns and solving simple equations • Perimeter, Area, Volume, Mass • Geometry	• Introduction to Negative Numbers • Introduction to Proportion • Probability • Chance & Data • Statistics • 2D and 3D Shapes • Scale Drawing, Co-ordinate Grids
Year 8	
• 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	• 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

Year 9	
• Ratio, Rates, Percentages and Money • Algebra: Algebraic expressions, Solving Linear Equations, Inequalities and Simultaneous Equations • Pythagoras' Theorem and Trigonometry • Algebra: Linear Relationships	• 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

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, examinations may be Technology Free (TF) that is without the use of a calculator and or Technology Active (TA) with access to a calculator. Examinations will occur each term with the examination at the end of Terms 2 and 4 usually being cumulative over the semester. In addition to examinations, 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 examinations in Mathematics.

ACADEMIC STREAMING

All Year 7 students are taught Mathematics in mixed ability groups.

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 Semester report along with teacher recommendations. In the Mathematics course in Years 8 and 9 there are usually 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.

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

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

NOTE: In 2023, 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, 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.

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.

In Year 7, Music is a subject for all students and is taught by a specialist Music teacher with four periods per cycle over two semesters. In Year 8, Music is also a specialist subject with four periods per cycle on a semester rotation with Drama.

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 the prominent use of digital resources.

	Term 1	**Term 2**	**Term 3**	**Term 4**
Year 7	Rock Music	Instruments	Music Elements	Music for Film
	Performance: Rock Trap	Composition: Percussion Musicology: Instrument Research Presentation	Musicology: Exam Performance: Group task	Composition: Film Music
Year 8	Vocal Music	Forms of music notation and Musical Elements	Music for Celebration & Commemoration	Folk Music
	Performance: Group Task	Composition: Chamber Music Musicology: Exam	Composition	Integrated project – Performance & Musicology
Year 9	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

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. Across Years 7-9 students also undertake field excursions to consolidate links between the theoretical world and real world.

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
• Welcome to Science in the laboratory • Everyday Forces and Simple Machines • Classification and Ecosystems (Food Chains and Webs) • Separating Mixtures • Planet Earth	• Introduction to Science • Student experiment investigation • Microscopes and cells • Human Body (Heart and Lungs) • Rock Hunting • Atomic Structure and States of Matter • Energy	• Scientific Research • Light, Sound 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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