INTRODUCTION

Building Relationships  Inspiring Learning  Achieving Potential

Welcome to the Clarence High Year 7 and 8 Curriculum Guide. This handbook has been put together by teachers to help students and their families understand our curriculum and to assist year 7 students make wise program selections for year 8. It is based on the developing Australian Curriculum and the Tasmanian Curriculum as appropriate.

We have designed a curriculum structure that will support each student to fulfil their potential while maintaining a balanced curriculum over their junior years at Clarence High. Year 7 students do a common course and do not need to make any program choices other than to decide if they want to study French or not. Students going into year 8 are encouraged to select programs that will meet their current and future needs and interests.

Clarence High is a school that values individuals and fosters their potential within the community. We aim for all students to be successful and we look forward to working in partnership with students and their families in order to achieve their goals. We care about all the people in our community and encourage all students to reach out and try their best. We are committed to academic and personal excellence in all fields of endeavour.

Clarence High learning programs will continue to be reviewed and remodelled over coming years to further incorporate the requirements of the Australian Curriculum. In particular, Mathematics, Science, English, History, Geography and Health and Physical Education have been reviewed to reflect the latest Australian Curriculum developments. There will continue to be a focus on building positive relationships, inspiring learning and high expectations for all students. Authentic learning and assessment tasks and positive behaviour supports underpin our work in encouraging the best from all of our students.
ASSESSMENT

The main purpose of assessment is to improve student learning. Assessment is an ongoing process of gathering and using evidence of student achievement.

Effective assessment enables:
• students to better understand their progress towards goals and become more knowledgeable and self-directed in their learning
• teachers to make more informed judgements about student progress and design more effective teaching programs
• parents and carers to better understand and support students’ learning and achievement.

Mathematics, Science, English, History, Geography and Health and Physical Education will be assessed against the Australian Curriculum year-based achievement standards. Other programs will continue with Tasmanian Curriculum Framework assessment or school-based assessment.

HOMEWORK

Students will be asked to do work outside school time for a variety of reasons. Students will be asked to:

• reflect on their thinking and learning
• discuss various topics with their families
• investigate family opinion or history
• research information from their local environment
• share their learning and enthusiasm with family and friends
• complete tasks begun in class
• engage in challenges as part of particular learning sequences
• attempt assignments
• practise skills as appropriate
• review and extend their learning and understanding

The purpose of all this is to help students to develop independent learning skills which will be so vital to their future as life-long learners. Teachers will monitor homework and provide feedback to students.

Students benefit enormously when families actively engage together in discussion of this process. Student learning is enhanced when school and home value both the student and their learning.
SUPPORTIVE SCHOOL COMMUNITY

At Clarence High School we are committed to building a supportive school community where everyone, staff and students, is able to work in a physically and emotionally safe environment.

Our Supportive School Community addresses such things as:

- Building school ethos and connectedness
- Involving students in school decision making processes
- Building a culture of leadership amongst our students
- Ways to facilitate and enhance student learning
- Inclusive and differentiated teaching methods
- Promoting mutual respect and using restorative justice practices
- Refining anti-bullying and anti-harassment policies and procedures including education about cyber bullying and cyber safety
- Peer support
- Resilience education
- Supporting positive behaviour and behaviour management
- Lunch time activities
- Extra-curricular activities such as debating, bands, academic competitions, computing club and sports
- Year structures and activities to support students
- Social activities for staff and students
- Year 7 and year 8 camp programs
- Recognising and celebrating student achievement
- Transitions to and from high school

All of this is built around the underlying values of: learning, excellence, equity, relationships and respect. Our community behavioural expectations of respect for self and others, responsibility and being an active learner form a firm basis for our school core drivers which are building relationships, inspiring learning and achieving potential. Our purpose is to provide the optimum learning environment for our students and build a learning community in which we can all thrive.
INDIVIDUALISED PROGRAMS

Tasmanian Government schools are committed to providing a quality education at your neighbourhood school that is inclusive of the learning needs of all students. Students may have more individualised needs due to psychiatric, intellectual or physical factors.

At Clarence we work with all our students to develop a course for each individual that best suits their needs. For most students these courses are made up of programs described in this Curriculum Guide. Some students, as identified by their learning achievements, future plans or behaviour, will be provided with alternative learning opportunities. Examples of these are The House Options program, numeracy and literacy support and community access opportunities. These alternative offerings are supported by the school and as such are considered to be part of our wider curriculum. For some students a more flexible, negotiated program will be necessary. We recognise that each individual is unique and we will attempt to work with each and every student to meet their unique learning needs.

Our Learning Centre also provides an individualised program for identified students. Our skillful team of teachers and teacher assistants work daily with students and parents in the delivery of a supportive yet appropriately challenging curriculum. Liaison with other agencies such as Disability Services, Clare House and Youth Justice ensures that an appropriate program tailored to the learner’s need is provided. Affirmation and celebration of improvement in positive relationships is a high priority. Regular liaison with other service providers ensures that individual programs are appropriate and transition planning for education and life beyond Clarence High is provided.

EXTENSION AND ENRICHMENT

At Clarence we value diversity and excellence and so we provide a curriculum that caters for students of all abilities. Gifted and talented children in our school require and enjoy extension and enrichment in their programs. This is provided in the following ways:

1. Integrated and differentiated classroom curriculum which provides appropriate support and challenge for all students.

2. Encouraging and supporting students to enter a number of competitions such as:
   - Australian Mathematics Competition
   - Maths Challenge and Enrichment
   - Maths Relays
   - MAT Maths Problem Solving Competition
   - Australian Informatics Olympiad
   - University of NSW ICAS Computing competition
   - UNSW ICAS Science competition
• UNSW ICAS English competition
• Bell Shakespeare Writing Competition
• Tasmanian Debating Union Competition
• National History Challenge
• Frank MacDonald Memorial Prize
• Simpson Prize
• Australian History Competition
• ANZAC Poetry Competition
• Alliance Francaise
• Science and Engineering Challenge
• Rio Tinto Big Science competition
• Tournament of Minds
• Eisteddfods and other musical competitions
• Robocup
• Stock Market Game
• My State Film Competition
• Junior Public Speaking (UNYA)
• Youth Parliament
• Next Gen Business Challenge
• And various other school-based competitions

3. Participation in various optional clubs such as Chess, Debating and Computer Programming and Robotics.

These extension and enrichment programs will be advertised through Student News and relevant subject classes. If you would like any further information about any of these options then please contact the office on 6244 2544. A brochure with more information will be published at the beginning of each year.

Leadership
Towards the end of year 7, students may apply for the position of Junior House Sport Captain. In this role students assist at primary school sports carnivals, help organise lunchtime sports and the equipment store and play a leading role in building house spirit.
YEAR 7 CURRICULUM

Year 7 students will engage in the following programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, History and Geography</td>
<td>6 periods per week, year long</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 periods per week, year long</td>
</tr>
<tr>
<td>Science</td>
<td>3 periods per week, year long</td>
</tr>
<tr>
<td>Personal Wellbeing including ICT Literacy</td>
<td>5 periods per week, year long</td>
</tr>
<tr>
<td>Music</td>
<td>1 period per week, year long</td>
</tr>
<tr>
<td>Art</td>
<td>2 periods per week semester</td>
</tr>
<tr>
<td>Design</td>
<td>2 periods per week semester</td>
</tr>
<tr>
<td>Drama</td>
<td>2 periods per week semester</td>
</tr>
<tr>
<td>Inventions, Innovations and Ideas</td>
<td>2 periods per week semester</td>
</tr>
<tr>
<td>French</td>
<td>Option – 1 period per week plus lunch tutorial</td>
</tr>
</tbody>
</table>

Literacy will be taught in all programs, with a particular emphasis in English. Information and Communication Technology will be taught in all programs, with a particular structured focus in Personal Wellbeing.

YEAR 7 HOME GROUP

The Home Group teacher for year 7 students will generally be their Personal Wellbeing teacher. This teacher will teach these students Personal Wellbeing for 5 periods per week and meet with them for Home Group each morning for 10 minutes at the start of each school day. The home group teacher will be your first contact with school for any general inquiries or passing on of important information about your child. With so much teaching contact they will get to know each child in their Home Group and thus be able to provide positive pastoral care. Pastoral care is not restricted to this teacher or program but they will provide a key role in caring for your son/daughter during the year. Personal Wellbeing teachers will focus on assisting students in their transition from primary school and connecting with their new social and educational world at high school including an overnight camp. There will be a focus on promoting mutual respect and making the best of the opportunities available at Clarence High School.

YEAR 7 CAMPS – CONNINGHAM

We will continue our camp program for all year 7 students at Conningham. Camp activities include:

- Challenge activities
- Volcano building
- Rowing/fishing
- Canoe races
YEAR 8 CURRICULUM

Year 8 students will engage in the following programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3 periods per week, year long</td>
</tr>
<tr>
<td>History and Geography</td>
<td>3 periods per week, year long</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 periods per week, year long</td>
</tr>
<tr>
<td>Science</td>
<td>3 periods per week, year long</td>
</tr>
<tr>
<td>Health and Wellbeing</td>
<td>3 periods per week, year long</td>
</tr>
<tr>
<td>ICT Literacy</td>
<td>1 period per week, year long</td>
</tr>
<tr>
<td>Option 1</td>
<td>3 periods per week, semester</td>
</tr>
<tr>
<td>Option 2</td>
<td>3 periods per week, semester</td>
</tr>
<tr>
<td>Option 3</td>
<td>3 periods per week, semester</td>
</tr>
<tr>
<td>Option 4</td>
<td>3 periods per week, semester</td>
</tr>
</tbody>
</table>

Year 8 students will study English, History and Geography, Science and Health and Wellbeing in their allocated teaching group. Students will study Mathematics in general ability groups. Students will choose from the range of options for the remaining 6 periods per week. Options will be studied for three periods per week for one semester, i.e. half the year. Classes will be determined by program selections. Students will do 4 options each year.

Semester options available for year 8 students:
- Applied Technology
- Art Production
- Computer Programming and Robotics
- Computing
- Critical and Creative Challenges
- Design
- Drama
- Food Studies
- French
- Music 1
- Music 2
- Three Dimensional Aesthetic Design

(See contents page at the front of the guide for page numbers of these courses).
YEAR 8 HOME GROUP

The Home Group teacher for year 8 students will usually teach these students for a minimum of 3 periods per week and meet with them for Home Group each morning for 10 minutes at the start of each school day. This teacher will be your first contact with school for any general inquiries or passing on of important information about your child. With so much teaching contact they will get to know each child in their Home Group and thus be able to provide positive pastoral care. Year 8 classes will incorporate understanding ourselves, how to work as part of a team, organisational skills and leadership as part of the pastoral care program. Pastoral care is not restricted to this teacher or program but they will provide a key role in caring for your son/daughter during the year.

YEAR 8 CAMPS – SPRING BEACH

As part of the year 8 program students will participate in a three day, two night camp at Spring Beach, Orford. The theme of the camp is “Accept the Challenge: Know yourself, know your team”. The camp experience aims to foster and support each student’s sense of belonging, community cooperation, friendship and leadership and to assist in their personal growth. Students do this by participating in a range of interest based and action packed activities and meeting a range of personal challenges.

The camp programme will consist of a variety of cooperative and water based challenges run by qualified staff. Students learn new skills and engage in activities that develop teamwork and help them to get to know each other and themselves better. The aim is to provide a rewarding, unique and happy educational and recreational experience for all year 8 students.
LOOKING TO THE FUTURE

GUIDELINES FOR COURSE CONSTRUCTION FOR GRADE 9 AND 10

Students have a wide range of choice within the following guidelines:

Students should choose a course made up of year-long and semester programs to a total of 7 lines per semester.

- **English, History and Mathematics** must be studied in a year-long program.
- **Science** must be studied for at least a semester in Year 9 and a semester in Year 10.
  
  *Students wanting to pursue pre-tertiary Science and Mathematics studies should study these courses in full year programs (Science Studies and Maths Studies in Year 9 and Further Science Studies and Further Maths Studies or Maths Methods in Year 10).*

We also require that our students study one course from each of the following areas in at least Year 9 or 10:

- **Health and Wellbeing,**
- the **Arts** as well as
- **Vocational and Applied Learning** or school based subjects

Students are encouraged to select a balanced program that will meet their current and future needs as identified during the pathway planning process. Students should give some consideration to which subjects they might want to study in future years and so ensure they have completed any prerequisites where necessary. Some programs will be offered every second year so students should plan their course over two years.

All students will be involved in the **Work Studies** program for one period a week.
<table>
<thead>
<tr>
<th>Grade 9 or Grade 10 separate</th>
<th>Grade 9/10 together</th>
<th>Grade 9/10 together</th>
</tr>
</thead>
</table>
| **English** | 9 English  
10 English | | |
| **Mathematics** | Further Mathematical Studies  
Maths Methods | Maths for Life  
Mathematical Studies  
Mathematics in Society  
2015  
Maths of Going Places  
2016  
Maths of Living  
Financial Literacy | |
| **History** | 9 History  
10 History | | |
| **Science** | Further Science Studies | Science Studies | Applied Science  
Surfing and Marine Science 2016  
Our Oceans 2015 |
| **Health and Wellbeing** | Health and Recreation  
Sport and Active Lifestyle  
Outdoor Education | | Health and Recreation for Girls  
Sport and Active Lifestyle for Girls  
Pure Fitness |
| **Arts** | Music – Rock Studies  
Music – Performance  
Music – General Studies  
Drama | Media- Movie Making  
Music - Performance  
Drama  
Art Production - Drawing & Print Making  
Art Production - Painting & Mixed Media | Ceramics, Glass and Sculpture  
Art and Fashion Production |
| **Vocational and Applied Learning**  
Including other School Based Programs | Design and Applied Technology  
Connected and Ready for Work  
Sport Science  
Personalised Learning (3 -9 ppw)  
Hospitality and Catering  
Food Studies | Big History  
Business Management and Enterprise  
Connected and Ready for Work  
Creative Writing (2016)  
Design – Craft Enterprises  
Digital Photography and Graphic Design  
Three Dimensional Graphic Design  
Digital Technologies 1  
Digital Technologies 2 | Fashion Production  
Food Studies  
Hospitality and Catering  
French  
Human Interactions  
Humanitarian Studies  
Information Systems  
Information Systems 2  
Journalism (2015)  
Personalised Learning (3 – 9 ppw) |
# TIMETABLE FRAMEWORK

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8.40 – 8.50</td>
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<td>8.50 – 10.05</td>
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<td>8.50 – 10.05</td>
<td>8.50 – 10.05</td>
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<tr>
<td>Break 1</td>
<td>10.05 – 10.20</td>
<td>10.05 – 10.20</td>
<td>10.05 – 10.20</td>
<td>10.05 – 10.20</td>
<td>10.05 – 10.20</td>
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<td>2</td>
<td>10.25 – 11.40</td>
<td>10.25 – 11.00</td>
<td>10.25 – 11.40</td>
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<td>4</td>
<td>12.00 – 1.15</td>
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<tr>
<td>Break 3</td>
<td>1.15 – 1.45</td>
<td>1.15 – 1.45</td>
<td>1.15 – 1.45</td>
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<tr>
<td>Lunch</td>
<td>1.15 – 1.45</td>
<td>1.15 – 1.45</td>
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<td>5</td>
<td>1.50 – 3.05</td>
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</tbody>
</table>

**NOTE:** There is an allowance for 5 minutes of movement time between the end of breaks and the start of periods.
7 ENGLISH, HISTORY AND GEOGRAPHY

In year 7 each class will usually have the same teacher for these three areas of study. This will allow the natural connections between them to be actively pursued. Literature provides an ideal introduction to some of the significant ideas and issues that will be explored through the History and Geography program. Literacy skills, thinking routines and using ICT are a focus of these learning areas and will be explicitly taught and reinforced.

7 ENGLISH

Time allocated: 3 periods per week, year long

The English curriculum is developed from the three interrelated strands of Language, Literature and Literacy. The teaching and learning program will balance and integrate these strands. The key focus is developing the students’ knowledge, understanding and skills in the areas of listening, reading, viewing, speaking and writing.

English focuses on the development of students as confident and effective thinkers and communicators; it contributes to students’ increasing awareness and understanding of texts and language through engaging with, analysing and creating a variety of texts including written, visual, spoken, performance and multi-media genres.

What will students do in this program and what skills will they develop?

During the year students experience a variety of tasks involving reading and viewing; writing and representing; speaking and listening and engage with a range of increasingly challenging literature, mass media and everyday texts.

Logical, critical, creative and reflective thinking skills are an essential part of the curriculum. Students will have opportunities for collaboration, negotiation and reflection to improve their learning, thinking and communication skills.

Students will have the opportunity to create a range of spoken, written and visual texts and become increasingly proficient in language skills. Literacy skills including spelling; grammar and punctuation; using graphic organisers; the writing process including drafting, editing and proofreading; understanding prose terms and devices including plot, theme, setting; the language of visual texts including camera angles, lighting, script. ICT and thinking routines are taught in context.

What are some of the big ideas that students will learn about in this program?

Teachers will use an inquiry approach so that students can explore significant questions, discuss and reflect on texts, language, people and the world.

Some significant questions may include:

- Why ask questions?
- What thinking strategies can I use to improve my understanding?
- How does language work?
- What is friendship?
- What place do heroes have in our society?
- What is poetry?
- What do you find in a newspaper?
- How do films work?
- How can I improve my literacy skills?

Assessment

Student learning in this program will be assessed against the Australian Curriculum English achievement standards.
7 HISTORY AND GEOGRAPHY

Time allocated: 3 periods per week, year long

History and Geography is an inquiry based interdisciplinary curriculum that draws on the Australian Curriculum for History and Geography.

What will students do in this program and what skills will they develop?

Thinking skills are integral to History and Geography. Students will develop their ability to reason, question, make decisions and solve complex problems using a variety of techniques. In order to be able to create, communicate and convey ideas clearly and confidently students will participate in a variety of group discussions and investigations to engage their curiosity and extend their understanding of a concept, issue or topic. Reflection is also a critical skill in improving students' understanding of how they can improve their thinking and understanding.

Students will conduct generic, philosophical or historical inquiries on significant issues by posing questions, gathering information, evaluating its credibility and relevance and drawing conclusions that can be supported by evidence. Developing ICT skills allows students to find, analyse and present information effectively.

History and Geography also provides students with opportunities to improve their literacy skills. They will have the opportunity to create various text types such as interviews, reports, essays, newspaper articles and ICT texts. Strategies such as planning, drafting, editing and proofreading are explicitly taught so students can refine their communication skills.

Teachers will use an inquiry approach so that students can explore significant questions, ideas and issues. Skills will be explicitly taught in the context of the following units:

- How do we know about the past?
- What do we know about the people and culture of ancient civilisations?
- What is the legacy of ancient societies?
- What does the past teach us?
- Why do people live where they do?
- What similarities and differences can we identify between ancient cultures in Asia and Europe?
- How has water been perceived, used and valued in Australia and Asia?

What are the big ideas students will learn about in this program?

- How can culture and community shape identity and relationships?
- What were the relationships between people, resources and places in ancient civilisations?
- What are the social, economic and political systems and the connections between them?
- How does physical geography influence demographic patterns?

Assessment

Student learning in this program will be assessed against the Australian Curriculum History and Geography achievement standards.
7 MATHEMATICS

Time allocated: 3 periods per week, year long

What will students do in this program and what skills will they develop?

Students will:
• Engage in active inquiry and ‘hands on’ problem solving activities
• Justify and explain reasoning to others
• Engage in mathematics which moves from the concrete to the more abstract; from the visual to the theoretical; from the practical to the general at their own pace
• Learn how to record their findings and communicate using acceptable mathematical conventions
• Engage in focussed learning of specific skills and strategies
• Engage in learning activities from each of the following strands: number and algebra, statistics and probability, measurement and geometry
• Use calculators and other information technologies to investigate and analyse data, patterns and relationships
• Apply skills, knowledge and understandings to inquiries with relevance beyond school
• Be organised with equipment and maintain a mathematics exercise book with worked examples and their investigations recorded
• Develop a portfolio of work which demonstrates developing understanding

What are the big ideas students will learn about in this program?

• What is mathematical problem solving and how can it enhance my thinking skills?
• How can mental computation help me function effectively?
• How can calculators and spread sheets be used as problem solving tools in maths?
• How can I communicate mathematically using logic, graphs and tables?
• How can I be a critical consumer of numerical and graphical information presented through the media and in society?
• What is the difference between perimeter, area and volume?
• How are fractions, decimals and percentages related?
• How can knowledge of pattern and algebra help me understand my world?
• How can I use geometric reasoning to understand transformations, angles, parallel lines, transversals and triangles?
• What numeracy skills do I need to develop in order to function effectively as a citizen in our society?

Teachers will use an inquiry approach to enhance student understanding of the various strands of mathematics and the inter-relationships between them. Specific subject focussed skills will be taught as appropriate.

Assessment

Student learning in this program will be assessed against the Australian Curriculum Mathematics achievement standards.
7 SCIENCE

Time allocated: 3 periods per week, year long

What will students do in this program and what skills will they develop?

Students will:
- Research a range of environments, their ecosystems and the impacts of introduced species.
- Learn how living things are classified and identified.
- Become familiar with safe laboratory practices.
- Use microscopes and experiments to find out about the world around them.
- Develop skills in experimental design.
- Use their knowledge and skills to investigate our environment
- Work in teams in order to bring a range of perspectives to their problem solving.

What are the big ideas students will learn about in this program?

- How is the earth unique?
- How can we describe and explain natural systems?
- How can we use science to develop solutions to environmental problems?
- How do we design a fair scientific test?
- How have simple machines changed our world?
- What are food chains and food webs?
- How do food chains and webs help us understand the natural world?
- What is the water cycle and what impact do humans have on this cycle?
- What is the earth’s relationship to its moon and the sun?
- What is the difference between renewable and non-renewable resources?

Assessment

Student learning in this program will be assessed against the Australian Curriculum Science achievement standards.
7 PERSONAL WELLBEING

**Time allocated:** 5 periods per week, year long

**What will students do in this program and what skills will they develop?**

Students will:
- Learn to manage personal, physical and social changes as we grow older
- Investigate the benefits of healthy relationships and practise building and maintaining relationships
- Learn to value diversity and be inclusive
- Participate in physical activities that develop health and skill related fitness
- Apply personal and social skills to play fairly, safely and inclusively

**What are the big ideas students will learn about in this program?**

Students will consider the following questions.
- How do I stay healthy?
- How do I work effectively as part of a group or team?
- How does my body change and how does this impact on what I need in friends?
- How do I develop empathy?
- What language is appropriate when, where and with whom? How can I communicate respectfully?
- How do I develop and apply movement skills?

**What opportunities are there for extension and enrichment?**

Students can represent our school in a variety of sporting teams. For example: softball, soccer, badminton, hockey, basketball, football, netball, indoor and outdoor cricket, touch football, water polo, canoe polo, table tennis and more!
Lunchtime competitions cater for a wide range of sporting abilities from carpet bowls, super sevens cricket to dancing. Simply organise a group of friends and get involved.
Students may also participate in the following House and inter high carnivals:
- swimming
- cross country
- athletics
- surfing

**Assessment**

Student learning in this program will be assessed against the Australian Curriculum Health and Physical Education achievement standards.
7 MUSIC

Time allocated: 1 period per week, year long

What will students do in this program and what skills will they develop?

Students will:
• Learn to play a wind (brass or woodwind) instrument of their choice.
• In second semester, be offered the option to learn a second instrument or remain on their first choice
• Be supported by instrumental and class teachers in individual, small group and whole class groups
• Participate in small ensembles and class band
• Learn basic theoretical information about sound and music and how to read and write music
• Compose short pieces and listen to and describe music
• Gain exposure to many styles of music

What are the big ideas students will learn about in this program?

• What is music and what role does it play in society?
• What are the elements that make up music?
• How can instrumental performance develop and build confidence, motivation and self-discipline?

What opportunities are there for extension and enrichment?

• Participate in school bands. These cater for all levels of skill and ability and include: training band for beginners; junior stage and concert band for intermediate level; leading to the senior stage and concert band
• Participate in eisteddfods, school assemblies and other performances including at the 2015 Arts Evening

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Arts (Music) standards.
7 ART PRODUCTION

Time allocated: 2 periods per week, semester

The Art Production course provides a unique and exciting experience for students. The program is about ideas, images and feelings. It is also about students understanding and appreciating their art and the artistic expression of others. Through this subject we teach students how to see their world, guide them in finding a personal meaning in their art and create opportunities for all students to be engaged in the making of art.

What will students do in this program and what skills will they develop?

The year 7 Art Production course provides an introduction to the Art courses offered in higher grades. As a taster course, it offers the experience of producing a folder of art-works in a range of media. Students are given work that nurtures their creativity and encourages the development of confidence through individual achievements.

Students will:
- Develop a portfolio of artworks through working with a variety of materials including: grey lead pencils; coloured pencils and textas; inks and dyes; oil pastels; water colours; paint; collage; papier-mâché.
- Learn to observe more deeply what is in the environment through the enhancement of visual awareness.
- Develop confidence and proficiency through the learning of technical skills.
- Express ideas creatively and imaginatively in a range of media.
- Develop pride in finishing and exhibiting art work.
- Participate in appraisal of art works from different cultures using relevant concepts and language.
- Participate in discussion on the diversity of approaches to practical work.
- Develop some understanding of the art elements in relation to practical art works.

What are the big ideas students will learn about in this program?

- How can learning in art nurture confidence in individual artistic ability?
- How can learning in art encourage responsibility as individuals and as members of a group?
- How can learning in art be used to develop the ability to communicate visually?
- What is the place of art in popular culture?

What opportunities are there for extension and enrichment?

Students will have the opportunity for the exhibition and public display of their work, including at the 2015 Arts Evening.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Arts (Visual Art) standards.
7 DESIGN

Time allocated: 2 periods per week, semester

What will students do in this program and what skills will they develop?

Students will:
- Work safely in the workshop.
- Use hand and power tools safely and correctly.
- Research designs and modify them for their specific purpose.
- Use a range of materials, e.g. veneers, glass, plastics or metal to create unique products such as boxes, key tags, picture frames, mirrors etc.
- Draw to scale then measure and mark up their projects.

What are the big ideas students will learn about in this program?

- How can I shape, join and change different materials?
- How can I make a unique gift for a family member?
- What processes do designers use in designing, making and evaluating their projects?
- What strategies can we use to solve problems?

Clarence High School provides basic materials to enable the completion of this course. Students wanting to make or use more costly materials will need to cover these additional costs.

What opportunities are there for extension and enrichment?

Students will have the opportunity for the exhibition and public display of their work, including at the 2015 Arts Evening.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Framework Vocational and Applied Learning (VAL) standards.
7 DRAMA

**Time allocated:** 2 periods per week, semester

**What will students do in this program and what skills will they develop?**

Drama in year 7 is designed as a taster course to allow students to experience this art form. It aims to encourage the development of appropriate drama skills through the completion of a range of activities which will include a selection from the following:

- Creating improvisational plays
- Poetry memorization and performance
- Performance in groups and solo
- Experiencing published scripts
- Story telling activities
- Undertaking mime performances

**What are the big ideas students will learn about in this program?**

- How can we learn to understand other peoples’ points of view through role play?
- How does drama reflect the concerns and values of our society?
- Why is time management and planning crucial to the completion of a dramatic performance?
- How can viewing the dramatic work of others help us critique and develop our own performance skills?
- How can drama enhance self-confidence?
- How can we learn to be part of a supportive audience?
- How can we learn to effectively express our opinion and respectfully listen to the opinions of others?

Students will gain an understanding of the various styles of dramatic literature including children’s literature, poetry, fairy tale, melodrama, adventure, comedy and thematically based literature.

**What opportunities are there for extension and enrichment?**

Students may have the opportunity to be involved in drama performances to audiences other than the class at various times throughout the year including at the 2015 Arts Evening. Students may have the opportunity to perform at the Clarence Eisteddfod.

**Assessment**

Student learning in this program will be assessed against the Tasmanian Curriculum Arts (Drama) standards.
7 INVENTIONS, INNOVATIONS AND IDEAS

Time allocated: 2 periods per week, semester

What will students do in this program and what skills will they develop?

Students will:
- Develop ways to promote creativity using a specific theme such as invention and innovation
- Explore approaches which tap their potential for learning, thinking and creativity
- Produce a series of creative concepts and ideas and be actively involved in helping to critique and enhance the ideas of others
- Develop a tool box for creative endeavours
- Learn problem solving processes that develop their creative and flexible thinking capabilities and challenge their thinking
- Experiment with the skills that lead to meaningful creative works and employ these skills in their daily living and creative life
- Work together in small teams to research, design, make, appraise and modify projects
- Complete practical projects in the areas of identity, community challenges and enterprise

What are the big ideas students will learn about in this program?

- What is creativity?
- What is innovation?
- How can we develop and use our creative capacities?
- Why is it important to sometimes ‘think outside the box’?
- How can we use reflection to develop and refine our own ideas and evaluate the ideas of others?
- What makes a good solution?

What opportunities are there for extension and enrichment?

This course explores approaches which tap students' potential for learning, thinking and creativity. Its primary focus is on integrative, holistic strategies to engage and extend students. There will be an exhibition of student work from Inventions, Innovations and Ideas in the latter part of the course.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Vocational and Applied Learning (VAL) standards.
7 FRENCH (option)

**Time allocated:** One period per week out of English plus a lunchtime study group

French is only available to students achieving at a high standard in English or who have had previous French learning and wish to continue their learning.

**What will student do in this program and what skills will they develop?**

Students will:
- Build on previous experiences of language learning.
- Develop cross-cultural understandings through involvement with songs, plays, music, cooking, poetry and games.
- Develop their French speaking, listening, reading and writing skills focused around language associated with greetings, simple social interactions, animals, weather and colours.
- Analyse and discern patterns in language which will enhance their use of their own language.
- Translate French-English and English-French.
- Use books, magazines and IT to enhance their language learning.

**What are the big ideas that students will learn about in this program?**

- How can we communicate in culturally appropriate ways?
- How can I use what I have learned to introduce myself and discuss my interests in another language?
- How are French and English similar and different?
- What other countries apart from France use French?

**What opportunities are there for extension and enrichment?**

Students can compete in the Alliance Française competition.

**Assessment**

Students will be assessed against LOTE standards and language proficiency guidelines.
8 ENGLISH

**Time allocated:** 3 periods per week, year long

The English Curriculum is developed from the three interrelated strands of Language, Literature and Literacy. The teaching and learning program and integrate these strands. The key focus is developing the students’ knowledge, understanding and skills in the areas of listening, reading, viewing, speaking and writing.

English focuses on the development of students as confident and effective thinkers and communicators; it contributes to students’ increasing awareness and understanding of texts and language through engaging with, analysing and creating a variety of texts including written, visual, spoken, performance and multi-media genres.

**What will students do in this program and what skills will they develop?**

Students experience a balance of tasks involving reading and viewing, writing and representing, speaking and listening and engage with a range of increasingly challenging literature, mass media and everyday texts.

Logical, critical, creative and reflective thinking skills are an essential part of the curriculum. Students will have opportunities for collaboration, negotiation and reflection to improve their learning, thinking and communication skills.

Students will create a range of spoken, written and visual texts and become increasingly proficient in language skills. Literacy skills are taught in context, including: spelling, grammar and punctuation; using graphic organisers; the writing process in drafting, editing and proofreading; understanding prose terms and devices including plot, theme, setting; the language of visual texts including camera angles, lighting, script. Using ICT and thinking routines are taught in context.

**What are some of the big ideas that students will learn about in this program?**

Teachers will use an inquiry approach so that students can explore significant questions, discuss and reflect on texts, language, people and the world.

In year 8 some significant questions may include:

- How does culture affect identity?
- How do we build effective relationships?
- What do we need to know about the media?
- How can an individual achieve the impossible?
- Are fairy tales dangerous?
- Why do films need antiheroes?
- How do authors construct characters?

**Assessment**

Student learning in this program will be assessed against the Australian Curriculum English achievement standards.
8 HISTORY AND GEOGRAPHY

Time allocated: 3 periods per week, year long

History and Geography is an inquiry based interdisciplinary curriculum that draws on the Australian Curriculum for History and Geography.

What will students do in this program and what skills will they develop?

Thinking skills are integral to History and Geography. Students will develop their ability to reason, question, make decisions and solve complex problems. In order to be able to create, communicate and convey ideas clearly and confidently, students will participate in a variety of group discussions and investigations to engage their curiosity and extend their understanding of a concept, issue or topic. Reflection is also a critical skill in improving students’ understanding of how they can improve their thinking and understanding.

Students will conduct generic, philosophical or historical inquiries on significant issues by posing questions, gathering information, evaluating its credibility and relevance and drawing conclusions that can be supported by evidence. Developing ICT skills will allow students to find, analyse and present information effectively. History and Geography also provides students with opportunities to improve their literacy skills. They will create various text types such as interviews, reports, essays, newspaper articles and ICT texts. Strategies such as planning, drafting, editing and proofreading are explicitly taught so students can refine their communication skills.

Teachers will use an inquiry approach so that students can explore significant questions, ideas and issues. Skills will be explicitly taught in the context of the following units:

- How have societies in Europe, the Islamic world and the Asia Pacific region changed as the world developed from the ancient to the modern age?
- What significant people and ideas have influenced the world in the historical period between the ancient and modern ages?
- How is Australia’s environment unique?
- Which forces, processes and factors shape the landscape?

What are the big ideas students will learn about in this program?

- How do culture and community shape identity and relationships?
- What were the relationships between people, resources and places in ancient civilisations?
- What are social, economic and political systems and what are the connections between them?
- How does physical geography influence demographic patterns?
- What are the impacts of increased urbanisation?

Assessment

Student learning in this program will be assessed against the Australian Curriculum History and Geography achievement standards.
8 MATHEMATICS

Time allocated: 3 periods per week, year long

What will students do in this program and what skills will they develop?

Students will:
- Engage in active inquiry and ‘hands on’ problem solving activities
- Engage in and contribute toward a structured, supportive and inquisitive atmosphere which values rigorous mathematical thinking
- Justify and explain their reasoning to others
- Engage in mathematics which moves from the concrete to the more abstract; from the visual to the theoretical; from the practical or particular to the general at their own pace
- Engage in focussed learning of specific skills and strategies
- Engage in learning activities from each of the following strands: number and algebra, statistics and probability, measurement and geometry
- Use calculators and other information technologies to investigate and analyse data, patterns and relationships
- Develop skills in recording their findings and communicate using acceptable mathematical conventions
- Develop a portfolio of work which demonstrates developing understanding

What are the big ideas students will learn about in this program?

- How can I communicate mathematically?
- What numeracy skills do I need to develop in order to function effectively as a citizen in our society?
- How can proportional reasoning be used to help solve problems?
- What have fractions, decimals and percentages got to do with ratio and proportion?
- What are the chances? What’s the real deal with gambling?
- How do negative numbers work?
- What are indices and how are they used?
- What is π and what has it got to do with circles?
- How can identifying patterns and using algebra help solve problems?
- How can I measure the size and capacity of various objects?
- How can geometric reasoning help me understand congruence and the properties of quadrilaterals?
- How can I learn mathematics that is important for engaging in further study or gaining employment?

Teachers will use an inquiry approach to enhance student understanding of the various strands of mathematics and the inter-relationships between them. Specific subject focussed skills will be taught as appropriate within this framework.

Assessment

Student learning in this program will be assessed against the Australian Curriculum Mathematics achievement standards.
8 SCIENCE

Time Allocated: 3 periods per week for the whole year

What will students do in this program and what skills will they develop?

Students will:
- Develop skills in experimental design
- Work in teams in order to bring a range of perspectives to their problem solving
- Collect and record data, graph and interpret data and use simple models to explore the behaviour of matter
- Explore the properties of materials through experimentation
- Investigate the differences between plants and animals through the study of cells and systems
- Build their understandings of energy, magnetism and electricity.
- Understand the impact of minerals in daily life.

What are the big ideas students will learn about in this program?

- How do we design a fair scientific test?
- How do we obtain the materials we need?
- How do the chemical and physical properties of materials affect their use?
- What is the rock cycle and what part do heat and kinetic energy play in it?
- How are body systems organised at a cellular level?
- What are the different forms of energy and how do they cause change in systems?

Assessment
Student learning in this program will be assessed against the Australian Curriculum Science achievement standards.
8 HEALTH AND WELLBEING

Time allocated: 3 periods per week, year long

What will students do in this program and what skills will they develop?

Students will:
- Learn to access and seek help for self and others to stay healthy, safe and well
- Develop skills to evaluate health information
- Plan using health resources to improve the health and wellbeing of self and of their communities
- Practise, apply and transfer movement concepts and game strategies
- Create and monitor personal fitness plans

What are the big ideas students will learn about in this program?

- What are the dimensions of health?
- How do I improve my knowledge of the issues affecting young people?
- How do I keep myself and others safe?
- How do I apply my physical and social skills to help my team be more effective?
- How do I apply my knowledge of fitness concepts to improve my physical performance?
- What makes a resilient person?
- What skills and strategies promote positive relationships?
- How do I manage and evaluate my wellbeing needs?

What opportunities are there for extension and enrichment?

Students can represent our school in a variety of sporting teams. For example: softball, soccer, badminton, hockey, basketball, netball, indoor and outdoor cricket, touch football, water polo, canoe polo, table tennis and more!

Lunchtime competitions cater for a wide range of sporting abilities from carpet bowls, super sevens cricket to dancing. Simply organise a group of friends and get involved.

Students may also participate in the following House and inter high carnivals:
- Swimming
- Cross Country
- Athletics
- Surfing

Assessment

Student learning in this program will be assessed against the Australian Curriculum Health and Physical Education achievement standards.
8 APPLIED TECHNOLOGY (option)

**Time allocated:** 3 periods per week for a semester

What will students do in this program and what skills will they develop?

Students will:
- Explore the properties of materials through experimentation and a range of techniques which may include glass slumping, plastic forming, copper embossing, metal scroll work etc.
- Explore simple machines through designing, making and testing objects with moving parts such as toys, boats, catapults, windmills etc.
- Explore some basic engineering principles.
- Design unique solutions to a given problem e.g. how do we make the most energy efficient windmill, or how can we use mechanisms to create a moving toy for a particular age group?
- Learn how to use workshop equipment safely.

What are the big ideas students will learn about in this program?

- How do the properties of materials affect their use?
- How do we use mechanisms to get the movement we want in our project?
- How can we ensure that our practices contribute to a sustainable future?
- How can we design a practical solution to solve problems?

Clarence High School provides basic materials to enable the completion of this course. Students wanting to make or use more costly materials will need to cover these additional costs.

What opportunities are there for extension and enrichment?

Students will have the opportunity for the exhibition and public display of their work, including at the 2015 Arts Evening

**Assessment**

Student learning in this program will be assessed against the Tasmanian Curriculum Vocational and Applied Learning (VAL) standards.
8 ART PRODUCTION (option)

**Time allocated:** 3 periods per week, semester

The Art Production course provides a unique and exciting experience for students. The program is about ideas, images and feelings. It is also about understanding and appreciating their art and the artistic expression of others. Through this subject we teach students how to see their world, guide them in finding personal meaning in their art and create opportunities for all students to be engaged in the making of art.

**What will students do in this program and what skills will they develop?**

The year 8 Art Production course encourages students to work creatively, to develop skills and produce individual portfolios of artwork. The Art Production course is aimed at all ability levels. Students are motivated and encouraged to spend class time fully engaged in their own work. They are also increasingly encouraged to be engaged in reflective thinking about the meanings of their art and to increasingly develop their own ideas through their art work. Pride in work and individual achievement is reinforced through displays and class discussions.

Students will:
- Develop a portfolio of art works through working with a range of materials including; grey lead, graphite and coloured pencils; artline markers and textas; charcoal, chalks and oil pastels; watercolours; paint; collage and mixed media; introductory printmaking; papier-mâché.
- Further develop visual observation skills
- Develop confidence and proficiency through the development of technical skills.
- Express ideas creatively and imaginatively in a range of media.
- Be introduced to aspects of contemporary art as relevant to their practical work.
- Develop pride in finishing and exhibiting art work
- Participate in appraisal of art works from different cultures using relevant concepts and language.
- Participate in discussion on the diversity of approaches to practical work.

**What are the big ideas students will learn about in this program?**

- How can learning in art facilitate a sense of self and of personal identity?
- How can learning in art encourage responsibility as individuals and as members of a group?
- How can art work be used to express and communicate particular meanings?
- What is the place of art in popular culture?

**What opportunities are there for extension and enrichment?**

Students will have the opportunity for the exhibition and public display of their work, including at the 2015 Arts Evening

**Assessment**

Student learning in this program will be assessed against the Tasmanian Curriculum Arts (Visual Art) standards.
8 COMPUTER PROGRAMMING AND ROBOTICS (option)

Time allocated: 3 periods per week, semester

What will students do in this program and what skills will they learn?

Students will:
- Explore a variety of digital technologies
- Learn computer programming principles using:
  - Python through the NCSS Challenge
  - LOGO programming
  - LEGO Mindstorms control programmes associated with robotics projects.
- Work individually as well as a part of a small group, sharing resources
- Be considered for a team of students to represent the school in the Robocup Junior Australia competition. Although some dedicated class time will be available to prepare team robots and control programmes, some after school time and weekend commitment will be necessary
- Be exposed to a range of problem solving tasks involving logical thinking and mathematical concepts that may or may not require a computing solution
- Record evidence of their work through the use of the school’s virtual learning environment

What are the big ideas students will learn about in this program?

- How do computer programs work and why are logical structures important?
- How do monitoring and control processes allow machines to appear intelligent and to perform useful functions?
- How does the process of design, make and appraise assist program developers to produce useful computer applications?

What opportunities are there for extension and enrichment?

Students are encouraged to enter the Informatics Computing Competition, the Australian Computer Skills Competition, NCSS Python Challenge as well as Robocup Junior Australia.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Framework (Information & Communication Technologies) standards.
8 COMPUTING (option)

**Time allocated**: 3 periods per week, semester

**What will students do in this program and what skills will they learn?**

This is a general computing course. Learning opportunities will revolve around the following components:
- Using computers – hardware and system components
- Basic programming
- Making a computer game
- Design – 3D and 2D
- Using the internet effectively
- Careers in computing
- Animation – basic Flash
- Multimedia – advanced Powerpoint, Moviemaker, audio basics

**What are the big ideas students will learn about in this program?**

- How can computer technologies enhance learning and improve communication and learning?
- How can computer technologies create possible future personal pathways?
- How does the process of design, make and appraise apply to produce useful digital products?

**What opportunities are there for extension and enrichment?**

Students are encouraged to enter the Informatics Computing Competition, the Australian Computer Skills Competition and the NCSS Python Challenge.

**Assessment**

Student learning in this program will be assessed against the Tasmanian Curriculum Framework (Information and Communication Technologies) standards. Course content is delivered via the schools virtual learning environment.
8 CRITICAL AND CREATIVE CHALLENGES (option)

Time allocated: 3 periods per week, semester

What will students do in this program and what skills will they develop?

This course explores approaches which tap students' potential for learning, thinking and creativity. Its primary focus is the further development of critical and creative thinking skills which enhance the quality of our thought and understanding of our own thinking.

Students will:
- Learn more about how they learn
- Develop creative strategies for problem solving
- Learn problem solving processes that develop their creative and flexible thinking capabilities
- Develop their critical thinking skills and habits
- Learn debating skills
- Participate in shared philosophical inquiries
- Work together in small teams to research, design, make, appraise and modify projects
- Learn about marketing ideas

What are the big ideas students will learn about in this program?

- How can I learn best?
- What is my spark and how can I develop it further?
- How can I make a difference in my school community?
- How can I understand and respect different perspectives?
- How can we communicate effectively about an issue with various audiences?
- What evidence is relevant to an issue and how could I weigh up that evidence?

What opportunities are there for extension and enrichment?

Students will have the opportunity for extension through competitions such as Tournament of Minds and Future Problem Solving.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Vocational and Applied Learning (VAL) standards.
8 DESIGN (option)

Time allocated: 3 periods per week, semester.

What will students do in this program and what skills will they develop?

Students will:
- Further develop their wood, plastic and metal working skills.
- Use hand and power tools on a range of projects.
- Research designs and modify them for their specific purpose.
- Use three dimensional computer modelling to create designs.
- Make a range of projects incorporating different materials.
- Learn the basic principles and elements of design.

What are the big ideas students will learn about in this program?

- How do crafts people design for a client?
- How does function affect the appearance of designed objects?
- What are the unique properties of various materials?
- How do we evaluate the effectiveness of our designs?
- How can I work to ensure the safety of myself and others?

Clarence High School provides basic materials to enable the completion of this course. Students wanting to make or use more costly materials will need to cover these additional costs.

What opportunities are there for extension and enrichment?

Students will have the opportunity for the exhibition and public display of their work, including at the 2015 Arts Evening.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Framework Vocational and Applied Learning (VAL) standards.
8 DRAMA (option)

Time allocated: 3 periods per week, semester

What will students do in this program and what skills will they develop?

Drama in year 8 is designed to allow for the acquisition and development of appropriate drama skills through the completion of a range of activities which will include a selection from the following:

- Creating improvisational plays
- Poetry memorization and performance
- Performance in groups and solo
- Learning published scripts
- Writing original scripts
- Story telling activities
- Writing and performing monologues
- Undertaking mime performances

Students will develop an understanding of the various styles of dramatic literature including children’s literature, poetry, melodrama, adventure, comedy and thematically based literature. Students will develop understanding of the technical side of drama including light, sound, costume, set and video production.

What are the big ideas students will learn about in this program?

- How can we learn to empathise with other people?
- How does drama reflect the concerns and values of our society?
- Why is time management and planning crucial to the completion of a dramatic performance?
- How can viewing the dramatic work of others help us to critique and develop our own performance skills?
- How can drama enhance self-confidence and personal identity?
- How can we learn to be part of a supportive and, at times, interactive audience?
- How can we learn to value a diversity of opinions while still effectively expressing our own?

What opportunities are there for extension and enrichment?

Students may have the opportunity to be involved in drama performances to audiences other than the class at various times throughout the year including at the 2015 Arts Evening. Students may have the opportunity to perform at the Clarence Eisteddfod.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Arts (Drama) standards.
8 FOOD STUDIES (option)

**Time allocated:** 3 periods per week, semester

**What will students do in this program and what skills will they develop?**

Students will develop their understanding of food and its vital role in personal wellbeing. They will have regular practical cookery experiences and will learn how to plan, prepare and serve a wide variety of foods. Working independently and in teams, students will develop essential life skills that will prepare them for the achievement of personal as well as potential career goals. They will learn how to make best use of the available resources and how to effectively manage time.

Students will focus on a selection from the following areas:
- You are what you eat – healthy food options
- Foods for festive occasions – cooking for others
- Snacks and meals for all seasons
- Fabulous fast food
- Morning and afternoon teas – cakes, muffins and biscuits

**What are the big ideas students will learn about in this program?**

- How can I turn food and ingredients into delicious, nutritious snacks and meals?
- Entertaining – how can we cater for celebrations?
- What skills do I need and how can I be an effective time and resource manager?
- What are my nutritional needs?
- How can I make wise food choices?

**Clarence High School provides basic materials to enable the completion of this course. Students wanting to make or use more costly materials will need to cover these additional costs.**

**Assessment**

Student learning in this program will be assessed against the Tasmanian Curriculum Framework Vocational and Applied Learning (VAL) standard.
8 FRENCH (option)

Time allocated: 3 periods a week, semester

What will student do in this program and what skills will they develop?

Students will:

- Build on previous experiences of language learning
- Develop cross-cultural understandings through involvement with songs, plays, music, cooking, poetry and games.
- Develop their French speaking, listening, reading and writing skills focussed around language associated with themselves, their friends, leisure activities, buying food and clothes and other social interaction. Grammar extension includes passé, composé and imparfait tense structures.
- Analyse and discern patterns in language which will enhance their facility with both French and English.
- Translate French-English and English-French.
- Use books, magazines and information technology to enhance their language learning.

What are the big ideas that students will learn about in this program?

- How can we communicate in culturally appropriate ways?
- How can I use what I have learned to introduce myself and discuss my interests in another language?
- How are French and English similar and different?
- How can learning about another language help in understanding English better?
- What other countries apart from France use French?

What opportunities are there for extension and enrichment?

Students may compete in the Alliance Française competition

Assessment

Students will be assessed against LOTE standards and language proficiency guidelines.
8 MUSIC 1 AND 2 (option)

**Time allocated:** 3 periods per week, semester

**Note:**
- **Music 1:** 3 periods per week – Semester 1
- **Music 2:** 3 periods per week – Semester 2

This course offers students the opportunity to engage in a balance of practical and theoretical tasks designed to expand student knowledge and skills in music. There is a strong focus on styles and social perspectives, performance and presentation, creativity, developing musical ideas and the technical and theoretical elements relating to music.

Students need to have completed Music 1 in order to join Music 2.

**What will students do in this program and what skills will they develop?**

Students will have the opportunity to:
- Continue to develop their solo instrumental, ensemble and general musical skills
- Investigate the relationship between music and society
- Be able to deconstruct musical styles
- Compose and notate music
- Communicate musical works to an audience through performance
- Learn about sound and learn to use computer technology
- Participate, support and co-operate with others

**What are the big ideas students will learn about in this program?**

- How does music reflect societal values?
- What are the elements of music and how are they interconnected?
- How can music be used to communicate specific meanings?
- How can instrumental performance develop and build confidence, motivation and self-discipline?

**What opportunities are there for extensions and enrichment?**

Students will have the opportunity to:
- Participate in school bands. These cater for all levels of skill and ability and include; training band for beginners; junior stage and concert band for intermediate level; leading to the senior stage and concert bands. Join the band tour.
- Participate in ensembles and rock bands
- Participate in eisteddfods, school assemblies and other performances, including at the 2015 Arts Evening, within the school and wider community.
- Access individual and small group lessons with specialist brass, woodwind or percussion teachers.

**Assessment**

Student learning in this program will be assessed against the Tasmanian Curriculum Arts (Music) standards.
8 THREE DIMENSIONAL AESTHETIC DESIGN (option)

Time allocated: 3 periods per week, semester

What will students do in this program and what skills will they develop?

This course focuses on the “artistic” appearance of objects traditionally thought of as crafts.

Students will:
- Have the opportunity to work with a range of materials which may include papier-mâché, glass, wire, cane, plaster cloth and clay.
- Design and make items such as tiles, jewellery, bowls, ornaments, masks and sculptures.
- Use the process of design to develop an understanding of aesthetics, marketability, packaging and advertising.

Clarence High School provides basic materials to enable the completion of this course. Students wanting to make or use more costly materials will need to cover these additional costs.

What are the big ideas students will learn about in this program?

- How can I learn to produce original designs?
- What are the properties and qualities of various materials?
- How can different materials be shaped, joined and changed?
- How can I work safely with various tools and materials?
- How can I design, make, cost, package and sell objects for profit?

What opportunities for extension and enrichment are there in this program?

Students will have the opportunity for the exhibition and public display of their work, including at the Arts Evening.

Assessment

Student learning in this program will be assessed against the Tasmanian Curriculum Framework Arts (Visual Arts) standard.