



**PROSERPINE**  
STATE HIGH SCHOOL

Junior Secondary 2026

Curriculum Booklet  
Year 7

*Local Spirit.  
Universal Success.*



# Welcome to Proserpine State High School

In Junior Secondary at Proserpine State High School, we strive to develop learners who challenge themselves and embrace opportunity, who can innovate and create, and who can shape and define their future. We enable this through building positive relationships, ensuring the social emotional wellbeing of our students, and encouraging our students to strive for success.

Our Junior Secondary Curriculum supports students in their transition from primary school to high school by providing them with a comprehensive program where students are engaged in learning utilising the Australian Curriculum. With our supportive teachers encouraging students to achieve to their potential, your child will develop as an independent learner, gaining the knowledge and skills to engage in future learning and be productive and valued members of our wider community.

Our curriculum also caters for the diverse needs, interests and abilities of all learners with targeted programs for those experiencing difficulties engaging in learning, to opportunities for extension for those students who require accelerated learning. Our Inclusive Education Program provides specialised programs for students with disabilities. This combination of challenge and support will provide your child with every opportunity to be successful at Proserpine State High School.

## **Principal**

Mr Don McDermid

## **Deputy Principal – Student Engagement & Wellbeing**

Mr Robert Jensen

## **Deputy Principal – Senior Schooling**

Miss Shirley Holcombe

## **Deputy Principal – Inclusion**

Mrs Alison Rodgers

## **Deputy Principal – Professional Capabilities**

Mrs Peterina Dinnie

## **Heads of Department**

Business & Technology

TBC

English and LOTE

Mrs Corinne Raiteri

Health and Physical Education

Mr Andrew Cox

Humanities

Miss Melanie Garibaldi

Industrial Technology & Design (ITD) and Home Economics

Mr Ben Whybird

Mathematics

Mr Lukas Sabo

Science

Mrs Michelle Sothmann

The Arts

Mrs Jenny Napier

Inclusive Education Services

Mrs Julia Entvisl

Student Engagement & Wellbeing

Mrs Elizabeth Crear

Explicit Teaching and Learning

Ms Marijke Kuypers

Teaching and Learning Support Practices

Ms Kerry Simpson

Senior Schooling

Miss Bec Watts

Transition & Pathways

Ms Jess Dray

## **Support Teachers: Literacy/Numeracy & Digital Literacy**

Ms Kerry Simpson

## **Guidance Officer**

Mrs Leanne Farr

Mrs Karen O'Keefe

## **Year 7 Coordinator**

Miss Kahlia Goodwin

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# WHY DO WE OFFER THE SUBJECTS WE DO?

The Junior Secondary School is designed to respond to the needs of the young adolescent in Years 7 to 9. This stage of adolescence is one of intense growth and change in the lives of young people and the school considers many developmental factors when planning for their learning.

Our junior school is founded on:

- An understanding of the nature of our adolescents
- Social development and building self-esteem
- Developing positive relationships amongst students and teachers
- Engagement in learning
- Considering the demands of a rapidly changing world
- Promoting the future leaders of our community.

## ***AUSTRALIAN CURRICULUM***

Australian Curriculum sets the curriculum (Year 7 – 10) at Proserpine State High School for English, Mathematics, Science, The Arts - Art, Drama and Music, Health & Physical Education and Humanities - History, Geography, Economics and Business and Civics and Citizenship and Japanese (Years 7 and 8 only).

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

## ***LITERACY AND NUMERACY SUPPORT***

Support is available at Proserpine State High School for those students who have been recognised as requiring extra assistance in Literacy or Numeracy. Students who require this support are identified by their teachers and/or support teachers as having failed to achieve a pass in their academic achievement, or have fallen below expected minimum standards in their Literacy and Numeracy testing, including NAPLAN testing. These students will be encouraged to take part in additional literacy or numeracy classes.

Additional support offered by the Literacy and Numeracy Teachers include:

- ◆ assisting with differentiation of the curriculum to accommodate all students.
- ◆ supporting students in the classroom.
- ◆ supporting students with reading and comprehension
- ◆ supporting students who have English as a second language.

## ***WELLBEING PROGRAM***

The Wellbeing Program is delivered to Year 7 and Year 8 students for one 70-minute lesson per week.

Wellbeing lessons aim to support and develop the personal and social capabilities of our students. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skill, self-concept, classroom behaviour and connection to school
- improved skills to engage positively with others
- development of a positive sense of self and resilience
- improved ability to identify and respond appropriately to their own emotions and those of others
- improved skills to accept and resolve differences respectfully
- reduced emotional distress such as depression, stress or social withdrawal
- improved academic performance

The content delivered to our students is aligned with The Australian Curriculum and The Respectful Relationships program, endorsed by Education Queensland. It focuses on four main topics, Respectful Relationships, Positive Technology Use, Career Education, and Healthy Mind and Body.

All enquiries regarding Wellbeing Program are to be directed to the Head of Department Student Engagement & Wellbeing.

## ***DIGITAL LITERACY***

Students participate in 70 minutes of digital literacy to strengthen key skills around computer use across key learning areas. Digital literacy encompasses the knowledge and skills students need to: create, manage, communicate and investigate data, information and systems. Consideration is given to online safety.

## ***NUMERACY***

Students participate in a 70 minutes numeracy lesson each week to strengthen key numeracy skills. These lessons involve the explicit teaching of numeracy skills to improve the individual numeracy ability of each student.

## ***JUNIOR SECONDARY CURRICULUM – 21<sup>st</sup> Century Electives***

All Year 7 students are asked to select six (6) 21<sup>st</sup> Century project units. Students will study four (4) of these units throughout Year 7. **One of the projects must be from the Key Learning Area called The Arts and one must be from the Technologies.** Students may choose to study more of the electives from each area but must choose one from each. The remaining electives are based on free choice. The electives will be studied for approximately 10 weeks each. Students should select these units on the basis of *interest* and *aptitude*.

<b>These <u>core subjects</u> are:</b>	<b>Heads of Department</b>
<b>English and LOTE (Japanese)</b>	<b>Mrs C Raiteri</b>
<b>Digital Technologies</b>	<b>TBC</b>
<b>Health and Physical Education</b>	<b>Mr A Cox</b>
<b>Humanities</b>	<b>Miss M Garibaldi</b>
<b>Mathematics</b>	<b>Mr L Sabo</b>
<b>Science</b>	<b>Mrs M Sothmann</b>

# ***JUNIOR SECONDARY CURRICULUM ORGANISATION***

YEAR 7 SUBJECTS		YEAR 8 SUBJECTS		YEAR 9 SUBJECTS
English		English		English
Mathematics		Mathematics		Mathematics
Science		Science		Science
Humanities and Social Sciences	History Geography Economics and Business Civics and Citizenship	Humanities and Social Sciences	History Geography Economics and Business Civics and Citizenship	History Geography Economics and Business Civics and Citizenship
HPE		HPE	HPE	HPE
			Physical Education Extension	Physical Education Extension
LOTE	Japanese	LOTE	Japanese	Japanese
Wellbeing		Wellbeing		
Digital Literacy		Digital Literacy		
Numeracy				
21 <sup>st</sup> Century Projects	A Magic Carpet Ride – Drama Dance – The Arts Collaborating with Colour – Visual Arts Music – The Arts What a Subject! (Photography Reels) – Media Arts Design a Mechanical Toy – Engineering Principles and Systems Amazing 3D Modelling – Design and Technologies Textiles and Patterns – Food and Fibre Production Cupcake Creations – Food Socialisations Minecraft Education – Business & Technologies Robotics – Business & Technology The Big Bang Challenge – Science Games Day – Health & Physical Education Extension	The Arts	Art Dance Drama Media Arts Music	Art Dance Drama Media Arts Music
		Technologies	Materials and Technologies Specialisations - Wood Engineering Principles and Systems - Metal Design and Technology - Graphics	Materials and Technologies Specialisations - Wood Engineering Principles and Systems - Metal Design and Technology - Graphics
			Food and Fibre Production - Textiles Food Specialisations	Food and Fibre Production - Textiles Food Specialisations
			Business Studies – Business & Technology Digital Technologies – Business & Technology	Business Studies – Business & Technology Digital Technologies – Business & Technology
			STEM	STEM



**CORE  
CURRICULUM  
SUBJECTS**

**Subject Description**

Understanding how to deconstruct and analyse texts is an essential skill. Year 7 English focuses on developing student understanding of a variety of everyday texts and building their analytical, evaluative and creative skills so they can deconstruct or construct their own texts to suit different audiences, purposes and objectives.

**Course Content**

Students will engage with a variety of texts (inc. novels, poetry, film, media, etc.) to study:

- representations of people, places and times;
- A range of aesthetic features and stylistic devices and how they engage readers/viewers;
- Values, attitudes and beliefs reflected in texts.

**Assessment Summary**

Students will be assessed through:

- Written assignments and exams;
- Spoken and multi-modal presentations

Assessment will cover a range of text types:

- Imaginative
- Persuasive
- Analytical
- Comprehension.

**Homework Requirements**

Students will have set activities related to classwork and assessment to complete.

**Resources/Stationery Requirements**

See Resource/Stationery Requirement List  
Laptop needed for assessment and classwork

**Subject Description**

Health and Physical Education is a core subject that includes both practical and theory units. It aims to teach movement skills and physical activities to enhance their health and wellbeing. They learn about the benefits of fitness and the key role health plays in their lives. It develops student's knowledge, understanding and skills to manage change, accept responsibility and to face more complex life situations. They will examine relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students will reflect on, develop and refine personal and social skills to become resilient and cope with life situations.

**Course Content**

SEMESTER 1	SEMESTER 2
Educational Gymnastics Healthy, Fit and Sun Safe Summer Games and Sports My Body Athletics	Winter Games and Sports Summer Games and Sports

**Assessment Summary**

Assessment in Health and Physical Education is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Practical skills, Knowledge and Understanding and Reasoning*.

Types of assessment may include:

- Written Test
- Practical performance of skills in class
- Practical assessment of performances

**Homework Requirements**

Students will have set activities related to classwork and assessment to complete.

**Resources/Stationery Requirements**

See Resource/Stationery Requirement List  
Laptop needed for assessment and classwork

## Subject Description

**HISTORY** Students become historical detectives as they journey into Australia's deep past, uncovering the story of Mungo Man and exploring how First Nations Australians have lived on and cared for Country for tens of thousands of years. They investigate deep time, archaeological evidence, dating techniques, and the cultural and scientific significance of Lake Mungo. Next, students dive into the world of Ancient Egypt, discovering how geography, beliefs, and power shaped daily life. They explore the importance of the Nile, pharaohs, religious beliefs, and burial practices like mummification and pyramid building. Through source analysis and inquiry, students build historical thinking skills while uncovering Egypt's lasting legacy.

**GEOGRAPHY** Students explore what makes places more or less liveable, focusing locally on the Whitsundays. They examine factors like access to services, natural and built environments, community facilities, and sustainability. Through a geographical inquiry into Proserpine State High School, students collect and analyse data, use maps and digital tools, and suggest improvements. Students also investigate the vital role of water in environments and daily life. They explore global and Australian water distribution, the water cycle, human use, and water scarcity. Using case studies and local examples, students apply geographical skills to analyse patterns, propose solutions, and reflect on sustainable water management.

**ECONOMICS AND BUSINESS** Students explore the world of entrepreneurship, innovation, and decision-making. They will learn how businesses identify opportunities, meet consumer needs, and manage limited resources. Through hands-on activities and case studies, students will investigate the features of successful businesses and the factors that influence their success. In the Shark Tank Showdown, student will develop a business idea, create a basic business plan, and pitch their concept to a panel of "sharks". They'll be challenged to consider pricing, marketing, target audiences, and potential challenges.

**CIVICS AND CITIZENSHIP** Students explore the core values and principles of Australia's democracy, including representation, freedoms, and the roles of key democratic institutions. Students will research, design, and justify a new emblem to represent the Whitsundays. They will learn how laws and proposals are debated and passed by preparing a bill to have their emblem officially adopted. This process will culminate in a dynamic mock parliament session, where students take on the roles of members of parliament, party leaders, and speakers to debate and vote on their proposals.

## Course Content

SEMESTER 1	SEMESTER 2
<b>TERM 1</b> <b>History:</b> Digging into Deep Time	<b>TERM 3</b> <b>Geography</b> Love it or Leave it! How good is our hood?
<b>TERM 2</b> <b>History:</b> Sands of Time (The Legacy of Ancient Egypt)	<b>TERM 4</b> <b>Geography</b> Make a Splash (Water in the World)
<b>Civics and Citizenship</b> Designing Democracy (Weeks 5-10)	<b>Economics and Business</b> Shark Tank Showdown (Weeks 5-10)

## Assessment Summary

Assessments in humanities cover a variety of assessment types including:

- Assignment Collection of work
- Investigation
- Short Response Exams
- Inquiry Reports
- Research investigation and essay

## Homework Requirements

Students will have set activities related to classwork and assessment to complete.

## Resources/Stationery Requirements

See Resource/Stationery Requirement List  
Laptop needed for assessment and classwork

## Subject Description

Mathematics is the science and study of quality, structure, space, and change. It evolved from counting, calculation, measurement, and the systematic study of the shapes and motions of physical objects. Practical mathematics has been a human activity for as far back as written records exist. Today, mathematics is used throughout the world as an essential tool in many fields, including science, engineering, medicine, finance, and many trades.

## Course Content

(Plan may swap order.)

SEMESTER 1	SEMESTER 2
<u>TERM 1</u> Real Numbers Fractions	<u>TERM 3</u> Geometry (Shapes) Geometry (Angles)
<u>TERM 2</u> Algebra Probability	<u>TERM 4</u> Data Rates & Ratios

## Assessment Summary

Assessment in Mathematics is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Practical skills, Knowledge and understanding and Reasoning*.

Types of assessment may include:

- Exams – short answer responses
- Assignments

## Homework Requirements

Students will be required to complete homework and unfinished class tasks.

## Resources/Stationery Requirements

See Resource/Stationery Requirement List  
 Laptop needed for assessment and classwork

**Subject Description**

In Year 7 Science, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. They consider the effects of multiple forces when explaining changes in an object's motion.

**Course Content**

SEMESTER 1	SEMESTER 2
<u>TERM 1</u> <b>CHEMISTRY</b> Matter and separating mixtures	<u>TERM 3</u> <b>PHYSICS</b> Forces in action
<u>TERM 2</u> <b>BIOLOGY</b> Classification and ecosystems	<u>TERM 4</u> <b>EARTH SCIENCE</b> Earth in space

**Assessment Summary**

Assessment in Science is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Science Understanding* and *Science Inquiry Skills*.

Types of assessment may include:

- Written examination
- Experimental Investigation
- Research Task

**Homework Requirements**

Students will have set activities related to classwork and assessment to complete.

**Resources/Stationery Requirements**

See Resource/Stationery Requirement List  
Laptop needed for assessment and classwork

**21<sup>ST</sup>**

**CENTURY**

**PROJECTS**

## ***21<sup>ST</sup> CENTURY PROJECTS OVERVIEW***

There is compelling need to develop transferable learning-how-to-learn capabilities in our students, which are relevant and applicable for our students to succeed in the inter-connected, digital, globalized world of today.

We have introduced 21<sup>st</sup> Century Projects to assist students in gaining these skills. Each of the projects for 2021 have been based around Microsoft's 21<sup>st</sup> Century Learning Designs Dimensions.

- Collaboration
- Real-world problem-solving and innovation
- Knowledge construction
- Use of ICT for learning
- Self-regulation
- Skilful communicator

These 21<sup>st</sup> Century Projects have been introduced as the vehicle through which these skills will be developed around each of the dimensions. 21<sup>st</sup> Century Projects are an innovative way to engage students in solving problems through collaboration and experimentation. Through these innovative projects, students will engage in learning that encourages collaboration - problem solving - creative thinking - digital applications.



## A MAGIC CARPET RIDE

DRA

### THE ARTS – DRAMA

#### Subject Description

Throughout the project the students will **rehearse** a performance from the 'Arabian Nights'. Students will **present** this performance to your peers and other guests at the term Culminating Day.

During the rehearsal process, the students must **prepare** for and/or **create** all aspects of the performance, including:

- Performance skills
- Ensemble skills
- Staging
- Lighting and sound
- Costumes

This project incorporates tasks to develop students who are:

- \* Skilful and creative communicators.

## AMAZING 3D MODELLING

DAT

### DESIGN AND TECHNOLOGIES

#### Subject Description

This 21<sup>st</sup> Century Project investigates 3D modelling and 3D printing. 3D printing is now being used to improve product design in a variety of industries. It does this by facilitating the rapid creation of concept models. This allows designs to be viewed and handled early in the design process. 3D printing enables students to make a three-dimensional object of almost any shape based on a 3D model created using Computer Aided Design (CAD). Students will learn how to use a CAD program to design and create a 3D model. Students will then print their final design using a 3D printer. Throughout the project students will create designs, investigate materials and their properties, and gain an understanding of how 3D printing systems operate.

## DESIGN A MUFFIN

TFD

### FOOD SPECIALISATIONS

#### Subject Description

This project engages students to work in groups to explore a themed party. They will then plan and present a decorated table representing their theme with decorated cupcakes as the central focus. The project culminates with the preparation of menu items including the decorated cupcakes and displaying them at the end of term.

This project will allow students to develop the skills:

- Effective communication
- Creativity
- Collaboration

## DANCE

DAN

### THE ARTS

#### Subject Description

Throughout the project, the students explore choreography and performance within Jazz, Hip Hop, and Contemporary genres. They will identify and analyse the elements of dance, choreographic devices and production elements across a range of dance styles.

As part of the project, students will learn and perform a teacher-selected choreography from one of these styles. Following this, they will develop their own choreography by applying the elements of dance and principles of structured movement. Students will rehearse, refine, and perform their work, incorporating appropriate production elements to enhance their performance.

Additionally, students will reflect on their own performances, responding through written or verbal analysis with reference to the elements of dance, choreographic devices, and production elements.

## DESIGN A MECHANICAL TOY

TES

### ENGINEERING PRINCIPLES AND SYSTEMS

#### Subject Description

This 21<sup>st</sup> Century Project is aimed at introducing students to mechanisms and how they work. Throughout this project cam profiles and linkages will be investigated to look at what they are used for, where they are used, and the benefits of using cam profiles and linkages. This investigation will allow students to use their knowledge and skills of cams and linkages to design and produce a toy of their choice. Throughout this project, students will be introduced to workshop safety and basic hand and power tools. Students will also investigate the properties of different materials and choose the most appropriate materials to construct their design.

## DOWN TO EARTH

ART

### THE ARTS - VISUAL ARTS

#### Subject Description

This project explores artworks that show the landscape from a bird's eye perspective. Students will use a visual diary to record planning, exploration, and development of skills and techniques needed to communicate their own ideas.

Students will then work collaboratively to develop a painting for display.

This project incorporates tasks to develop students who can:

- \* Collaborate
- \* Use ICTs for learning
- \* Communicate
- \* Create
- \* Reflect.

## GAME DAY

GDY

### HEALTH & PHYSICAL EDUCATION EXTENSION

#### Subject Description

Students collaborate, organise and referee sports house competitions with their peers in class. They learn the sports skills, various roles and how to plan and officiate for that sport. They are self-regulating and require skilful communication to successfully complete their task.

## JAPANESE

JPS

#### Subject Description

Year 7 Japanese provides the opportunity for students to develop their language skills for use in a variety of contexts through the exploration of Japanese culture and society.

#### Assessment Summary

Types of assessment may include:

- Listening, speaking and reading exams;
- Oral presentations;
- Written assignments.

#### Homework Requirements

Students will have set activities related to classwork and assessment to complete.

#### Resources/Stationery Requirements

See Resource/Stationery Requirement List  
Laptop needed for assessment and classwork

**DIGITAL TECHNOLOGIES****Subject Description**

Minecraft Education Edition is a version of the popular game Minecraft that has been specifically designed for educational use. The education edition contains additional features and resources from the original game to help foster a better learning environment.

Students can use the game's block-based construction elements (coding) to design and build structures, landscapes and objects to create a sustainable virtual world. In addition to learning how to code, students develop problem-solving and critical-thinking skills. Coding is also an excellent way to express creativity.

Students will be assessed on their design, implementation and journal against criteria.

21<sup>st</sup> Century Skills covered in this course include:

- Communication
- Knowledge construction
- Self-regulation
- Real-world problem-solving and innovation
- Use of ICT for learning

\* **A laptop is essential for this course.**

**THE ARTS - MUSIC****Subject Description**

This unit's primary learning objective is to develop students' understanding of the music elements through the practice of keyboard and the drum kit. Students will be identifying and manipulating different music elements such as pitch, durations, expressive devices, texture, timbre, and structure.

Students will be playing a range of repertoire for the drum kit and the keyboard, with drum repertoire focusing on the music element duration (beat, rhythm, tempo, metre, syncopation) and keyboard focussing on pitch (melody, harmony, tonality). Students will learn to read music notes in treble clef and in addition, they will learn to read bass clef and drum transcriptions. Using the chosen repertoire for this unit, students will analyse composer's use of the elements of music and stylistic features.

**DIGITAL TECHNOLOGIES****Subject Description**

Students will be introduced to the concepts of robotics, computer simulation and programming. Students will design, develop, program and control robots to conduct different tasks. The use of specific sensors, switches, and motors will be part of the basic programming of robots.

Elements of this unit include:

- Creativity and real world problem solving
- Designing
- Planning and organising
- Collaboration and communication
- Independent thinking.
- Self-regulation
- Use of ICTs for learning

\* **A laptop is essential for this course.**

**FOOD AND FIBRE PRODUCTION****Subject Description**

This 21<sup>st</sup> Century Project explores the elements and principles of design of textiles and patterns. Repetition of shape and form are fundamental in all aspects of life and this project will enable students to:

- Analyse the use of pattern across different cultures. (Nationally and Internationally)
- Investigate the context and characteristics of the design elements
- Investigate some of the systems and properties in the production of pattern/ surface decoration)
- Design a pattern in response to an identified need.

Students will investigate the application and systems of pattern e.g. computer generated patterns, screen printing. They will also create a folio of pattern analysis (cross-cultural and historical) and produce a final design for an identified need.

**SCIENCE****Subject Description**

This project engages students in the scientific inquiry process. Students work together to develop hypotheses, identify variables, design experiments and investigate scientific phenomenon. Students develop their practical science skills and reflect on aspects such as accuracy and precision. Some investigations may include density towers, rockets, bottle cars and alginate worms.

This project incorporates tasks to develop students who can:

- Collaborate
- Engage in meaningful knowledge construction
- Solve real world problems
- Use ICT's for learning
- Communicate skilfully.

**WHAT A SUBJECT! (PHOTOGRAPHY REEL)****MED****MEDIA ARTS****Subject Description**

This project allows students to experiment with photography, considering technical and symbolic elements of the still image to create meaning.

In particular, students will learn how to use a DSLR camera, green screen and design/editing software to represent or promote an inspirational character/subject, passion or sense of identity through a reel of still images suitable for a social media profile.

Students will then extend their learning to explore how sound can contribute to or juxtapose the visual's meaning, ready for presentation to an audience.

**NOTES:**

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