SUCCESS. TOGETHER.

PROSERPINE

STATE HIGH SCHOOL

Junior Secondary 2026

Curriculum Booklet
Year 8

Local Spirit.
Universal Success.

www.proserpineshs.eq.edu.au

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 in 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 8 Coordinator	Ms Raylene Rasmussen

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This section of the booklet contains an outline of each 21st Century Elective Subject and Core Curriculum on offer.

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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 and Social Sciences - 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 Year 7 NAPLAN testing.

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 two, 70 minutes lessons 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.

JUNIOR CURRICULUM - CORE

Junior students are expected to study the core subjects on a continuous basis from Year 7 to Year 10.

Key contacts for any queries regarding subject selection are:

These core subjects are:	**Heads of Department**
English	**Mrs C Raiteri**
Health and Physical Education	**Mr A Cox**
Humanities	**Miss M Garibaldi**
Mathematics	**Mr L Sabo**
Science	**Mrs M Sothmann**

JUNIOR SECONDARY CURRICULUM - 21st Century Electives

YEAR 8

All Year 8 students are asked to select four (4) foundation units. **One of the electives must be from the Key Learning Area called 'The Arts' and one from 'Technologies'** (see below)**.** 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. These electives will be studied for approximately 10 weeks each. Students should select these units on the basis of *interest* and *aptitude*.

JUNIOR SECONDARY CURRICULUM ORGANISATION

YEAR 8 SUBJECTS		YEAR 9 SUBJECTS
English		English
Mathematics		Mathematics
Science		Science
Humanities and Social Sciences	History Geography Economics and Business Civics and Citizenship	History Geography Economics and Business
HPE	HPE	HPE
	Physical Education Extension	Physical Education Extension
LOTE	Japanese	Japanese
Wellbeing		
Digital Literacy		
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 Digital Technologies	Business Studies Digital Technologies
	STEM	STEM

CORE

CURRICULUM

SUBJECTS

ENGLISH ENG

Subject Description

Understanding how to deconstruct and analyse texts is an essential skill. Year 8 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

HEALTH & PHYSICAL EDUCATION HPE

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 student health and wellbeing. In year 8 students choose from a variety of sporting options learning about the benefits of physical activity and the key role it plays on their health. Students refine, develop and perform skills in the various sports, athletics and gymnastics options with a focus on their personal best and maximising improvement.

In theory students record and analyse their own personal diet and make comparisons to healthy dietary and activity principles. They examine values, self-esteem, and the issues around relationships, alcohol, tobacco and sexuality. The focus is developing knowledge and skill to make informed decisions, be assertive, emotionally resilient and aware of consequences of their choices.

Course Content

SEMESTER 1	SEMESTER 2
TERM 1 Gymnastics Health and Fitness Testing	TERM 3 Winter Games and Sports
TERM 2 A Matter of Balance – Diet and Nutrition Athletics	TERM 4 Making Healthy Choices – Drugs and Sexuality Summer Games and Sports

Assessment Summary

Assessment in Health & 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:

- Self-monitoring and evaluation
- Practical assessment of performances
- Practical assessment of skills in class
- Written assignment
- Written exam

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

HUMANITIES AND SOCIAL SCIENCES HASS

Subject Description

HISTORY Students explore the Viking world, uncovering how they lived, what drove them to raid and settle, and how their legacy still shapes popular culture. They then step into medieval Europe to examine the chaos of the Black Death, harsh justice systems, and how fear, faith, and power influenced society. Finally, students journey to shogunate Japan, where emperors ruled in name while shoguns and samurai upheld strict codes and traditions. Across these diverse histories, students investigate how power, belief, and social structures shaped daily life—and how these past worlds continue to influence the modern one.

GEOGRAPHY Students will investigate the powerful natural and human forces that shape our planet and our local communities. In the first unit, students will immerse themselves in the fascinating world of landscapes and landforms, uncovering how mountains, coastlines, deserts are formed and how they influence the way people live. Students will focus on a significant Australian landform or landscape and take on the role of environmental advisors, developing recommendations to a local council on how to better protect and manage it for future generations. In their second unit, students will explore the concept of liveability and what makes a place great to live in. Comparing locations across the world, students will discover how urban planning, sustainability, migration and community needs all contribute to the liveability of a place. Students will engage in hands on inquiry and fieldwork to also investigate the liveability of our local area. For their assessment students will take on the role of town planners to design their own town and create a place where people would truly want to live, work and play.

ECONOMICS AND BUSINESS Students will step into the role of creative entrepreneurs as they explore how businesses identify and respond to market trends, consumer needs and changing work environments. Through real-world case studies students learn how to analyse problems in the marketplace and spot opportunities for innovation. Sticking to a budget, they will develop their own brand identity and design a marketing and advertising campaign that targets a specific audience and responds to a specific scenario.

CIVICS AND CITIZENSHIP Students will dive into the role and independence of the judiciary (our courts and judges). Through real life cases and laws, students will explore how the courts interpret and apply the law, including controversial issues such as the use of religious items in schools that may be considered weapons. Students will examine landmark decisions and ethical debates surrounding individual rights, religious freedom, and school safety. Building on this understanding, they will adopt a point of view in a fictional legal scenario, preparing arguments as either the prosecution or the defence. The unit culminates in an engaging mock murder trial, where students bring the courtroom to life by taking on roles such as barristers, witnesses, jury members, and judges.

Course Content

SEMESTER 1	SEMESTER 2
TERM 1 **History** Ravens, Runes and Raiders (The Vikings) and From Plague to Power (Medieval Europe)	TERM 3 **Geography** Legends of Land and Lore
TERM 2 **History** The Way of the Warrior: Shoguns and Samurai **Civics and Citizenship** Dagger Dilemma: Cutting through the law (Weeks 5-10)	TERM 4 **Geography** Building a Better Tomorrow **Economics and Business** Brandstormers

Assessment Summary

Assessments in humanities cover a variety of assessment types including:

- Assignment – collection of work
- Investigation
- Short Response Exams
- Inquiry Report
- 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

MATHEMATICS MAT

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

SEMESTER 1	SEMESTER 2
TERM 1 Rates and Ratios Exponent Laws and time	TERM 3 Algebra and Linear equations
TERM 2 Statistics Probability	TERM 4 Geometry

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

SCIENCE SCI

Subject Description

In Year 8 Science, students are introduced to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs. They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales. They classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between chemical and physical change. They understand that chemical reactions also involve energy.

Course Content

SEMESTER 1	SEMESTER 2
TERM 1 **EARTH SCIENCE** Dynamic Earth	TERM 3 **BIOLOGY** Cells & systems
TERM 2 **CHEMISTRY** Elements, compounds and chemical change	TERM 4 **PHYSICS** Energy transfer and transformations

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

21st CENTURY ELECTIVE CURRICULUM SUBJECTS

ART ART

VISUAL ARTS

Subject Description:

Movement through Time and Space

The 10 week course will be an exploration of art. Students will take inspiration from artists of the past.

How artists create movement and space will be the main focus.

Area of study will/could include:

- drawing
- painting
- ceramics
- collage
- responding
- reflecting

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.
Movement Through Time and Space

Assessment Summary

Assessment in Art is designed to enable students to demonstrate achievement in all aspects of the objectives:

- Creating and making
- Presenting
- Exploring and responding

Types of assessment may include:

- Journal recording research and development of skills and knowledge
- Written responding task
- Resolved artwork
- Written self-reflection

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

Students require a spiral bound A4 journal and a pencil case with basic supplies.

BUSINESS STUDIES (FINANCIAL LITERACY) BSS

BUSINESS & TECHNOLOGY

Subject Description

This financial literacy course aims to have students develop an understanding of the way to manage money.

The course will move from the concept of what money is and ways of earning it, to money management techniques, the pitfalls of credit, payment options and ways of increasing ones wealth.

These concepts are applied to their assessment; an online financial literacy game called ESSI Money (standing for **E**arning, **S**aving, **S**pending and **I**nvesting).

Through a 'virtual reality' that simulates 6 months, students achieve an understanding of how decisions made throughout a time period can have both positive and negative impacts on their financial situation. It allows students to practise real life financial transactions and experience the consequences in a fun and challenging way. This assessment allows students to demonstrate an understanding of the basic concepts surrounding financial management in the areas of **E**arning, **S**aving, **S**pending and **I**nvesting – **ESSI**!

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.
Financial Literacy

Assessment Summary

Students are assessed on their 'Knowledge and Understanding' of financial matters. Results are based on the responses in the student's log book that is completed while participating in the online ESSI money program.

Homework Requirements

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

Resources/Stationery Requirements

Access to a computer at school and home for classwork and assessment is ESSENTIAL.

Internet access at home will assist with assessment completion.

See Resource/Stationery Requirement List.

DANCE DAN

THE ARTS

Subject Description

This unit of work involves students performing dances with a focus on storytelling through movement. Students will analyse the ways that dance works and performances communicate ideas and meanings, and engage audiences. Students will demonstrate techniques and safe dance practice when learning, choreographing and performing dance. They will use the elements of dance and choreographic devices to develop movement ideas, choreograph and rehearse dances. They use expressive skills to enhance communication with the audience. Using regular group work and collaborative activities, students will complete a combination of theory and practical work, both in the course structure and assessment.

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.
Dance of the People (Street Dance)

Assessment Summary

Assessment in Dance focuses on two strands: Making and Performing, and Responding.

Types of assessment may include:

- **Creating and making:** choreograph, rehearse and perform a collaborative dance representing an issue of today.
- **Exploring and responding:** Analysis of dance through the style of Contemporary Dance.

Homework Requirements

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

Resources/Stationery Requirements

- PE shirt
- Leggings

Laptop needed for assessment and classwork

DESIGN AND TECHNOLOGIES DAT

GRAPHICS

Subject Description

This unit introduces the essential skills and knowledge used in the study of graphics. Students use a combination of drawing equipment and computer programs.

Students will utilise drafting equipment including C.A.D. to produce 3D models, orthographic projections and pictorial representations.

Students will:

- develop motor skills required to manipulate basic graphics equipment and materials
- develop a basic understanding in the areas of:
  - Orthographic Projection (technical)
  - Pictorial Views (isometric, oblique)
  - Production of drawings using Computer Aided Drafting (C.A.D.).

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.
Introduction to Graphics

Assessment Summary

Assessment in Graphics is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Knowledge and Understanding of Design Technologies* and *Process and Production Skills.*

Types of assessment may include:

- Class work
- Assignment

Homework Requirements

N/A

Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork

DIGITAL TECHNOLOGIES (CODING) DIG

BUSINESS & TECHNOLOGY

Subject Description

Using collaborative tutorials to design code to create games, students build confidence in understanding and implementing coding.

Students design and trace algorithms and implement them in a general-purpose programming language such as Python, becoming familiar with coding concepts, including variables, arrays, loops, branching and functions.

Students select appropriate hardware for particular task and maintain an electronic journal of their learning.

Students apply a range of skills and processes in the production of digital solutions. They will:

- Explore game design;
- Develop ideas using storyboards and pseudo-code;
- Investigate how the design of a game influence user experiences;
- Test for functionality and evaluate improvements to the user experience;
- Apply project management techniques and protocols for collaboration.

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.

Use a nominated coding language to familiarise students with programming concepts and protocols by recreate classic games and understanding game design.

Assessment Summary

Assessment in Digital Technologies is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Knowledge and Understanding* and *Processing and Production Skills.*

Assessment is in the form of a project folio.

Homework Requirements

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

Resources/Stationery Requirements

Access to a computer at school and home for classwork and assessment is ESSENTIAL.

Document wallet

DRAMA DRA

THE ARTS
Subject Description
Voyaging

Group dynamics
Movement / Mime
Voice and speech techniques
Verbal dynamics
Images / Freeze Fames
Appropriate audience behaviour
Listening, relaxation and concentration techniques
Levels of role
- role taking
- role play
- role creation

Past and present contexts
Indigenous perspectives
Relationships and role
Developing and accepting role
Basic stagecraft

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.

Voyaging into a New World
Voyaging Through Night and Day

Assessment Summary

Assessment in Drama is designed to enable students to demonstrate achievement in making drama, and responding to drama.

Types of assessment may include:

Task A

- **Creating and making:** Movement and sound group presentation

Task B

- **Exploring and responding:** Analysis of how aspects of roles and relationships have been combined to convey dramatic meaning in the Indigenous play *Honey Spot* by Jack Davis.

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

Plain black t-shirt

ENGINEERING PRINCIPLES AND SYSTEMS TMT

METAL

Subject Description

This unit is aimed at developing basic knowledge, understanding of metal materials through practical skills using hand and power tools.

Students will learn safe operating procedures for hand and power tools and use this knowledge to produce basic designs from metal materials.

By completing this unit, students will:

- understand safe operating procedures
- demonstrate an understanding of the design process and drawing interpretation
- demonstrate correct marking out, cutting, folding and joining techniques in sheet and solid metal
- evaluate their own work.

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.

Introduction to Metal Technology

Assessment Summary

Assessment in Metal Technology is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Knowledge and Understanding of Design Technologies* and *Process and Production Skills*.

Types of assessment may include:

- Practical projects
- Theory test

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 Onguard Safety Program

FOOD AND FIBRE PRODUCTION TFF

INTRODUCTION TO SEWING AND TEXTILES

Subject Description

Systems and machinery are prevalent in the textiles industry. The domestic sewing machine and weaving loom are two examples that have many similarities to industrial machinery. In this subject students will;

- Analyse the use of machinery in the TEXTILE industry and domestically.
- Investigate and apply knowledge of the domestic sewing machine in the completion of the '*Sewing Machine Driving licence'*
- Investigate some of the systems and properties in the production of woven textiles and the construction of TEXTILE products.
- Design a product in response to an identified need.

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.

Assessment Summary

Folio of work requiring the creation of a final design for an identified need.

Homework Requirements

Completion of outstanding folio tasks. Extension work where applicable

Resources/Stationery Requirements

Equipped pencil case. A4 exercise book.

FOOD SPECIALISATIONS TFD

PLATES OF EIGHT

Subject Description

Students develop the knowledge, understanding and skills to make healthy choices about food and nutrition. They will develop an understanding of The Australian Guide to Healthy Eating, the Five Food Groups and implement this within their healthy eating choices. They will develop design process skills as they will be investigating, generating ideas, producing, evaluating and collaborating to create a final food product (Healthy Burgers). Student will become efficient operators of the school's kitchen, using safe and hygienic food preparation and cookery skills.

Students will:

- demonstrate basic cookery skills, fine motor skills and manipulation of materials
- use a variety of kitchen equipment in a safe, hygienic manner
- regularly evaluate own production skills
- build upon design process skills to fulfil the given design brief.

When students identify and evaluate the design brief, generate ideas and concepts; and create solutions, they give consideration to sustainability through economic, environmental and social impacts.

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.
Introduction to Food Technology

Assessment Summary

Assessment in Food Technology is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Design and Technologies, Knowledge and Understanding* and *Processes and Production Skills*.

Types of assessment may include:

- Design Portfolio
- Practical cooking assessments
- Work samples from work books and recipe books.

Homework Requirements

Students are required to buy ingredients for weekly cooking and their practical assessment task.

Weekly homework includes reflective questions and evaluating their cooking and time in the kitchen.

Practical components are completed in class time with written tasks, including assessment, set for homework.

Resources/Stationery Requirements

- Note book for theory lessons
- Display Folder for recipes
- Laptop needed for assessment and classwork

Students will be required to provide ingredients for weekly practical tasks and final practical assessment task. Students will require a suitable (clearly named) container each week to take cooking home in.

JAPANESE JPS

Subject Description

All students will ideally achieve competency in the basic script of HIRAGANA and some basic KANJI and then use these to communicate on a range of concepts from Japan.

Students studying Japanese have a further opportunity every second year to develop their language skills through the Japanese Cultural Tour. This is a ten day trip through Japan, visiting a range of places, offering a variety of experiences, including a visit with our sister school, Asaka Nishi High School.

Course Content

Course content may vary as new units are developed that align with National Curriculum.

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

MATERIALS AND TECHNOLOGIES SPECIALISATIONS TTZ

WOOD

Subject Description

This is an introductory unit encompassing the basic skills involved in working with wood and some plastic material. Students will be instructed in the safe and correct use of hand tools with some limited use of machinery.

Students will learn safe operating procedures for hand and power tools and use this knowledge to produce basic designs from wood and plastic materials.

After completing this unit, students should be able to:

- understand safe operating procedures
- plan, design and appraise projects in wood, ply and plastic
- perform simple hand and machine operations
- interpret technical drawings and evaluate their own designs.

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.

Assessment Summary

Assessment in Wood Technology is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Knowledge and Understanding of Design Technologies* and *Production Skills*.

Types of assessment may include:

- Practical projects
- Theory test

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

MEDIA ARTS MED

THE ARTS

Subject Description

In Media Arts, students develop knowledge, understanding and skills in the creative use of communication technologies and digital media to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.

Course Content

Unit – Animation Domination

In this unit, students explore the communicative power of technical, symbolic and generic elements to make meaning in moving-image media, focussing on cut-out animation. They use this knowledge to experiment with cut-out animation, both analysing and collaboratively creating stories with themes and messages targeted at children and young people. Throughout the unit, students will use technologies such as DSLR cameras for capturing animation frames, graphic tablets for digital drawing, and editing software for structuring their animated stories. They will apply ethical and safety practices throughout the process.

Assessment Summary

Assessment in Media Arts focuses on three strands:

- Creating and making
- Presenting
- Exploring and responding

Types of assessment may include:

- **Task 1: Exploring and Responding**
  - Short response exam: Analysing and evaluating a short stop motion animation
- **Task B: Creating and Making, Presenting and performing.**
  - Stop motion project: Design (storyboard) and produce (animated digital production) a short stop motion animation for children or young people.

Homework Requirements

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

Resources/Stationery Requirements

See Resource/Stationery Requirement List

USB drive for saving and backing up class and assessment work is advisable.

Laptop needed for assessment and classwork.

MUSIC MUS

THE ARTS – A Musical Journey

Subject Description

This unit's primary learning objective is to develop students' understanding and skillset on the guitar, bass and ukulele. Students will be identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timber and texture in their listening, composing and performing.

Students will be playing a range of guitar repertoire and analyse the use of music elements within classical, rock and folk guitar pieces. In addition, students will continue to learn to read notes in the treble clef and look at basic chord structures in root position. Through these learning experiences, student will be able to evaluate the expressive techniques used in the guitar music and gain opportunities in performing.

Course Content

- Musical elements
- Reading music in treble and bass clefs
- Keyboard skills
- Duration of notes and rests
- Scales
- Rhythmic dictation
- Guitar skills
- Instruments of the Orchestra

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.

Assessment Summary

1. **Creating and making**
   Composition
2. **Presenting**
   Knowledge and aural exam
3. **Exploring and responding**
   Performance on guitar

Homework Requirements

Homework will be in the form of set activities related to classwork and study for exam.

Resources/Stationery Requirements

Pencil, eraser, pen, manuscript book, notebook, laptop.

PHYSICAL EDUCATION PEX

HEALTH & PHYSICAL EDUCATION EXTENSION

Subject Description

This introductory unit will examine the major body systems skeletal, muscular, circulatory, respiratory and nervous systems.

Practical will be two seasonal games and sports chosen from touch football, basketball and volleyball.

Students should be able to:

- recall and describe the structure and function of the skeletal, muscular, circulatory and respiratory systems
- understand and explain how the systems function together in the body
- develop and perform skills in the chosen sports.

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.
An Introduction to Body Systems

Assessment Summary

Assessment in 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:

- Theory – written exam (Week 8)
- Multimodal – Video analysis
- Practical – skill performance and game play

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

STEM (SCIENCE, TECHNOLOGY, ENGINEERING & MATHS) STM

Subject Description

STEM is a cross-curricular subject that integrates Science, Technology, Engineering and Mathematics in a 'real world' learning context. With our world rapidly changing as technology advances, STEM will equip students with the knowledge and skills required for success in the 21st century. Opportunities in STEM are expanding as traditional jobs are being computerised and automated.

This 10 week subject will develop the student's technology and design skills by constructing and programming a robot to move through a maze using sensors and remote controls to simulate a remote rescue event. The subject focuses on developing students' creative and critical thinking skills, and their ICT capabilities.

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.

Topics may include:
- Macqueen programming
- electronics simulations
- circuit construction
- feedback control using sensors

Assessment Summary

Assessment in STEM is designed to enable students to demonstrate the Australian Curriculum general capabilities i.e. *numeracy, ICT capabilities, creating and critical thinking, and personal and social capability.*

Types of assessment may include:
- Project
- Reflection and evaluation

Homework Requirements

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

Resources/Stationery Requirements

A laptop is essential for classwork and assessment.

See Resource/Stationery Requirement List

NOTES:

Visit: 4 Ruge St, Proserpine
Mail: PO Box 220 PROSERPINE QLD 4800
Phone: 07 4945 0111
E-mail: principal@proserpineshs.eq.edu.au
Website: www.proserpineshs.eq.edu.au