



PROSERPINE
STATE HIGH SCHOOL

Junior Secondary 2027

Curriculum Booklet
Year 8

*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 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 – Middle Phase

Mr Robert Jensen

Deputy Principal – Senior School

Miss Shirley Holcombe

Deputy Principal – Teaching & Learning

Mr Rex Bertrand

Deputy Principal – Junior School

Mrs Peterina Dinnie

Heads of Department

Business & Humanities

Ms Rebecca Watts

English and LOTE

Mrs Corinne Raiteri

Health and Physical Education

Mr Andrew Cox

Industrial Technology & Design (ITD) and Home Economics

Mr Ben Whybird

Mathematics

Mr Lukas Sabo

Science

Mrs Michelle Sothmann

The Arts & Digital Technologies

Miss Amelia Hinschen

Inclusive Education Services

Mrs Julia Entvisl

Junior School

Mrs Cathy Muller

Teaching and Learning

Ms Marijke Kuypers

Teaching and Learning Support Practices

Ms Kerry Simpson

Middle Phase

Mr Nicholas Kaptiz

Senior School

Mr Jason Ashton

Support Teachers: Literacy/Numeracy & Digital Literacy

Ms Kerry Simpson

Guidance Officer

Mrs Leanne Farr

Mrs Karen O'Keefe

Year 8 Coordinator

Miss Emily Hardcastle

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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.

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 <u>core subjects</u> are:	Heads of Department
English	Mrs C Raiteri
Health and Physical Education	Mr A Cox
Humanities & Social Sciences	Miss R Watts
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
Business and Humanities	History	History
	Geography	Geography
	Economics and Business	Economics and Business
	Civics and Citizenship	Civics and Citizenship
	Business Studies	Business Studies
HPE	HPE	HPE
	Physical Education Extension	Physical Education Extension
LOTE	Japanese	Japanese
Wellbeing		
Digital Literacy		
The Arts and Digital Technologies	Art	Art
	Dance	Dance
	Drama	Drama
	Media Arts	Media Arts
	Music	Music
	Digital Technologies	Digital Technologies
	STEM	STEM
Technologies	Materials and Technologies Specialisations - Wood	Materials and Technologies Specialisations - Wood
	Engineering Principles and Systems - Metal	Engineering Principles and Systems - Metal
	Design and Technology - Graphics	Design and Technology - Graphics
	Food and Fibre Production - Textiles	Food and Fibre Production - Textiles
	Food Specialisations	Food Specialisations

**CORE
CURRICULUM
SUBJECTS**

Subject Description

Year 8 English builds students' ability to analyse, interpret and create increasingly complex texts. Students examine how language choices, text structures and stylistic features shape meaning and influence audiences. They strengthen their analytical, evaluative and creative skills while communicating effectively across a range of contexts.

Course Content

Students will engage with a variety of texts (including novels, poetry, drama, film, media and digital texts) to study:

- representations of people, places, events and cultures
- language features, text structures and stylistic devices used to engage audiences
- how values, beliefs and perspectives are represented in texts
- comparisons between texts and different viewpoints
- creating imaginative, persuasive, analytical and informative texts for different purposes and audiences
- developing effective speaking, listening and presentation skills.

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
- Informative

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 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
<u>TERM 1</u> Gymnastics Health and Fitness Testing	<u>TERM 3</u> Winter Games and Sports
<u>TERM 2</u> A Matter of Balance – Diet and Nutrition Athletics	<u>TERM 4</u> 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

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. 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.

Course Content

SEMESTER 1	SEMESTER 2
<u>TERM 1</u> Geography Landforms and Landscapes Geography Changing Nations	<u>TERM 3</u> History The Empires and Expansions Economics and Business Australian Markets
<u>TERM 2</u> History Medieval Europe and the early modern world	<u>TERM 4</u> Civics and Citizenship Australian Democracy

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

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
<u>TERM 1</u> Rates and Ratios Exponent Laws and time	<u>TERM 3</u> Algebra and Linear equations
<u>TERM 2</u> Statistics Probability	<u>TERM 4</u> 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

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
<u>TERM 1</u> EARTH SCIENCE Dynamic Earth	<u>TERM 3</u> BIOLOGY Cells & systems
<u>TERM 2</u> CHEMISTRY Elements, compounds and chemical change	<u>TERM 4</u> 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

VISUAL ARTS**Subject Description:****Movement through time and space**

Students will explore a range of media including drawing, painting, collage and clay to explore the concepts of space and time. They will learn technical skills in perspective drawing and how to create depth using layering and collage. Students will learn the basics of clay and how to create movement through repetition of texture. These projects are informed by Australian and International artists that have pushed visual boundaries within their genres.

Students create an extensive folio of work that will demonstrate these new skills and prepare them well for year 9 Visual Art and beyond.

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 & 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**vesting).

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**vesting – **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.

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

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

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

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.

Mime into the Role

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: Skills

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

Task B: Knowledge and Understanding

- **Exploring and responding:** Short response exam analysing roles and relationships *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

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 Ongaard Safety Program

INTRODUCTION TO SEWING AND FIBRES
Subject Description

This subject is quite often called “Textiles” or “Sewing”

As part of Design and Technologies, students explore how food and in particular FIBRE is produced in managed environments and how ethical and sustainable practices shape the way products are designed and made.

With this in mind we investigate natural fibres, focussing on cotton and how it changes from fibre to yarn and then to fabric. Students are introduced to the concept of Fashion Waste and how everyday materials can be repurposed into useful items, reflecting real-world practices and eco-conscious design. Our focus will be a popular cotton garment- the jeans. The exciting assessment task involves transforming an old pair of jeans into a functional apron, encouraging creativity, upcycling, and sustainable design

For most students, this is their first experience with a sewing machine. They will gain a sewing licence and apply basic skills to gain confidence to work on their assessment portfolio.

Course Content

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

Assessment Summary

Portfolio - Students demonstrate knowledge and understanding of key concepts and apply planning skills for their Upcycled Apron. They apply production skills to creating their final product, and evaluate the efficiency of these.

Homework Requirements

Completion of outstanding folio tasks.
Lunch time sewing lessons where applicable.

Resources/Stationery Requirements

- Equipped Pencil Case
- Second-hand Jeans, full length. Preferably non stretch

*Optional - students preferred threads, personal sewing equipment and apron embellishments.

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

Portfolio - Students are provided with a design brief and will apply knowledge and understanding of key concepts investigated throughout the term to design and plan a Healthy Burger. Students independently cook their burger and evaluate their efficiency against success criteria.

Homework Requirements

- Students are required to supply ingredients for weekly cooking, and their Burger Assessment task.
- BYO container for weekly cooking lesson.
- Up to date parent email contact is required for weekly reminders and ingredients lists.

Resources/Stationery Requirements

- Equipped pencil case
- Weekly ingredients

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

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

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: Knowledge and Understanding**
 - Short response exam: Analysing and evaluating a short stop motion animation
- **Task 2: Skills**
 - 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.

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.

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

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:

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