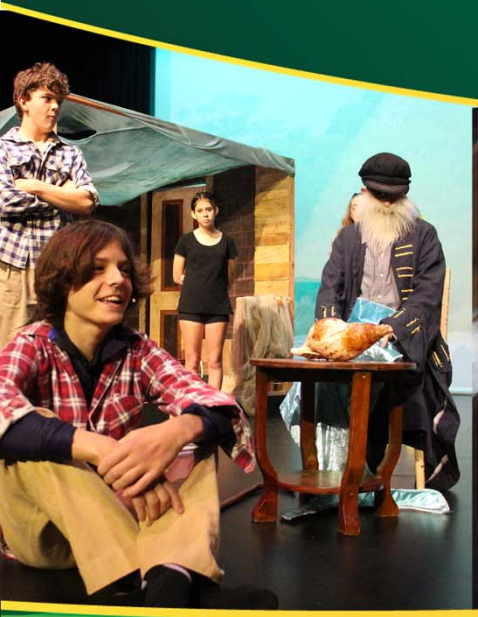
SUCCESS. TOGETHER.

PROSERPINE

STATE HIGH SCHOOL

Junior Secondary 2024

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 with 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 extension programs 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 – Teaching & Learning (Whole School)	Mrs Alison Rodgers
Deputy Principal – Teaching & Learning (Support Practices)	Mrs Peterina Dinnie

Heads of Department

Business and Technologies	Mrs Deb Brown
English and LOTE	Mrs Corinne Raiteri
Health and Physical Education	Mr Andrew Cox
Humanities	Miss Melanie Garibaldi
Design and Technologies, Agriculture	Mr Ben Whybird
Mathematics	Mr Lukas Sabo
Science	Mrs Michelle Sothmann
The Arts	Mrs Jenny Napier
Head of Special Education Services	Mrs Julia Entvisl
Student Engagement	Mrs Kahlia Goodwin
Teaching and Learning (Support Practices)	Ms Marijke Kuypers
Teaching and Learning (Support Practices)	Ms Kerry Simpson
Senior Schooling	Miss Rebecca Watts
Pathways and Transition	Ms Jess Dray

Support Teachers: Numeracy & Digital Literacy	Ms Kerry Simpson
Guidance Officer	Mrs Leanne Farr
	Mrs Karen O'Keefe
Year 8 Coordinator	Ms Raylene Rasmussen

TABLE OF CONTENTS

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

INDEX

CORE CURRICULUM INDEX

ELECTIVE CURRICULUM INDEX

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, endorses 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	**Ms M Garibaldi**
Japanese (LOTE)	**Mrs C Raiteri**
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
	Japanese	Japanese
Wellbeing		
The Arts	Art Dance Drama Media Arts – Film, Television and New Media Music	Art Dance Drama Media Arts – Film, Television and New Media 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.

Unit 1: Students listen to, read and interpret literary texts about and from Aboriginal and Torres Strait Islander histories and cultures. They select a text and examine how it represents Indigenous perspectives and justify its use in teaching children about Indigenous values and beliefs.

Unit 2: Poetry comes in many shapes and forms, but what each has in common with others is the use of poetic devices to create and shape theme and mood. Deconstructing poetry allows students to develop their understanding, analytical and literacy skills in a non-prose environment. The study of poetry encourages students to read closely and interpret the meaning of poems at many levels of the text.

Unit 3: Students explore how themes of personal and global significance are represented in a novel through the use of language and textual features. Students analyse the author's purpose and justify their point of view about how the author constructs characters, theme and events to position the reader.

Unit 4: Students view and analyse classic fairy tales (print and film versions), examining their features and purposes. They compare these texts with "fractured" versions which place a modern spin on the classic tale. Students write and illustrate their own fractured fairy tale for a young audience.

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 Sun Safety	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 in Year 8 provides a study of history from the end of the ancient period to the beginning of the modern period, c.650 – 1750 AD (CE). This was when major civilisations around the world came into contact with each other. It was the period when the modern world began to take shape.

GEOGRAPHY in Year 8 provides a study of the natural and human world we inhabit with particular focus on natural hazards and urbanisation.

'Landforms and Landscapes' examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

'Changing Nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography.

CIVICS AND CITIZENSHIP provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

ECONOMICS AND BUSINESS This unit explores the ways markets satisfy consumer demand for ethical and sustainable goods and service.

Course Content

SEMESTER 1	SEMESTER 2
TERM 1 **Geography** Landforms and Landscapes Changing Nations	TERM 3 **History** The Western and Islamic World (Medieval England)
TERM 2 **Geography** Changing Nations **Civics and Citizenship** Exploring influences that shape citizenship in Australia's democracy	TERM 4 **History** The Spanish Conquest **Economics and Business** Consumer Demand for ethical and sustainable goods

Assessment Summary

Assessment in Humanities and Social Sciences focuses on two strands: *Knowledge and Understanding* and *Skills*.

Types of assessment may include:

History

- Research assignment and essay
- Short response exam

Geography

- Short response/response to stimulus exam
- Report

Civics and Citizenship

- Participatory Action (group)

Economics and Business

- Collection of work (business proposal)

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
<u>TERM 1</u> Integers Fractions Decimals PIMDAS Percentages Terminating and recurring numbers Irrational numbers Pre-algebra Rates and ratios	<u>TERM 3</u> Time Geometry Area and volume Congruency in triangles Converting units Properties of quadrilaterals Perimeter Index laws
<u>TERM 2</u> Probability Data representation and interpretation	<u>TERM 4</u> Distributive law Highest common factors Factorising Cartesian number plane Graphing linear equations Solving linear equations Word problems involving equations

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 have set activities related to classwork and assessment to complete.

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 properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Course Content

SEMESTER 1	SEMESTER 2
TERM 1 **EARTH SCIENCE** Rocks in My World	TERM 3 **BIOLOGY** Biology of Life
TERM 2 **CHEMISTRY** Chemistry of Common Substances	TERM 4 **PHYSICS** Making Energy Work

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, i.e. *Making 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 making and performing dances with a focus on the style of street dance (hip hop). 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:

- Making: choreograph, rehearse and perform a collaborative dance representing an issue of today.
- Responding: Analysis of street dance through a short response exam.

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 TECNOLOGIES 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

Designing and coding an educational game. In this unit students will evaluate information systems that support learning and create an educational game. Learning opportunities include creating an educational game or learning object to educate younger students using a programming language e.g. Small Basic.

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

- explore game design
- investigate how data including text, images and sound are manipulated with code
- examine real-world problems, considering the functional, technical, social and usability constraints
- investigate how the design of a game influence user experience and apply those principles to the user experience design
- use algorithms including storyboards and pseudo-code to design their solution
- test for accuracy
- evaluate how well the user's needs are met using criteria including innovation, risk and sustainability
- learn and apply project management techniques and apply protocols for collaborating online.

Course Content

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

Design and code an educational game

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

- **Making:** Movement and sound group presentation

Task B

- **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

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.

Course Content

Unit 1: What is friendship?
Unit 2: What is in a time capsule?
Unit 3: What is for dinner?
Unit 4: Community celebrations

NB: 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

FILM, TELEVISION AND NEW MEDIA

Subject Description

In Media Arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials 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: Educate, Entertain and Entice

In this unit, students explore the communicative power of technical, symbolic and generic elements and techniques of a documentary to respond to another's media artwork, considering ethical and subjective viewpoints in their response. They use this knowledge and the techniques explored to collaboratively plan then individually design a documentary sequence within a set local, social and cultural context. Students will use technologies such as DSLR cameras for photography, graphic tablets for digital drawing and computer software to design their sequence. They will also apply ethical and safety practices throughout the process.

Assessment Summary

Assessment in Media Arts is designed to enable students to demonstrate achievement in all aspects of the objectives, specifically making media artworks and responding to others' media artworks.

Types of assessment may include:

Task A:

- **Responding** – Analysis of a documentary

Task B:

- **Making** – Collaboratively and individually design a sequence of a documentary on a chosen topic

Homework Requirements

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

Resources/Stationery Requirements

See Resource/Stationery Requirement List

Access to a computer at school and home is essential.

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

MUSIC MUS

THE ARTS – A Musical Journey

Subject Description

This is an introductory course in the study of music. Students will develop their aural/listening skills, theory knowledge and performance skills through a variety of musical activities including:

- Learning the keyboard and guitar and performing pieces learned
- Basics of music theory
- Learning the instruments of the orchestra
- Aural work.

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

Performance on keyboard
Performance on guitar
Knowledge and aural exam

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, volleyball and golf.

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

SCIENCE, TECHNOLOGY, ENGINEERING & MATHS (STEM) 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.

This 10 week subject will develop the student's technology and design skills by constructing and programming a robotic device to move through a design using sensors. The subject is based on the Australian Curriculum general capabilities, with a particular focus 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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