



PROSERPINE
STATE HIGH SCHOOL

Junior Secondary 2024

Curriculum Booklet
Year 7



*Local Spirit.
Universal Success.*

Welcome to Proserpine State High School

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

Our Junior Secondary Curriculum supports students in their transition from primary school to high school by providing them with a comprehensive program where students are engaged in learning utilising the Australian Curriculum. With our supportive teachers encouraging students to achieve to their potential, your child will develop as an independent learner 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 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 7 Coordinator

Mrs Emily Trembath

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WHY DO WE OFFER THE SUBJECTS WE DO?

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

Our junior school is founded on:

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

AUSTRALIAN CURRICULUM

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

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

LITERACY AND NUMERACY SUPPORT

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

An Intensive Reading program has been implemented to support Year 7 students with specific reading needs. This program is designed as one-on-one short sessions with a teacher or teacher aide skilled at teaching reading in secondary school.

Additional support offered by the Literacy and Numeracy Teachers include:

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

WELLBEING PROGRAM

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

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

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

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

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

DIGITAL LITERACY

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

NUMERACY

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

JUNIOR SECONDARY CURRICULUM – 21st Century Electives

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

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

JUNIOR SECONDARY CURRICULUM ORGANISATION

YEAR 7 SUBJECTS		YEAR 8 SUBJECTS		YEAR 9 SUBJECTS
English		English		English
Mathematics		Mathematics		Mathematics
Science		Science		Science
Humanities and Social Sciences	History Geography Economics and Business Civics and Citizenship	Humanities and Social Sciences	History Geography Economics and Business Civics and Citizenship	History Geography Economics and Business Civics and Citizenship
HPE		HPE	HPE	HPE
			Physical Education Extension	Physical Education Extension
LOTE	Japanese		Japanese	Japanese
Wellbeing		Wellbeing		
21 st Century Projects	A Magic Carpet Ride – Drama Dance – The Arts Collaborating with Colour – Visual Arts Jammin’ with Junk – Music Front and Centre (Magazine Design) – Media Arts Design a Mechanical Toy - Engineering Principles and Systems Amazing 3D Modelling – Design and Technologies Textiles and Patterns – Food and Fibre Production Cupcake Creations – Food Socialisations Minecraft Education – Business & Technologies Robotics – Business & Technology The Big Bang Challenge – Science Games Day – Health & Physical Education Extension	The Arts	Art Dance Drama Media Arts – 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 – Business & Technology Digital Technologies – Business & Technology	Business Studies – Business & Technology Digital Technologies – Business & Technology
			STEM	STEM

CORE

CURRICULUM

SUBJECTS

Subject Description

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

Course Content

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

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

Prior to NAPLAN (Week 4 of Term 2) students will spend several weeks on preparation and practice NAPLAN tasks.

Assessment Summary

Students will be assessed through:

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

Assessment will cover a range of text types:

- Imaginative
- Persuasive
- Analytical
- Comprehension.

Homework Requirements

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

Resources/Stationery Requirements

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

Subject Description

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

Course Content

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

Assessment Summary

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

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

Homework Requirements

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

Resources/Stationery Requirements

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

Subject Description

HISTORY in Year 7 provides a study from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history.

GEOGRAPHY provides a study of the natural and human world we inhabit with particular focus in Year 7 on water and liveability of places.

‘Water in the World’ examines the many uses of water, the ways it is valued, its different forms as a resource, the ways it connects places as it moves through the environment, and its scarcity.

‘Place and Liveability’ examines factors that influence liveability, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

CIVICS AND CITIZENSHIP provides a study of the Australian Constitution, how it shapes Australia’s democracy and how Australia’s secular system of government supports a diverse society with shared values.

ECONOMICS AND BUSINESS This unit explores what it means to be a consumer, a worker and a producer in the market.

Course Content

SEMESTER 1	SEMESTER 2
<p><u>TERM 1</u> Geography: Place and Liveability</p>	<p><u>TERM 3</u> History: The Ancient World Investigating the Ancient Past</p>
<p><u>TERM 2</u> Geography: Water in the World</p> <p>Civics and Citizenship Australian Constitution</p>	<p><u>TERM 4</u> History: The Ancient World The Mediterranean World (One of Egypt, Greece or Rome)</p> <p>Economics and Business How economics and Business works.</p>

Assessment Summary

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

Types of assessment may include:

History

- Short response exam
- Research assignment & essay

Geography

- Short response/response to stimulus exam
- Report

Civics & Citizenship

- Participatory Action (group)

Economics and Business

- Collection of work

Homework Requirements

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

Resources/Stationery Requirements

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

Subject Description

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

Course Content

(Plan may swap order.)

SEMESTER 1	SEMESTER 2
<u>TERM 1</u> Real Numbers Fractions	<u>TERM 3</u> Geometry Probability
<u>TERM 2</u> Algebra Measurement	<u>TERM 4</u> Data Finance

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

Subject Description

In Year 7 Science students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Course Content

SEMESTER 1	SEMESTER 2
<u>TERM 1</u> CHEMISTRY Water – Waste Not, Want Not	<u>TERM 3</u> PHYSICS Moving Right Along (Forces)
<u>TERM 2</u> EARTH SCIENCE Heavenly Bodies Sensational Seasons	<u>TERM 4</u> BIOLOGY Classification Organism Interactions

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

PROJECTS

21ST CENTURY PROJECTS OVERVIEW

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

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

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

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

A MAGIC CARPET RIDE

DRA

THE ARTS – DRAMA

Subject Description

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

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

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

This project incorporates tasks to develop students who are:

- * Skilful and creative communicators.

AMAZING 3D MODELLING

DAT

DESIGN AND TECHNOLOGIES

Subject Description

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

CUPCAKE CREATIONS

TFD

FOOD SPECIALISATIONS

Subject Description

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

This project will allow students to develop the skills:

- Effective communication
- Creativity
- Collaboration

DANCE

DAN

THE ARTS

Subject Description

Throughout the project, the students will identify and analyse the elements of dance, choreographic devices and production elements in different styles of dance.

During the project, the students will choreograph and perform a dance by:

- Developing choreography by applying elements of dance and organised movement
- Practising and refining their dance
- Rehearsing and performing their dance with production elements.
- Respond through reflecting on their performance, incorporating elements of dance, choreographic devices and performance elements.

DESIGN A MECHANICAL TOY

TES

ENGINEERING PRINCIPLES AND SYSTEMS

Subject Description

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

DOWN TO EARTH

ART

THE ARTS - VISUAL ARTS

Subject Description

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

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

This project incorporates tasks to develop students who can:

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

FRONT and CENTRE (MAGAZINE DESIGN)

MED

THE ARTS - MEDIA ARTS

Subject Description

This project explores how magazine covers engage an audience through the use of conventions and technical and symbolic elements.

In particular, students identify a target audience for the marketing of a magazine and analyse how elements are used to reach this audience and create meaning.

With this knowledge, students then learn how to use a DSLR camera, graphics tablets and design software to plan and design their own magazine cover.

GAME DAY

GDY

HEALTH & PHYSICAL EDUCATION EXTENSION

Subject Description

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

THE ARTS - MUSIC

Subject Description

This project engages students to work in small groups to create a rhythmic composition based on ostinato patterns within a structure; and perform these rhythmic compositions using everyday objects, or 'junk' (not usual music instruments). Styles may include Hip Hop and Indigenous music.

The students will then learn to play and sing selected songs on the ukulele using correct fingers on chords, clear string tone, constant tempo and singing in tune as is appropriate for skill level.

This project incorporates tasks to develop students who are:

- * Collaborative learners
- * Creative thinkers
- * Self-regulated learners.

Subject Description

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

Unit 1: Explores the language and cultural practices of Japan.

Unit 2: Explores the language and cultural practices of different parts of Japan.

Unit 3: Explores the language and cultural practices related to concepts of community in Japan and Australia.

Unit 4: Explores the language and cultural practices related to identity.

Course Content

SEMESTER 1	SEMESTER 2
Unit 1: Just about me	Unit 3: What is community?
Unit 2: Memorable places	Unit 4: What is self-identity?

Assessment Summary

- Types of assessment may include:
- Listening, speaking and reading exams;
 - Oral presentations;
 - Written assignments.

Homework Requirements

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

Resources/Stationery Requirements

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

DIGITAL TECHNOLOGIES**Subject Description**

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

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

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

21st Century Skills covered in this course include:

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

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

ROBOTICS**DIG****DIGITAL TECHNOLOGIES****Subject Description**

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

Elements of this unit include:

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

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

FOOD AND FIBRE PRODUCTION**Subject Description**

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

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

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

THE BIG BANG CHALLENGE**SCIENCE****Subject Description**

This project engages students in the scientific inquiry process. Students work together to develop hypotheses, identify variables, design experiments and investigate scientific phenomenon. Students develop their practical science skills and reflect on aspects such as accuracy and precision. Some investigations may include rockets, catapults, building bridges & towers, non-Newtonian liquids and lava lamps.

This project incorporates tasks to develop students who can:

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

NOTES:

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