

# Junior Course Guide 2025



**Smithfield  
State High School**



Department of Education  
Trading as Education Queensland International (EQI)  
CRICOS Provider Code 00608A

**Trinity Beach**  
STATE SCHOOL

Our Partners  
 **JAMES COOK  
UNIVERSITY**  
AUSTRALIA

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## Deputy Principals' Foreword

Welcome to the Tropical North Learning Academy – Smithfield State High School. This course guide is designed to give students and parents an overview of the courses on offer in Years 7, 8 and 9. The course guide should be used in conjunction with any course or subject selection activity. Look carefully at the year levels offered as some subjects are not offered across all year levels.

Subjects studied in Junior Secondary will be studied by students in the following pattern:

Year level	Core subjects	Selected subjects
Year 7	Full-year compulsory subjects	<ul style="list-style-type: none"> <li>• 2 selected subjects per semester (total of 4 subjects per year)</li> <li>• No duplicate selections in this year permitted (different selections in both semesters) with the exception of languages e.g. French.</li> <li>• Subjects for Semester 1 are chosen before the year commences</li> <li>• Subjects for Semester 2 are chosen in Term 2</li> <li>• All students must study at least one Arts elective subject in either Semester 1 or Semester 2.</li> </ul>
Year 8		<ul style="list-style-type: none"> <li>• 2 selected subjects per semester (total of 4 subjects per year)</li> <li>• No duplicate selections in this year permitted (different selections in both semesters) with the exception of languages which are a full year course e.g. French.</li> <li>• Subjects for Semester 1 are chosen before the year commence (Term 4, Year 7)</li> <li>• Subjects for Semester 2 are chosen in Term 2</li> <li>• All students must study at least one Arts elective subject in either Semester 1 or Semester 2.</li> </ul>
Year 9		<ul style="list-style-type: none"> <li>• 3 selected subjects – all year</li> <li>• All students must study at least one Arts elective subject</li> </ul>

Adhering closely to subject selection processes and timelines is critical (***read your subject preference form carefully for instructions and due dates***). Selected subjects are capped and have maximum enrolment numbers. To ensure the best possible chance of gaining a first preference choice, ensure that you complete your selections as soon as possible. Those students not getting their first preference option will move to their second and third preference option as appropriate.

Remember, when choosing your selected subjects in Junior Secondary consider the points below in order:

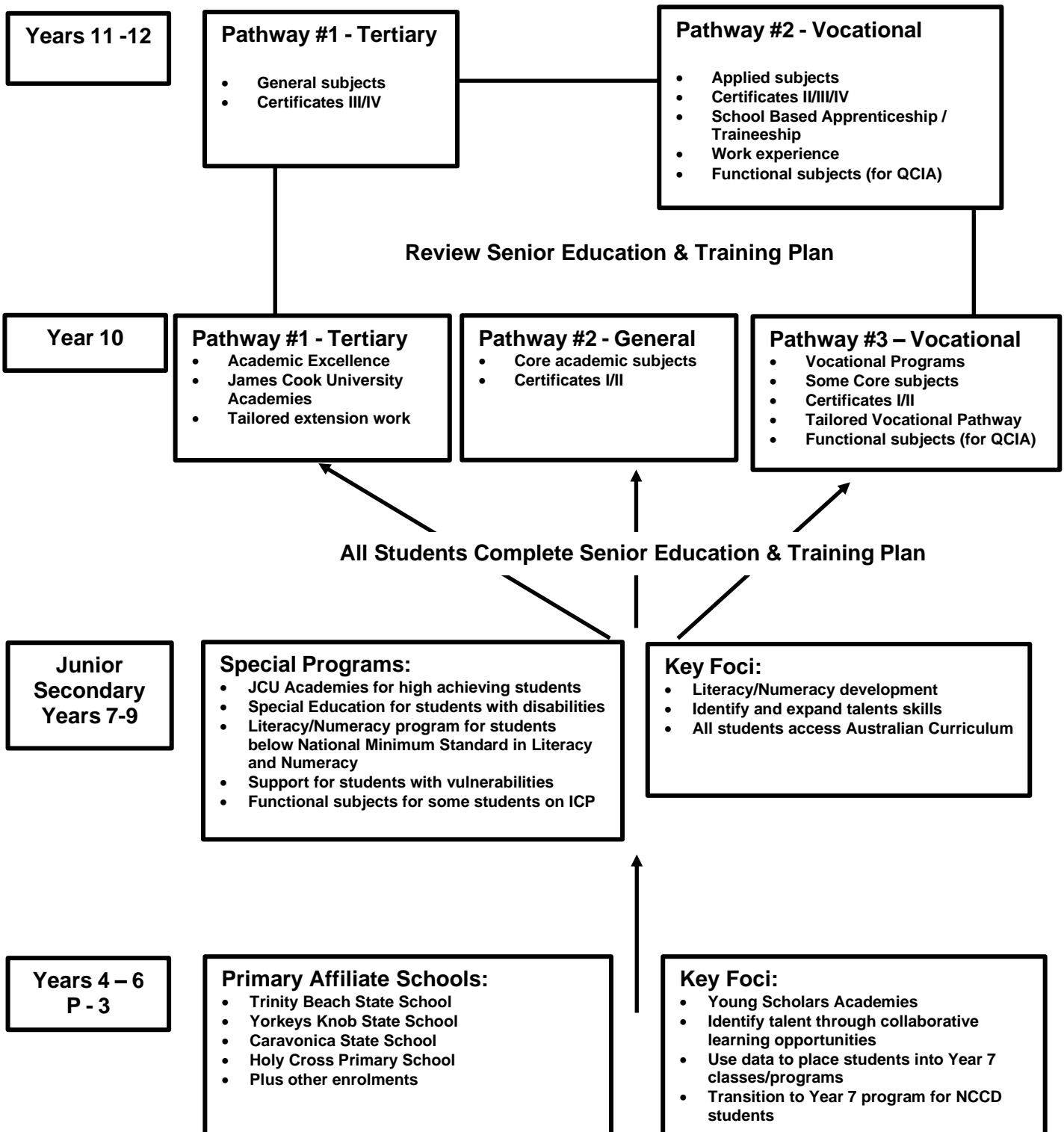
1. Interest
2. Aptitude
3. Links to a senior pathway through Years 10, 11, 12
4. Links to post-schooling options

Choosing correctly will give students the very best opportunity to excel in their chosen subjects. If you have any questions related to the information contained within this course guide, don't hesitate to contact our faculty Heads of Department, via reception who would be only too happy to clarify them for you.

Rowena Cooper  
Deputy Principal  
Junior Secondary

Alison Kaggelis  
Deputy Principal  
Middle Secondary

## The Pathway to Success at Smithfield State High School



## Junior Secondary Curriculum Overview

	Core Subjects	Elective Subjects
7	Digital Technologies (DIG) English (ENG) Health & Physical Education (HPE) Humanities & Social Sciences (HUM) Literacy (LTY) Mathematics (MAT) Numeracy (NCY) Philosophy in Action (PIA) Science (SCI) Sustainability (SUS)	Drama (DRA) Entrepreneurs of Tomorrow (EOT) French (FRE) Home Economics Technologies (HET) Introduction to Technology & Design (TAD) Internet of Things (IOT) Media Arts (MED) Music (MUS) STEM Extend (STX) Visual Arts (ART)
8	Digital Technologies (DIG) English (ENG) Health & Physical Education (HPE) Humanities & Social Sciences (HAS) Literacy (LTY) Mathematics (MAT) Mathematics Extension (MEX) Numeracy (NCY) Philosophy in Action (PIA) Science (SCI) Sustainability (SUS)	Drama (DRA) Entrepreneurs of Tomorrow (EOT) French (FRE) Home Economics Technologies (HET) Introduction Technology & Design (TAD) Internet of Things (IOT) Media Arts (MED) Music (MUS) STEM Extend (STX) Visual Arts (ART)
9	English (ENG) Health & Physical Education (HPE) Humanities & Social Sciences (HAS) Mathematics (MAT) Numeracy (NCY) Science (SCI) Sustainability (SUS)	Digital Technologies (DIG) Drama (DRA) Food Studies & Design (FSS) Health & Physical Education Extension (XHP) Introduction to Manufacturing & Technologies (IMT) Media Arts (MED) Music (MUS) STEM Extend (STX) Visual Arts (ART)

## Years 7 – 9 Core Subjects

## Digital Technologies

<p><b>Year levels offered:</b> Years 7 and 8</p>
<p><b>Subject Overview:</b> Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.</p>
<p><b>Course Structure:</b></p> <p><b>Year 7</b> Over 2 terms, students begin to develop computational and design thinking skills and coding language conventions. Students will develop skills in designing and implementing solutions by creating simple programs using a general-purpose programming language to solve challenges. This will provide them with the knowledge and skills required to conduct a project for assessment which involves creating an educational game for a target audience of their peers that incorporates a simulation or model of a real-world system.</p> <p><b>Year 8</b> Over 2 terms, students continue to develop their understanding of computational thinking processes by exploring networking and digital data. Students begin exploring systems thinking as well and how this thinking relates to networks. In this unit students will transform data into information, explore and analyse networked systems and data transmission, and evaluate, design and generate webpages.</p>
<p><b>Assessment Summary:</b> Each term there will be 1 assessment item. Students will be assessed in both written format (i.e. test) as well as producing a major project. Projects consists of a practical digital component as well as a significant written component. Ample time is provided in class to complete all aspects of the assessment task.</p>
<p><b>Equipment:</b> It is strongly encouraged that students bring their own Laptop (BYOD). 8GB USB or external hard drive, pencils/pens, headphones A4 workbook.</p>
<p><b>Senior Pathways:</b> This subject is designed to prepare students for the subject of Design in Years 11 and 12.</p>
<p><b>Careers:</b> Digital Technologies prepares students for a range of careers in a variety of digital contexts. Digital Technologies develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life. The future careers and pathways for this subject may include the Internet of Things Pathway at James Cook University, web and or app development, data analyst, computing and information services.</p>
<p><b>Subject Fees:</b> Nil.</p>

## English

**Year levels offered:**

Years 7, 8 and 9

**Subject Overview:**

The Australian Curriculum: English aims to ensure that students:

Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.

Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.

Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.

Develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

**Course Structure:**
**Year 7**

Unit 1: Narrative Writing

Unit 2: Persuasion

Unit 3: Novel Study

Unit 4: Poetry Study

**Year 8**

Unit 1: Film Study

Unit 2: Novel Study

Unit 3: Drama Text Study

Unit 4: Narrative Writing

**Year 9**

Unit 1: Film Study

Unit 2: Narrative Writing

Unit 3: Novel Study

Unit 4: Play/Film Study

**Assessment Summary:**

Summative assessment is listed below. There are other formative assessments that take place in some units. Formative assessment is used for learning and feedback. Summative assessment counts towards the final mark.

**Year 7**

Unit 1: Short story

Unit 2: Persuasive speech

Unit 3: Analytical essay

Unit 4: Group discussion

**Year 8**

Unit 1: Analytical Speech

Unit 2: Comprehension Test, Analytical Essay

Unit 3: Group discussion

Unit 4: Short story



<p><b>Year 9</b> Unit 1: Film review Unit 2: Short story Unit 3: Comprehension test Unit 4: Analytical essay Unit 5: Comprehension test Unit 6: Group discussion</p>
<p><b>Equipment:</b> A Laptop (BYOD) computer is required for Years 7, 8 and 9 English. A4 exercise book and USB.</p>
<p><b>Senior Pathways:</b> This subject provides the foundation for English in Year 10 and General English, Literature, English as an Additional Language and Essential English in Years 11 and 12.</p>
<p><b>Careers:</b> Students with a specific interest in English could aspire to careers in marketing, public relations, publishing, editing, journalism, teaching, writing and other creative industries. A pass in the senior subjects General English, Literature or English as an Additional Language is a pre-requisite for all university courses.</p>
<p><b>Subject Fees:</b> Nil.</p>

## Literacy

<b>Year levels offered:</b> <i>Years 7 and 8</i>
<b>Subject Overview:</b> As students move from primary school into junior secondary and beyond, they require more specialised teaching of comprehension and composition skills in order to achieve success in the curriculum. Literacy lessons develop these skills, including growth in comprehending more specialised and technical vocabulary and mastering more complex patterns in texts. Success in the learning areas/subjects is enhanced through explicit teaching of analytical, interpretive and evaluative comprehension processes and of how language works at the whole text, paragraph, sentence and word level in a specific learning area/subject.
<b>Course Structure:</b> <b>Years 7 and 8</b> One lesson a week designated Literacy- Reading lesson One lesson a week designated Literacy- Writing lesson
<b>Assessment Summary:</b> Students are reported on using A-E equivalence of standardised testing.
<b>Equipment:</b> Headphones, A4 exercise book, whiteboard marker.
<b>Senior Pathways:</b> Increasing explicit literacy instruction upward through the secondary years supports students in succeeding and persevering with the curriculum. Literacy serves the learning areas/subjects in lifting student performance.
<b>Careers:</b> Literacy skills are necessary for all career pathways.
<b>Subject Fees:</b> Nil.

## Health & Physical Education

**Year levels offered:**

Years 7, 8 and 9

**Subject Overview:**

Students engaging in this course will gain in depth understanding of the importance of a physically active lifestyle, healthy relationships, safe choices and the associated health and wellbeing benefits. Students will be involved in numerous practical sports and recreation elements with some theoretical components attached to each unit of study.

**Course Structure:****Year 7**

Strand: Personal, social and community health

- 1.1 Approaching adolescence Focus Area: Relationships and sexuality (RS)
- 2.1 I can make good decisions Focus Area: Alcohol and other drugs (AD)
- 3.1 Super snacks Focus Area: Food and nutrition (FN)
- 4.1 Looking after myself (Road, Sun and Personal Safety) Focus Area: Safety (S)

Strand: Movement and physical activity

- 1.2 Cooperative and Indigenous Games Focus Area: Active play and minor games (AP)
- 2.2 Invasion Games: Focus Area: Games and sports (GS)
- 3.2 Fit and Healthy: Student choice of Lifelong physical activities; rhythmic and expressive activities or Challenge and adventure activities
- 4.2 Striking and Fielding Games: Games and sports (GS)

**Year 8**

Strand: Personal, social and community health

- 1.1 Food for life Focus Area: Food and nutrition (FN)
- 2.1 My decisions my life Focus Area: Alcohol and other drugs (AD)
- 3.1 Health Related Fitness Focus Area: Health benefits of physical activity (HBPA)
- 4.1 Personal health (body image and resilience) Focus Area: Mental health and wellbeing (MH)

Strand: Movement and physical activity

- 1.2 Net games 1 Focus Area: Games and sports (GS)
- 2.2 Invasion Games 2 Focus Area: Games and sports (GS)
- 3.2 Fit and healthy 2 student choice of Lifelong physical activities; Rhythmic and expressive activities; and Challenge and adventure activities.
- 4.2 Striking and Fielding Games 2 Focus Area: Games and sports (GS)

**Year 9**

Strand: Personal, social and community health

- 1.1 Respectful relationships Focus Area: Relationships and sexuality (RS)
- 2.1 Community health (bullying and anxiety) Focus Area: Mental health and wellbeing (MH)
- 3.1 Sport Related Fitness Focus Area: Health benefits of physical activity (HBPA)
- 4.1 First Aid Focus Area: Safety (S)

Strand: Movement and physical activity

- 1.2 Net games 2 Focus Area: Games and sports (GS)
- 2.2 Invasion Games 3 Focus Area: Games and sports (GS)
- 3.2 Fit and healthy 3 student choice of Lifelong physical activities; Rhythmic and expressive activities; or Challenge and adventure activities.
- 4.2 Striking and Fielding Games 3 Focus Area: Games and sports (GS)

<p><b>Assessment Summary:</b> Students are assessed for each strand each term. assessment might include an in-class assignment, exam, project, multimodal or performance</p>
<p><b>Equipment:</b> A4 exercise book, display folder, laptop (BYOD) and USB, headphones with microphone, appropriate footwear for physical activity, school hat, drink bottle and sunscreen</p>
<p><b>Senior Pathways:</b> PE, Health, Sport and Recreation (Outdoor Education), Community and Health Services Certificate II/III, Sport and Recreation Certificate II/III, Fitness Certificate III</p>
<p><b>Careers:</b> University – Medicine, Health and Nutrition, Sports Science, Psychology, Social Services, HPE teacher, Physiotherapy, Occupational Therapy Work – Fitness Instructor, Personal Trainer, Coach, Sports Administrator, Gym/Sport Centre Manager, Tourism/Recreation Industry</p>
<p><b>Subject Fees:</b> Nil.</p>

## Humanities & Social Sciences and Sustainability

**Year levels offered:**

Years 7, 8 and 9

**Subject Overview:**

Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. The Humanities have a historical and contemporary focus, from personal to global contexts, and considers challenges for the future.

The Humanities subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the twenty-first century. The Humanities learning area comprises four subjects: History, Geography, Economics and Business.

Learning Academy and High Performing Humanities Students will have the opportunity to participate in a higher-level Humanities Course entitled Sustainability. Sustainability is different to Humanities as it challenges students to learn through inquiry. These inquiries are based on local, national and global issues such as water management, climate change, settlement, town planning and conflict. In Term 4 students will have the opportunity to participate in a Perplexity Project where they can choose an issue of interest and use Inquiry to investigate potential solutions.

**Course Structure:**

**Year 7 Humanities Course Structure:**

Unit 1: Water in the World; Unit 2: Liveability; Unit 3: Ancient Rome; Unit 4: Local Area Study or Ancient Civilizations Historical Inquiry

**Year 8 Humanities Course Structure:**

Unit 1: Landforms and Landscapes; Unit 2: Catchments; Unit 3: Spanish Conquest of the Americas; Unit 4: Medieval History

**Year 9 Humanities Course Structure:**

Unit 1: Industrial Revolution; Unit 2: World War 1 Unit 3: Legal Studies or Business Unit 4: Globalization.

**Year 7 Sustainability Course Structure:**

Unit 1: Hydrology in the Tropics; Unit 2: Sustainable Communities of the Tropics; Unit 3: Ancient Rome and Today; Unit 4: Urban Design

**Year 8 Sustainability Course Structure:**

Unit 1: Responding to Natural Disasters; Unit 2: Sustainable Communities; Unit 3: Medieval History and Today; Unit 4: Perplexity Project

**Year 9 Sustainability Course Structure:**

Unit 1: Sustainability in our Modern World; Unit 2: World War 1; Unit 3: Philosophy; Unit 4: Globalization.

**Assessment Summary:**

Students are assessed through one piece of assessment per term. Summative assessment is listed below. There are formative assessments that take place mid-term for all units. Formative assessment is used for learning and feedback. Summative assessment counts towards the final mark.

**Year 7 Humanities**

Unit 1: Response to stimulus exam; Unit2: Geographical Report; Unit 3: Response to Stimulus Exam; Unit 4: Historical Inquiry.

**Year 8 Humanities**

Unit 1: Knowledge and Response to Stimulus Exam; Unit 2: Geographical Report; Unit 3: Historical Inquiry, Multi Modal; Unit 4: Response to Stimulus Exam

**Year 9 Humanities**

Unit 1: Response to Stimulus Exam; Unit 2: Historical Inquiry / Multi Modal Unit 3: Financial Report or Mock Court; Unit 4: Response to Stimulus Exam

**Year 7 Sustainability**

Unit 1: Response to Stimulus Exam; Unit 2: Geographical Report; Unit 3: Historical Inquiry; Unit 4: Multi Modal

**Year 8 Sustainability**

Unit 1: Geographical Report; Unit 2: Multi Modal Presentation; Unit 3: Historical Inquiry; Unit 4: Multi Modal

**Year 9 Sustainability**

Unit 1: Inquiry; Unit 2: Multi Modal Presentation; Unit 3: Historical Inquiry; Unit 4: Multi Modal

**Equipment:**

A laptop (BYOD) computer is required for Years 7, 8 and 9. 8GB USB, headphones A4 exercise book and whiteboard markers.

**Senior Pathways:**

This subject will be beneficial to students aspiring to undertake Modern History, Ancient History, Aboriginal and Torres Strait Islander Studies, Accounting, Legal Studies, Geography, Economics and Social and Community Studies.

**Careers:**

The future careers and pathways for this subject are diverse from the study of law, finance, economics, urban planning, accountancy, business and sustainability pathways.

**Equipment:**

A laptop (BYOD) computer is required for Years 7, 8 and 9. 8GB USB, headphones A4 exercise book and whiteboard markers.

**Senior Pathways:**

This subject will be beneficial to students aspiring to undertake Modern History, Ancient History, Aboriginal and Torres Strait Islander Studies, Accounting, Legal Studies, Geography and Social and Community Studies in Years 11 and 12 and Economics.

## Mathematics

<p><b>Year levels offered:</b> Years 7, 8 and 9</p>
<p><b>Subject Overview:</b> Students will study Mathematics across the three content strands: number and algebra, measurement and geometry, and statistics and probability. They will be assessed according to the proficiency strands understanding, fluency, and problem-solving. These proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics. Included in the Mathematics program are two lessons of Numeracy in years 7 and 8 and one lesson per week in year 9. This lesson is aimed to improve the basic numeracy skills for all students in both core and academy learning pathways.</p>
<p><b>Course Structure:</b></p> <p><b>Year 7</b> Term 1: Number, Statistics and Probability Term 2: Number and Algebra Term 3: Numbers, Measurement and Space Term 4: Space and Measurement</p> <p><b>Year 8</b> Term 1: Number and Probability Term 2: Number, Algebra and Measurement Term 3: Statistics, Measurement and Space Term 4: Space, Measurement and Algebra</p> <p><b>Year 9</b> Term 1: Geometry, Number and Measurement Term 2: Number, Algebra and Measurement Term 3: Statistics and Algebra Term 4: Probability, Algebra and Space</p>
<p><b>Assessment Summary:</b> Two assessment items each term. There will be one assignment per year.</p>
<p><b>Equipment:</b> For each lesson, students require a Casio fx82 au calculator, A4 5mm or 7mm grid book, HB pencil, black or blue pen, red pen, eraser, ruler. Occasionally students require a protractor and compass. It would be useful to purchase these at the start of the year and keep at home until required.</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Essential Mathematics, General Mathematics, Mathematical Methods, or Specialist Mathematics in Years 11 and 12.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include trade, business and retail careers as well as University courses in the areas of mathematics and science, engineering, medical sciences, education, accounting, law and business.</p>

## Numeracy

<p><b>Year levels offered:</b> Years 7, 8 &amp; 9</p>
<p><b>Subject Overview:</b> The Numeracy lesson structure was introduced to maintain student numeracy skills progressing from upper primary to lower secondary. The numeracy skills across the three Australian Curriculum strands: number and algebra, measurement and geometry and statistics and probability. Concepts that fall within these strands are consolidated as students progress from Year 7 through to Year 9.</p>
<p><b>Course Structure:</b> <b>Year 7 and 8</b> Two lessons per week designated Numeracy</p> <p>The Year 7 and 8 numeracy lessons are structured to cover a range of mathematical skills in a progressive, measurable routine. Staff explicitly teach students specific skills with the aim to improve their knowledge base. Problem Solving and Reasoning content is covered as a progression throughout the year.</p> <p><b>Year 9</b> One lesson per week.</p> <p>The Year 9 Term 1 and 2 Numeracy structure focuses on NAPLAN style concepts (Problem Solving and Reasoning). Term 3 and 4 numeracy lessons are structured to cover a range of mathematical skills in a progressive, measurable routine. Staff explicitly teach students specific skills with the aim to improve their knowledge base.</p>
<p><b>Assessment Summary:</b> Students are reported on in this subject in Years 7 and 8.</p>
<p><b>Equipment:</b> Work is completed in the students' normal Mathematics book. A Casio fx82 au calculator will be required in some lessons.</p>
<p><b>Senior Pathways:</b> Numeracy programs are differentiated for students wishing to study a tertiary pathway to study Specialist Mathematics/Mathematical Methods in senior years. Basic numeracy skills are covered for those students who will enter General Mathematics/Essentials Mathematics in senior years, or a vocational pathway.</p>
<p><b>Careers:</b> Numeracy skills are necessary for all career pathways.</p>
<p><b>Subject Fees:</b> Nil.</p>



## Philosophy in Action

<b>Year levels offered:</b> <i>Years 7 and 8</i>
<b>Subject Overview:</b> The teaching of Philosophy opens students' minds to big ideas and promotes deep and critical thinking. Students learn to reflect on their own and other's thinking processes, analyse arguments rigorously, arrive at independent judgements, and articulate their views with clarity, reasoning and respect. They work collaboratively with peers and strive to build on the ideas of others. These skills can be translated across various subject areas.
<b>Course Structure:</b> Over the course students will explore topics such as: Identity – what makes me “me”? Is life in the tropics getting better? A discussion of contemporary issues facing the tropical areas of the world. Philosophy as seen through different cultures and cultural perspectives. How do we answer the unanswerable questions? How do I know what is right from wrong? Ethical dilemmas such as capital punishment. What is justice and fairness? What is real and what is fake? Moral philosophy Introduction to logic and critical thinking. How do we use reason and logic to build argument?
<b>Assessment Summary:</b> Assessment is based upon one specified task per term; written reflections; participation in class discussions and activities; and the student's capacity to listen to the views of others. The criteria for assessment are aligned to the Australian Curriculum – general capabilities and to the Literate Graduate Skillset.
<b>Equipment:</b> Laptop (BYOD), writing materials.
<b>Senior Pathways:</b> This subject will be beneficial to all students as this course develops their critical thinking skills and specifically directed toward Philosophy and Reason in Years 11 and 12.
<b>Careers:</b> The future careers and pathways for this subject are varied because of the broad nature of the skills being taught and include medicine, law, journalism and science.
<b>Subject Fees:</b> Nil.

## Science

<p><b>Year levels offered:</b> Years 7, 8 and 9</p>
<p><b>Subject Overview:</b> Students will study four units of science per year (1 per term). In each year these units are Chemistry, Physics, Biology and Earth Science. They will be assessed in three areas: Scientific Knowledge, Science as a Human Endeavour, and Science Inquiry Skills.</p>
<p><b>Course Structure:</b></p> <p><b>Year 7</b> Introduction to Laboratory &amp; Laboratory Safety (3 weeks); Earth Science: Our Place in Space (7 Weeks); Biology: Ecology and Human Influences (10 Weeks) Physics: Throw It Far (10 Weeks) Chemistry: A Watery World (10 weeks)</p> <p><b>Year 8</b> Earth Science: Rock Your World (10 weeks) Physics Energy Transfers &amp; Transformations (10 weeks) Biology: Cells &amp; Reproduction (10 weeks) Chemistry: Matter Matters (10 weeks)</p> <p><b>Year 9</b> Earth Science: On Shaky Ground (8 weeks) Physics: Making Waves (10 weeks) Biology: Human Impacts (10 weeks) Chemistry: It's Elementary (10 Weeks)</p>
<p><b>Assessment Summary:</b> Students are assessed once per term. Assessment pieces include exams, student experimental reports, data tests and research investigations.</p>
<p><b>Equipment:</b> A laptop (BYOD) computer is required for Years 7, 8 and 9. 8GB USB, A4 exercise book, pens and whiteboard markers.</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Science subjects in Years 11 and 12. Years 11 and 12 subjects offered currently are Chemistry, Physics, Biology, Marine Science and Aquatic Practices.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include doctor, dentist, vet, chemist, pharmacist, ranger, radiologist, marine biologist and many more careers that use scientific knowledge.</p>
<p><b>Subject Fees:</b> Nil.</p>

## **Years 7 – 9 Elective Subjects**

## Chinese

<p><b>Year levels offered:</b>  <i>Years 7 – Chinese is currently not offered in Year 7</i>  <i>Year 8 – Chinese is currently not offered in Year 8</i></p> <p># Note that Chinese can be studied for one semester (either Semester 1 or 2) OR a full year option.</p>
<p><b>Subject Overview:</b>                  In Junior Chinese, students will be introduced to vocabulary, expressions and language structures in order to be able to follow their teacher’s instruction in Chinese, introduce themselves, family, friends and phrases in getting to know a new person. They will also develop knowledge of and positive attitudes towards the Chinese speaking world. Students also have opportunities to learn different aspects of Chinese culture.</p> <p>N.B. Depending on the enrolment numbers, the Year 9 class may be delivered on-line through School of Distance Education. Class times may impact on other subjects.</p>
<p><b>Course Structure:</b>                  Students will develop:                  Basic vocabulary to have a conversation in Chinese.                  Basic vocabulary to follow instructions in Chinese.                  Topics include:</p> <ul style="list-style-type: none"> <li>• Greetings in Chinese</li> <li>• Introducing yourself</li> <li>• Family</li> <li>• School life</li> <li>• Countries of the world</li> </ul>
<p><b>Assessment Summary:</b>                  In Junior Chinese students will be assessed in four key areas including listening, reading, writing and speaking. Students will also be assessed on a range of cultural aspects.                  Assessment will be in the form of tests and assignments.</p>
<p><b>Equipment:</b>                  Laptop (BYOD), A4 book specifically for Chinese, headphones.</p>
<p><b>Senior Pathways:</b>                  This subject will be beneficial to students aspiring to study Chinese in their later schooling years.</p>
<p><b>Careers:</b>                  The future careers and pathways for this subject may include linguistics, tourism, translator/interpreter, language teacher or many more.</p>
<p><b>Subject Fees:</b>                  Nil.</p>



## Digital Technologies

<p><b>Year levels offered:</b>  <i>Year 9. Students will spend one semester studying Design and Digital Technologies with units focusing on the Internet of Things.</i></p>
<p><b>Subject Overview:</b>          Learning in Design &amp; Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Students also explore the design processes used to prototype products and structures. The final unit also branches into the world of Internet of Things and coding.</p>
<p><b>Course Structure:</b>          Over the course of the subject, students are exposed to three important overarching concepts: design thinking, systems thinking and computational thinking. These are concepts are developed through four units of work:</p> <ul style="list-style-type: none"> <li>• Application Development</li> <li>• Data and Networks</li> <li>• Data Security</li> <li>• Design Process</li> <li>• Internet of Things (IoT)</li> </ul>
<p><b>Assessment Summary:</b>          Each of the four topics studied has a major project as the main piece of assessment. The project consists of a practical component as well as a significant written component. Ample time will be provided in class time to complete all aspects of the assessment tasks.</p>
<p><b>Equipment:</b>          It is strongly encouraged that students bring their own Laptop (BYOD).          Laptop (BYOD); 8GB flash drive or external hard drive, pencils/pens, headphones, A4 exercise book.</p>
<p><b>Senior Pathways:</b>          This subject is designed to prepare students for Design in Years 11 and 12.</p>
<p><b>Careers:</b>          Design &amp; Digital Technologies prepares students for a range of careers in a variety of digital contexts. Design &amp; Digital Technologies develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life. The future careers and pathways for this subject may include the IoT pathway at James Cook University, web and or app development, data analyst, computing and information services.          Students that enjoy the design strand can follow pathways within: Architecture, engineering, graphic design and product design.</p>
<p><b>Subject Fees:</b>          Nil.</p>

## Drama

<p><b>Year levels offered:</b> <i>Years 7, 8 and 9</i></p>
<p><b>Subject Overview:</b> Drama involves manipulating dramatic elements and conventions to express ideas, through dramatic action based on real or imagined events while considering specific audiences and specific purposes. Drama is a communication medium utilising the participant's voice, body and the context. Such communication is an important aspect of general life, making dramatic skills an important part of any individual's lifestyle. The course includes a variety of both individual and group-based assessment tasks.</p> <p>The students who will benefit from Drama are those who:</p> <ul style="list-style-type: none"><li>• participate in all activities</li><li>• work constructively with others in groups</li><li>• are willing to address the theoretical aspects of drama</li><li>• play a responsible role as an audience.</li></ul> <p><b>Benefits from studying Drama are:</b> Confidence development, the satisfaction of working with a group to achieve a common goal, several practical skills (e.g. lighting and make up) as well as the specific knowledge and skills of acting and the capacity to make knowledgeable responses to a theatre experience.</p>
<p><b>Course Structure:</b> Year 7: Let's Get Drama-wise, Enter Stage Left Year 8: Superheroes, Duologues Year 9: Improvisation, Clowning, Children's Theatre and Realism</p>
<p><b>Assessment Summary:</b> Students will complete a range and balance of assessments in Making and/or Responding. Making consists of forming and performance. Responding may be in the form of a written, oral and/or visual presentation.</p>
<p><b>Equipment:</b> Laptop (BYOD) and headphones, A4 exercise book, highlighters.</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Drama; Film, Television and New Media; and/or Media Arts in Practice (Radio) in Years 11 and 12.</p>

**Careers:**

The future careers and pathways for this subject may include:

Arts/Cultural Managers – Arts and cultural advisor and advocate, artistic director, community cultural programmer, event director, executive director, program manager, theatre producer.

Coaching – Movement coach, voice coach, speech practitioner.

Designers/Makers – animator, costume designer, designer, hairstylist, make-up artist, milliner, model maker, properties maker/designer, puppet maker, set builder, video content designer, wig maker.

Directors and Writers – director – stage and screen, opera director, playwright, screenwriter, TV director, writer for audiobooks.

Performers – actor in musical/screen/stage, dancer, motion capture artist, presenter, singer, social media influencer, voice artist.

Technical Practitioners and Managers – backstage crew member, events manager, lighting designer, sound designer, stage manager.

**Subject Fees:**

Nil.



## Entrepreneurs of Tomorrow

<b>Year levels offered:</b> Years 7 and 8
<b>Subject Overview:</b> Entrepreneurs of Tomorrow involves guiding students through the fundamental principles of being an entrepreneur. Through this course entrepreneurship and innovation is enabled by teaching the core skills of entrepreneurialism to more effectively develop ideas into businesses. To develop a sense of passion, confidence, resourcefulness & determination in students to create the foundation of a leader (in their area of interest), who, with the right skills, can become an entrepreneur.
<b>Course Structure:</b> Students will undertake a two term course which will provide them with the content and skill base to identify and research problems and issues in society, create solutions to these issues which are marketable. Students validate these ideas to see if they are viable and eventually take these ideas to market. Following the course, students will have to pitch their ideas and work collaboratively to build prototypes through the Smithfield High School Makerspace.
<b>Assessment Summary:</b> Each term there will be 1 assessment item. Over the Semester, students will be assessed across two formats including: Entrepreneurial Pitch Presentation and a Prototype Presentation of their final Product. Ample time is provided in class to complete all aspects of the assessment task.
<b>Equipment:</b> Laptop (BYOD); 8GB flash drive or external hard drive, pencils/pens, headphones, A4 exercise book.
<b>Senior Pathways:</b> This Entrepreneurial Pathway provides a unique set of 21 <sup>st</sup> century tools students need to successfully succeed in the pursuit of <i>entrepreneurship</i> . Students explore small business ideas and Start-up opportunities. Students are also encouraged to attend Start-up events held in the Far North Queensland region for schools
<b>Careers:</b> The future careers and pathways for this subject may include the Internet of Things Pathway at James Cook University, small business Start-up's, GreenTech, web and or app development, data analyst, entrepreneurial business development, computing and information services.
<b>Subject Fees:</b> Nil.

## Food Studies & Design

<b>Year levels offered:</b> Year 9
<b>Subject Overview:</b> This course is delivered three times a week with two theory lessons and one practical lesson (cooking). Throughout the course, students gain knowledge of food, food science and food and sustainability. The practical lessons are designed so that dishes are created that relate directly to the theory. In some units, students will research and develop recipes to meet specific requirements.
<b>Course Structure:</b> Throughout the year, the students will have the opportunity to participate in both practical and theory work associated with food. This will include the components of: - <ul style="list-style-type: none"><li>• Food Safety &amp; Hygiene</li><li>• Australian Guide to Healthy Eating</li><li>• Breakfast, Lunch and Dinner</li><li>• Special Diets</li><li>• International Cuisine</li><li>• Fast Food</li><li>• Reading a Food Label</li><li>• Bush Tucker</li></ul>
<b>Assessment Summary:</b> Each term there will be 1 assessment item. Students will be assessed in a variety of formats including: Workbook Journal and Practical observation. Students must complete both assessment items to fully complete the course. Ample time is provided in class to complete all aspects of the assessment task.
<b>Equipment:</b> On days when cooking, students are required to supply their own ingredients and provide containers in which to take the finished product home. Students are required to supply Laptop (BYOD), pens, pencils, eraser, ruler and headphones, A4 exercise book.
<b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Food and Nutrition or Certificate II in Hospitality in Years 11 or 12, which can be continued as a Certificate III, IV and/or Diploma of Hospitality at a later stage.
<b>Careers:</b> The future careers and pathways for this subject may include: dietitian/nutritionist, chef, food and nutrition teacher, environmental health officer, food producer, food critic, food technologist, consumer scientist.
<b>Subject Fees:</b> Nil. Please note, students are required to purchase and supply their own ingredients.

## French

<p><b>Year levels offered:</b>  <i>Year 7 – one or two semesters **</i>  <i>Year 8 – one or two semesters **</i>  <i>** Note that French can be studied for one semester (either Semester 1 or 2) OR a full year option</i>  <i>Year 9 – full year – Pre-requisites Year 8 French (We are currently not offering French in Year 9)</i></p>
<p><b>Subject Overview:</b>                  In Junior French, students will be introduced vocabulary, expressions and language structures in order to be able to follow their teacher’s instruction in French, introduce themselves, family, friends and phrases getting to know a new person. They will also develop knowledge of and positive attitudes towards the French speaking countries in the world called “Francophonie”. They will learn the history of the French language and investigate why so many countries in world use French as an official language.</p>
<p><b>Course Structure:</b>                  Topics covered include:  <b>Year 7</b>                  Unit 1: Enchanté: Basic vocabulary to have a conversation in French.                  Unit 2: Cultural unit: French speaking Pacific Islands                  Unit 3: Chez moi: In this unit students learn how to talk about their family.   <b>Year 8</b>                  Unit 1: Dans ma classe: Basic vocabulary to follow instructions in French.                  Unit 2: Cultural unit: La Francophonie.                  Unit 3 : C’est Bon : French gastronomie (cultural food)   <b>Year 9</b>                  Unit 1: French Intensive                  Unit 2: French / School systems                  Unit 3: Holidays                  Unit 4: Cultural unit – La Francophonie</p>
<p><b>Assessment Summary:</b>                  In Junior French students will be assessed in four key areas including listening, reading, writing and speaking. Students will also be assessed on a range of cultural aspects.                  Assessment will be in the form of tests and assignments.</p>
<p><b>Equipment:</b>                  Headphones, A4 book specifically for French, (BYOD)</p>
<p><b>Senior Pathways:</b>                  This subject will be beneficial to students aspiring to study French in Year 11 and 12.</p>
<p><b>Careers:</b>                  The future careers for this subject may include international relations and diplomacy, international business, international law, tourism, translator/interpreter, language teacher, armed forces.</p>
<p><b>Subject Fees:</b>                  Nil.</p>

## Health & Physical Education Extension

<b>Year levels offered:</b> <i>Year 9 only</i>
<b>Subject Overview:</b> This subject is for students who have been successful in or enjoy Health and Physical Education (HPE) and would like to do more of it. We offer two different strands in Health & Physical Education Extension. Students Year 8 results will be used as a guide to which class they will be placed in.
<b>Course Structure:</b> HPE Extension (General Physical Education) Unit 1: Learning to train and body systems Unit 2: Tactical awareness Unit 3: Biomechanics Unit 4: Off-season training and strength/conditioning  HPE Extension (Applied Sport and Recreation) Unit 1: Sport journalism Unit 2: Sport marketing Unit 3: Recreation and fitness industry or Tactical awareness Unit 4: Sport organisation or Off-season training and strength/conditioning
<b>Assessment Summary:</b> Students will learn about, through and in movement. Students will be assessed by completing an exam, research report, multimodal or essay. Students in the HPE Extension (General PE) strand will also create a supporting evidence video for physical performance. Students in HPE Extension (Applied Sport and Recreation) will be also be assessed for their physical performance.
<b>Equipment:</b> A4 exercise book, display folder, laptop (BYOD) and USB, headphones with microphone, appropriate footwear for physical activity, school hat, drink bottle and sunscreen.
<b>Senior Pathways:</b> PE, Health, Sport and Recreation (Outdoor Education), Community and Health Services Certificate II/III, Sport and Recreation Certificate II/III, Fitness Certificate III.
<b>Careers:</b> University – Medicine, Health and Nutrition, Sports Science, Psychology, Social Services, HPE teacher, Physiotherapy, Occupational Therapy Work – Fitness Instructor, Personal Trainer, Coach, Sports Administrator, Gym/Sport Centre Manager, Tourism/Recreation Industry.
<b>Subject Fees:</b> There may be an additional cost for excursions e.g. swimming and JCU visits.

## Home Economics Technologies

<p><b>Year levels offered:</b> Years 7 and 8</p>
<p><b>Subject Overview:</b> This subject focuses on basic food and textile studies. The students will study one term of food technology and one term of textiles. The course is delivered over two lessons a week, one lesson covering theory and one is used for practical work.</p>
<p><b>Course Structure:</b> Throughout the semester, students will have the opportunity to participate in both practical and theory work associated with food and textiles. This will include the components of: Term 1: Food safety &amp; hygiene, sustainability, Australian guide to healthy eating and practical work Term 2: Sewing terminology, sewing parts &amp; definitions, sewing safety &amp; sewing machine practice and practical work</p>
<p><b>Assessment Summary:</b> Assessment strategies encompass a range of techniques, which include, but are not limited to the use of: folio of work/reflections &amp; evaluations; weekly cooking; design brief, sewing article and design.</p>
<p><b>Equipment:</b> On days when cooking, students are required to supply their own ingredients and provide containers in which to take the finished product home. Students are required to supply Laptop (BYOD), headphones, pens, pencils, eraser, ruler and an A4 workbook. Some notions (e.g. buttons, snaps, thread, and ribbons) to decorate their sewing article.</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Food and Nutrition and/or Certificate II in Hospitality in Years 11 and 12.</p>
<p><b>Careers:</b> The future careers for this subject may include cook, chef, events specialist, food production, food safety auditor, fashion designer, machinist, milliner, footwear maker. Students may want to undertake further study at TAFE completing Diploma and/or Advanced Diploma of Textiles, Clothing &amp; Footwear and/or Diploma of Hospitality.</p>
<p><b>Subject Fees:</b> Students are required to purchase and supply their own ingredients.</p>

## Internet of Things

<b>Year levels offered:</b> Years 7 & 8
<b>Subject Overview:</b> Internet of Things (IOT) provides a unique opportunity for students looking for a direct pathway into university. Critical thinking and problem-solving skill sets are the main focus of this subject and have been identified as key areas of criteria for 21 <sup>st</sup> Century jobs.
<b>Course Structure:</b> In this teaching unit, students investigate data that support human intervention. Learning opportunities include: Exploring real-world problems through sensors using a general-purpose programming language. Investigate how digital systems represent text, image and audio data in binary. Students lead investigations into how data is transmitted and secured in wired, wireless and mobile networks and how specifications affect performance.
<b>Assessment Summary:</b> There are 3 units of work for the semester. Students may be assessed using projects, practical work, written work, demonstrations and examinations. Ample time will be provided in class time to complete all aspects of the assessment tasks.
<b>Equipment:</b> IOT is a BYOD subject and a requirement for successful engagement. A4 exercise book, 8 GB USB, headphones.
<b>Senior Pathways:</b> This subject is designed to prepare students for the subject of Design and Digital Solutions in Years 11 and 12.
<b>Careers:</b> The future careers and pathways for this subject may include the IoT pathway at James Cook University, Data Science, web and/or app development, data analyst, computing and information services.
<b>Subject Fees:</b> Nil.

## Introduction to Technology and Design / Introduction to Manufacturing and Technologies

<p><b>Year levels offered:</b> <i>Years 7 - Introduction to Technology and Design</i> <i>Year 8 – Introduction to Technology and Design</i> <i>Year 9 - Introduction to Manufacturing &amp; Technologies</i></p>
<p><b>Subject Overview:</b> Within this course, students will participate in a manufacturing workshop environment in order to generate woodworking projects. Students will create individual projects with guided instruction on the use of hand tools, power tools, workshop safety and workshop best practice. The course is designed to offer students practical application of these skills. The skills demonstrated in this course will give students the required knowledge and skills to continue in this area in Years 10, 11 and 12. Students explore the design process and engage in innovative planning and 21<sup>st</sup> Century skills in the workshop.</p>
<p><b>Course Structure:</b> The Design and Technologies Processes and Production Skills strand is based on the major aspects of design thinking, design processes and production processes and focuses on:</p> <ul style="list-style-type: none"><li>• Investigating</li><li>• Generating</li><li>• Producing</li><li>• Evaluating</li><li>• Collaborating and managing.</li></ul> <p>Students are taught to identify and manage risk in Manufacturing and Design, learning through the safe use of technologies, as well as risks that can impact on project timelines. It covers all necessary aspects of health, safety and injury prevention and the use of potentially dangerous materials, tools and equipment. Using hand tools, students create designed solutions out of wood for each of the prescribed technologies contexts based on an evaluation of needs or opportunities.</p>
<p><b>Assessment Summary:</b> Each unit has a major project as the main piece of assessment. The project consists of a practical component as well as a written component. Also, students may be assessed using demonstrations and examinations. Ample time will be provided in class time to complete all aspects of the assessment tasks.</p>
<p><b>Equipment:</b> A4 exercise book, HB pencils, pair of safety glasses (non-tinted, must meet AS/NZ 1337)</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Furnishing Skills and Engineering Skills in Years 11 and 12 with links to industry practice.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include school-based apprenticeships carpentry, cabinet making, building, architecture, bricklaying and boilermaker.</p>
<p><b>Subject Fees:</b> Nil.</p>

## Media Arts

<p><b>Year levels offered:</b> Years 7, 8 and 9</p>
<p><b>Subject Overview:</b> This subject involves constructing meaning by manipulating media such as moving image (film), animation, photographic and print media to shape representations while considering specific audiences and purposes. The course develops more active and critical media consumers and producers who demand and contribute to a greater diversity of media in the future.</p> <p>The students who will benefit from Media Arts are those who enjoy learning:</p> <ul style="list-style-type: none"> <li>• design, animation, new media and film making</li> <li>• collaborative and creative thinking</li> <li>• analysing media products</li> <li>• demonstrate technical skills in ICT use (computers) and media capture (film, sound, image)</li> </ul> <p>Benefits from studying Media Arts are: Technical skills in media production techniques, ability to be active citizens and are equipped to live in a global community that communicates using a combination of still and moving images, words and sounds.</p>
<p><b>Course Structure:</b> Year 7: Digital Manipulations, Film Production Year 8: Stop Motion Animation, Computer Animation Year 9: Digital Imagery, Advertising Green Screen, YouTube Channel, TV News</p>
<p><b>Assessment Summary:</b> Students will complete a range and balance of assessments in Making and/or Responding. Making consists of completed film, animation, printed images. Responding may be in the form of a written, oral and/or visual presentation.</p>
<p><b>Equipment:</b> 16GB USB (sole use for this subject), 96 page exercise book, display folder, 32GB Class 10 SD card for recording film purposes, headphones Access to digital recording devices [SLR camera, video, iPad etc.] is advantageous but not mandatory.</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Art, Media Arts in Practice (Photography), Media Arts in Practice (Radio), Film Television and New Media and Visual Arts in Practice in Years 11 and 12.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include: actor, advertising professional, animator, audio-visual technician, branding specialist, camera operator, computer game developer, creative entrepreneur, digital content producer, director, film critic, film/television producer, games developer, graphic designer, internet professional, media industry specialist, media producer, media teacher, photographer, post-production specialist, and web designer.</p>
<p><b>Subject Fees:</b> \$9.90 per year individual student Adobe licence.</p>



## Music

<p><b>Year levels offered:</b> Years 7, 8 and 9</p>
<p><b>Subject overview:</b> In Music, students explore and understand the elements of music, musical conventions styles and forms through active engagement with music. Students learn and develop musicianship skills by a largely practically based approach.</p>
<p><b>Course structure:</b> Year 7: The music industry; Let's make band Year 8: Let's make band; My generation Year 9: Pioneers of rock; Pride and protest</p>
<p><b>Assessment Summary:</b> Students will complete a range and balance of assessments in Making and/or Responding. Making consists of performance or composition. Responding may be in the form of written, oral and/or visual presentation.</p>
<p><b>Equipment:</b> Headphones, A4 music exercise book, USB</p>
<p><b>Senior pathways:</b> This subject will be beneficial to students aspiring to study Music, Music in Practice in Years 11 and 12 and Music Extension in 12. It may also be beneficial to those who may wish to audition for Jazz Academy.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include music teacher: primary/secondary, musician, composer, defence force, private music teacher, music therapist, music technology, sound technology/technician.</p>
<p><b>Subject Fees:</b> Nil.</p>

## STEM Extend

<p><b>Year levels offered:</b> Year 7, 8 and 9</p>
<p><b>Subject Overview:</b> STEM Extend provides students with the opportunity to apply Science, Technology, Engineering and Mathematics (STEM) skills and knowledge to design, construct and implement solutions to real-world, local problems. Students will use the engineering design process, applying concepts from science, mathematics and technology, to investigate issues and to design, construct, implement and communicate effective solutions.</p>
<p><b>Course Structure:</b></p> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Plastic-not-so-Fantastic: In this unit, students enact the design thinking process to investigate the true cost of our love of plastics and how we can reuse and recycle our plastic waste.</li> <li>• Unit 2: Beyond Plastic: Our continued use of plastics in some areas is simply out of lack of innovation. In this unit, students will find innovative solutions to replacing plastics in our day to day lives.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Totally Ballistic: Students will use 3D printing to design, manufacture and test deployment technologies and defenses and test to determine the most effective methods of attack and defense.</li> <li>• Unit 2: Rainforest Detectives: Students will use microbits to design and prototype animal trackers that are suited to the environment that rainforest animals inhabit, data collected by these devices can be used to protect our endangered species</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Unit 1: A Helping Hand: Students apply design thinking skills to design and construct a prototype apparatus with the purpose of assisting a member of the community (e.g. elderly, injured etc.)</li> <li>• Unit 2: Smart Cities: Students engage in future-thinking and engage STEM to design innovative solutions for building design, food supply and energy. Students design their solution using any available technology</li> <li>• Unit 3: When Disaster Strikes: Students design a technologically based solution or detection system that is responsive to a natural disaster.</li> <li>• Unit 4: Need for Speed: Students will use the design thinking process to overcome common problems with the cars of today, creating a prototype of their designed solution.</li> </ul>
<p><b>Assessment Summary:</b> Students are assessed through a portfolio of work developed through the unit.</p>
<p><b>Equipment:</b> Laptop (BYOD), 8GB USB, A4 Display Folder, headphones, A4 exercise book.</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study STEM related disciplines: Science, Technology/Design, Engineering and Mathematics.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include Environmental monitoring and management, engineering, disaster management coordinator, medical/health sciences etc.</p>
<p><b>Subject Fees:</b> Nil</p>

## Visual Arts

<p><b>Year levels offered:</b> Years 7, 8 and 9</p>
<p><b>Subject Overview:</b> Art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas through images and objects while considering specific audiences and specific purposes. Art is a powerful and persuasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and 'read' is fundamental to becoming a critical consumer and/or producer of Artworks.</p> <p>The students who will benefit from Art are those who:</p> <ul style="list-style-type: none"> <li>• participate in all activities</li> <li>• work constructively with others in groups</li> <li>• are willing to address the theoretical aspects of art</li> <li>• are creative.</li> </ul> <p>Benefits from studying Art are: Technical skills in Art techniques, ability to define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations and to develop self-confidence.</p>
<p><b>Course Structure:</b> Year 7: Harbours of Life, Dragon Dreaming Year 8: Here's Looking at You, Makin Masks Year 9: Pop Art, Appropriation &amp; Landscape, Personal Maps, Street Art</p>
<p><b>Assessment Summary:</b> Students will complete a range and balance of assessments in Making and/or Responding. Making consists of painting, sculpting, creating artworks. Responding may be in the form of written, oral and/or visual presentation.</p>
<p><b>Equipment:</b> Laptop (BYOD), a Visual Diary, fine liner, permanent marker, 2B, 4B and 6B lead pencils, H or 2H pencils, ruler, eraser.</p>
<p><b>Senior Pathways:</b> This subject will be beneficial to students aspiring to study Art, Media Arts in Practice (Photography), Film Television and New Media and Visual Arts in Practice in Years 11 and 12.</p>
<p><b>Careers:</b> The future careers and pathways for this subject may include advertising professional, animator, architect, art project manager, arts administrator, art gallery and museum careers: curator, registrar, exhibition designer, manager, public programs officer, branding specialist, computer game developer, costume designer, creative entrepreneur, events and festivals manager, fashion designer, graphic designer, industrial designer, interior designer, visual artist, visual arts teacher, web designer.</p>
<p><b>Subject Fees:</b> Some fees may apply to this subject.</p>

## Academy Subjects

Our Academies and other programs are listed below. Please visit the Smithfield State High School website - Curriculum - [Specialist Programs](#) for further information.

[French Immersion Program](#)

[James Cook University Learning Academies](#)

[Jazz Academy](#)

[Netball Academy](#)

[Football Academy](#)

## Other Programs

Maths tutoring: Mondays 2.30 pm– 3.30 pm N Block

Robotics Club: Mondays 2.30 pm – 3.30 pm N004 Block

### Learning Support/Literacy Intervention/EALD Support

Smithfield State High School has an individualised and evidence based approach to learning support. Students who require learning support are provided with a range of support options based on their needs. These needs are assessed using standardised testing as well as conferencing with both students and parents.

Students may require differentiation in terms of the level of assistance and learning environment they are provided with. We provide both in-class and small group assistance to help students with processing information and production of work.

Students who require learning support as a result of their literacy ability are placed in different levels of support based on their individual needs. The Literacy Intervention Program provides small group, targeted intervention aimed at improving students' literacy levels. Students are tested using standardised testing and reported on once a term. Students are also provided with one-on-one lessons which target their specific requirements. Students are also introduced to assistive technology which can improve students' confidence and ability to achieve in their subject areas.

Students for whom English is an additional language may be part of the Literacy Intervention Program. They may also form part of small group or one-on-one tutorials dependent on their requirements.

[Instrumental Music](#)

[Extra-curricular sporting opportunities](#)

[Supportive Education Services](#)

[Queensland Virtual STEM Academy @ FNQ](#)



## Contact Information

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