

# Junior Course Guide 2026



**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:

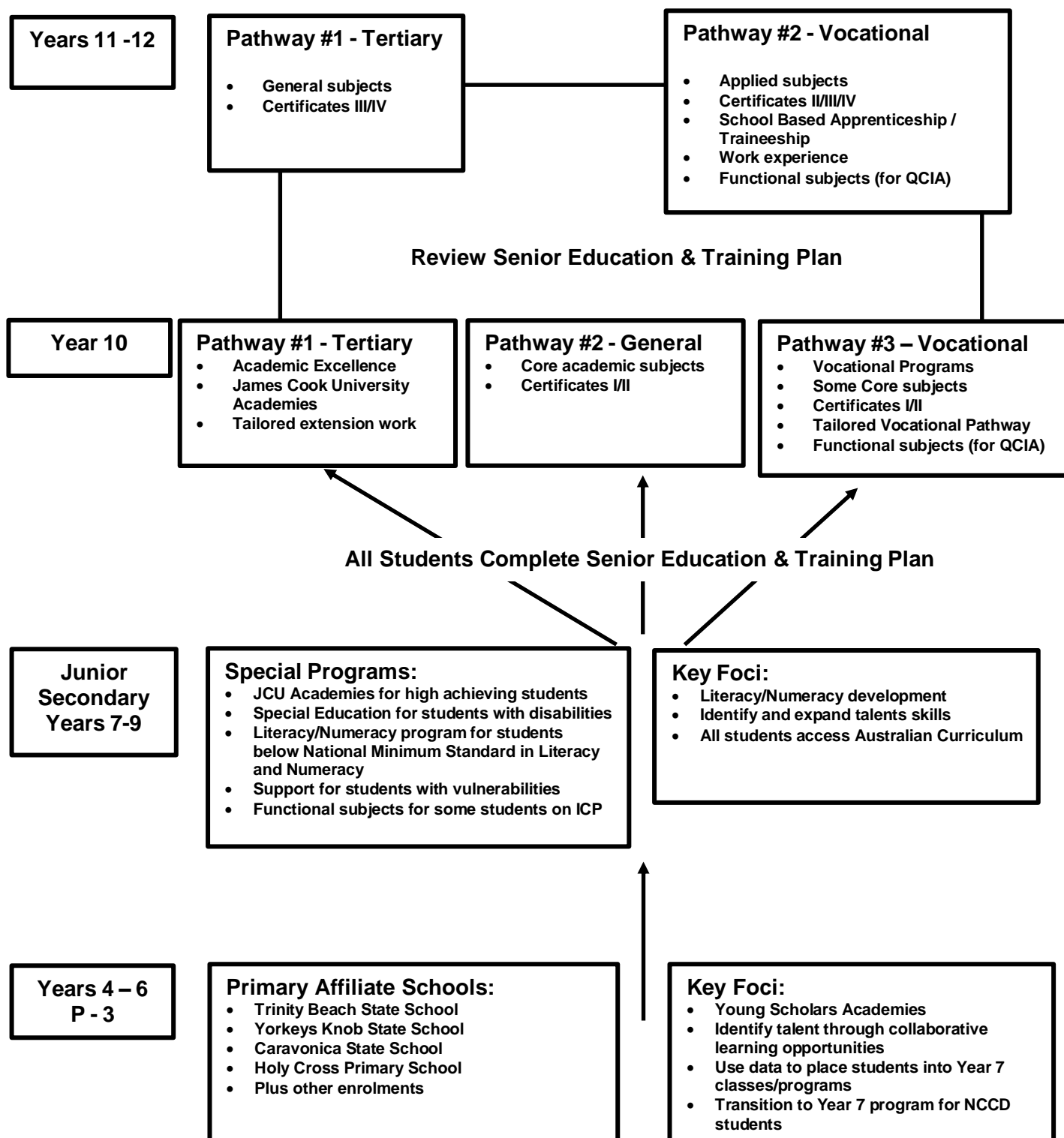
1. Interest
2. Aptitude
3. Links to a senior pathway through Years 10, 11, 12
4. Links to post-schooling options

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 will 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)<br>English (ENG)<br>Health & Physical Education (HPE)<br>Humanities & Social Sciences (HUM)<br>Literacy (LTY)<br>Mathematics (MAT)<br>Numeracy (NCY)<br>Philosophy in Action (PIA)<br>Science (SCI)<br>Sustainability (SUS)                                | Chinese (CHI)<br>Drama (DRA)<br>Design Futures (DEF)<br>French (FRE)<br>Home Economics Technologies (HET)<br>Introduction to Technology & Design (TAD)<br>Internet of Things (IOT)<br>Media Arts (MED)<br>Music (MUS)<br>STEM Extend (STX)<br>Visual Arts (ART) |
| 8 | Digital Technologies (DIG)<br>English (ENG)<br>Health & Physical Education (HPE)<br>Humanities & Social Sciences (HAS)<br>Literacy (LTY)<br>Mathematics (MAT)<br>Mathematics Extension (MEX)<br>Numeracy (NCY)<br>Philosophy in Action (PIA)<br>Science (SCI)<br>Sustainability (SUS) | Drama (DRA)<br>Design Futures (DEF)<br>French (FRE)<br>Home Economics Technologies (HET)<br>Introduction Technology & Design (TAD)<br>Internet of Things (IOT)<br>Media Arts (MED)<br>Music (MUS)<br>STEM Extend (STX)<br>Visual Arts (ART)                     |
| 9 | English (ENG)<br>Health & Physical Education (HPE)<br>Humanities & Social Sciences (HAS)<br>Mathematics (MAT)<br>Numeracy (NCY)<br>Science (SCI)<br>Sustainability (SUS)  | Design Technologies (DES)<br>Drama (DRA)<br>Food Studies & Design (FSS)<br>Health & Physical Education Extension (XHP)<br>Introduction to Manufacturing & Technologies (IMT)<br>Media Arts (MED)<br>Music (MUS)<br>STEM Extend (STX)<br>Visual Arts (ART)       |

## Years 7 – 9 Core Subjects

## Digital Technologies

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| <p><b>Year levels offered:</b><br/>Years 7 and 8</p>   |
| <p><b>Subject Overview:</b><br/>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><br/>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><br/>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><br/>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>Stationery:</b><br/>See Stationery Lists on the school website.</p>  |
| <p><b>Senior Pathways:</b><br/>This subject is designed to prepare students for the subject of Design in Years 11 and 12.</p>  |
| <p><b>Careers:</b><br/>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><br/>Nil.</p>   |

## English

**Year levels offered:**

*Years 7, 8 and 9*

**Subject Overview:**

By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.

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

Unit 1: Our Everyday Heroes – Persuasive

Unit 2: Overcoming Adversity – Narrative

Unit 3: Growth and Change – Novel Study

Unit 4: Learning from the Past – Poetry Study

**Year 8**

Unit 1: Morals and Cautionary Tales - Narrative

Unit 2: Coming of Age – Novel Study

Unit 3: Moral and Ethical Issues – Play Study

Unit 4: Indigenous Perspectives – Film Study

**Year 9**

Unit 1: Speculative Fiction - Narrative

Unit 2: Australian Perspectives – Film Study

Unit 3: Moral and Ethical Issues – Novel Study

Unit 4: Ethical Issues – Play 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: Persuasive speech about a chosen hero

Unit 2: Imaginative short story about a moral or cautionary tale

Unit 3: Expository essay exploring growth of characters

Unit 4: Group discussion about what we can learn from Shakespearean texts



**Year 8**

Unit 1: Imaginative short story about a moral or cautionary tale

Unit 2: Expository essay exploring coming of age as a teen within a novel

Unit 3: Group discussion examining ethical and moral issues within a Shakespearean text

Unit 4: Multimodal presentation examining representations of Indigenous perspectives

**Year 9**

Unit 1: Imaginative short story in speculative fiction genre using stimulus

Unit 2: Multimodal presentation examining Australian perspectives in a film

Unit 3: Analytical essay examining moral and ethical issues within a novel

Unit 4: Group discussing examining ethical issues within a play

**Stationery:**

See Stationery Lists on the school website.

**Senior Pathways:**

This subject provides the foundation for English in Year 10, and the following year 11 and 12

English subjects: General English, Literature, English as an Additional Language, Essential

English, and Extension Literature and English (year 12 only)

**Careers:**

Students with a specific interest in English could aspire to careers in writing, teaching, law, speech therapy, creative industries, marketing, public relations, publishing, editing, journalism, translator, social sciences, communications, policy, customer service and sales.

A pass in the senior subjects General English, Literature or English as an Additional Language is a pre-requisite for all university courses.

**Subject Fees:**

Nil.

## Literacy

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| <b>Year levels offered:</b><br><i>Years 7 and 8</i>   |
| <b>Subject Overview:</b><br>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.<br>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><br><b>Years 7 and 8</b><br>One lesson a week designated Literacy- Reading lesson<br>One lesson a week designated Literacy- Writing lesson  |
| <b>Assessment Summary:</b><br>Students are reported on using A-E equivalence of standardised testing.   |
| <b>Stationery:</b><br>See Stationery Lists on the school website.   |
| <b>Senior Pathways:</b><br>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><br>Literacy skills are necessary for all career pathways.   |
| <b>Subject Fees:</b><br>Nil.  |

## Health & Physical Education

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| <p><b>Year levels offered:</b><br/>Years 7, 8 and 9</p>  |
| <p><b>Subject Overview:</b><br/>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.</p>  |
| <p><b>Course Structure:</b></p> <p><b>Year 7</b><br/>Strand: Personal, social and community health<br/>1.1 Food for life Focus Area: Food and nutrition (FN)<br/>3.1 Approaching adolescence Focus Area: Relationships and sexuality (RS)<br/>4.1 Looking after myself (Road, Sun and Personal Safety) Focus Area: Safety (S)</p> <p>Strand: Movement and physical activity<br/>1.2 Cooperative and Indigenous Games Focus Area: Active play and minor games (AP)<br/>2.2 Invasion Games: Focus Area: Games and sports (GS)<br/>3.2 Invasion Games: Focus Area: Games and sports (GS)<br/>4.2 Striking and Fielding Games: Games and sports (GS)</p>   |
| <p><b>Year 8</b><br/>Strand: Personal, social and community health<br/>1.1 I can make good decisions Focus Area: Alcohol and other drugs (AD)<br/>3.1 Health Related Fitness Focus Area: Health benefits of physical activity (HBPA)<br/>4.1 Personal health (body image and resilience) Focus Area: Mental health and wellbeing (MH)</p> <p>Strand: Movement and physical activity<br/>1.2 Net games Focus Area: Games and sports (GS)<br/>2.2 Invasion Games Focus Area: Games and sports (GS)<br/>3.2 Fit and healthy student choice of Lifelong physical activities; Rhythmic and expressive activities; and Challenge and adventure activities.<br/>4.2 Striking and Fielding Games Focus Area: Games and sports (GS)</p>                                       |
| <p><b>Year 9</b><br/>Strand: Personal, social and community health<br/>1.1 First Aid Focus Area: Safety (S)<br/>2.1 Sport Related Fitness Focus Area: Health benefits of physical activity (HBPA)<br/>3.1 Respectful relationships Focus Area: Relationships and sexuality (RS)<br/>4.1 Community health (bullying and anxiety) Focus Area: Mental health and wellbeing (MH)</p> <p>Strand: Movement and physical activity<br/>1.2 Net games Focus Area: Games and sports (GS)<br/>2.2 Invasion Games Focus Area: Games and sports (GS)<br/>3.2 Fit and healthy student choice of Lifelong physical activities; Rhythmic and expressive activities; or Challenge and adventure activities.<br/>4.2 Striking and Fielding Games Focus Area: Games and sports (GS)</p> |

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| <b>Assessment Summary:</b><br>Students are assessed for each strand each term, assessment might include an in-class assignment, exam, project, multimodal or performance.  |
| <b>Stationery:</b><br>See Stationery Lists on the school website.  |
| <b>Senior Pathways:</b><br>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><br>University – Medicine, Health and Nutrition, Sports Science, Psychology, Social Services, HPE teacher, Physiotherapy, Occupational Therapy<br>Work – Fitness Instructor, Personal Trainer, Coach, Sports Administrator, Gym/Sport Centre Manager, Tourism/Recreation Industry |
| <b>Subject Fees:</b><br>Nil.   |

## Humanities & Social Sciences and Sustainability

### Year levels offered:

Years 7, 8 and 9

### Subject Overview:

Humanities is the study of human behaviour and interaction within social, cultural, environmental, economic, and political contexts. It encompasses both historical and contemporary perspectives, ranging from personal experiences to global issues, while also addressing future challenges.

The Humanities provide a broad understanding of the world we live in and equip individuals to participate as active, informed citizens. These subjects develop high-level skills essential for success in the twenty-first century. The Humanities learning area includes five subjects: History, Geography, Economics, Legal Studies, and Accounting.

Students in the Learning Academy and High-Performing Humanities Students can participate in an advanced Humanities course called Sustainability. Unlike traditional Humanities courses, Sustainability emphasizes inquiry-based learning focused on real-world local, national, and global issues such as water management, climate change, urban planning, and conflict resolution.

### Course Structure:

#### Year 7 Humanities Course Structure:

Unit 1: Water in the World; Unit 2: Place & 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/ Making a Nation; Unit 2: World War 1 Unit 3: Financial Literacy  
Unit 4: Humanities Elective Choice- Legal Studies, Ancient History, Modern History, Economics, and Accounting.

#### Year 7 Sustainability Course Structure:

Unit 1: Hydrology in the Tropics; Unit 2: Sustainable Communities of the Tropics; Unit 3: Ancient India and Today; Unit 4: Ancient Civilisations Historical Inquiry

#### Year 8 Sustainability Course Structure:

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

#### Year 9 Sustainability Course Structure:

Unit 1: Sustainability in our Modern World; Unit 2: World War 1; Humanities Elective Choice- Legal Studies, Ancient History, Modern History, Economics, and Accounting.

### 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

**Stationery:**

See Stationery Lists on the school website.

**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.

## Mathematics

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| <b>Year levels offered:</b><br><i>Years 7, 8 and 9</i>  |
| <b>Subject Overview:</b><br>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. |
| <b>Course Structure:</b><br><b>Year 7</b><br>Term 1: Number, Statistics and Probability<br>Term 2: Number and Algebra<br>Term 3: Numbers, Measurement and Space<br>Term 4: Space and Measurement<br><br><b>Year 8</b><br>Term 1: Number and Probability<br>Term 2: Number, Algebra and Measurement<br>Term 3: Statistics, Measurement and Space<br>Term 4: Space, Measurement and Algebra<br><br><b>Year 9</b><br>Term 1: Geometry, Number and Measurement<br>Term 2: Number, Algebra and Measurement<br>Term 3: Statistics and Algebra<br>Term 4: Probability, Algebra and Space   |
| <b>Assessment Summary:</b><br>Two assessment items each term. There will be one Problem Solving & Modelling Task (PSMT) per year.   |
| <b>Stationery:</b><br>See Stationery Lists on the school website.   |
| <b>Senior Pathways:</b><br>This subject will be beneficial to students aspiring to study Essential Mathematics, General Mathematics, Mathematical Methods, or Specialist Mathematics in Years 11 and 12.  |
| <b>Careers:</b><br>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.   |

## Numeracy

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| <b>Year levels offered:</b><br>Years 7, 8 & 9  |
| <b>Subject Overview:</b><br>The Numeracy lesson structure has been 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.  |
| <b>Course Structure:</b><br><b>Year 7 and 8</b><br>Two lessons per week designated Numeracy<br><br>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.<br><br>An interactive online educational program is integrated into one of the numeracy lessons, to enhance engagement and build confidence through scaffolded tasks and instant feedback.<br><br><b>Year 9</b><br>One lesson per week.<br><br>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.<br>. |
| <b>Assessment Summary:</b><br>Students are reported on in this subject in Years 7 and 8.   |
| <b>Stationery:</b><br>See Stationery Lists on the school website.  |
| <b>Senior Pathways:</b><br>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.  |
| <b>Careers:</b><br>Numeracy skills are necessary for all career pathways.  |
| <b>Subject Fees:</b><br>Nil.   |



## Philosophy in Action

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| <b>Year levels offered:</b><br><i>Years 7 and 8</i>  |
| <b>Subject Overview:</b><br>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><br>Over the course students will explore topics such as:<br>Identity – what makes me “me”?<br>Is life in the tropics getting better? A discussion of contemporary issues facing the tropical areas of the world.<br>Philosophy as seen through different cultures and cultural perspectives.<br>How do we answer the unanswerable questions?<br>How do I know what is right from wrong?<br>Ethical dilemmas such as capital punishment.<br>What is justice and fairness?<br>What is real and what is fake?<br>Moral philosophy<br>Introduction to logic and critical thinking.<br>How do we use reason and logic to build argument? |
| <b>Assessment Summary:</b><br>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>Stationery:</b><br>See Stationery Lists on the school website.  |
| <b>Senior Pathways:</b><br>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><br>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><br>Nil.   |

## Science

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| <b>Year levels offered:</b><br><i>Years 7, 8 and 9</i>   |
| <b>Subject Overview:</b><br>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.   |
| <b>Course Structure:</b><br><b>Year 7</b><br>Introduction to Laboratory & Laboratory Safety (3 weeks)<br>Term 1 – Chemistry: Separating mixtures<br>Term 2 – Physics: Forces<br>Term 3 – Earth Science: Cycles<br>Term 4 – Biology: Ecology<br><br><b>Year 8</b><br>Chemistry: Matter Matters (10 weeks)<br>Physics Energy Transfers & Transformations (10 weeks)<br>Earth Science: Rock Your World (10 weeks)<br>Biology: Cells & Reproduction (10 weeks)<br><br><b>Year 9</b><br>Earth Science: Earth's sphere (8 weeks)<br>Biology: Body systems and reproduction (10 weeks)<br>Physics: Energy transfer and conservation of matter (10 weeks)<br>Chemistry: It's Elementary (10 Weeks) |
| <b>Assessment Summary:</b><br>Students are assessed once per term. Assessment pieces include exams, student experimental reports, data tests and research investigations.  |
| <b>Stationery:</b><br>See Stationery Lists on the school website.  |
| <b>Senior Pathways:</b><br>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.  |
| <b>Careers:</b><br>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.  |
| <b>Subject Fees:</b><br>Nil.   |

## **Years 7 – 9 Elective Subjects**

## Chinese

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| <p><b>Year levels offered:</b><br/> Years 7<br/> Year 8 – Chinese is currently not offered in Year 8</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><br/> 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><br/> Students will develop:<br/> Basic vocabulary to have a conversation in Chinese.<br/> Basic vocabulary to follow instructions in Chinese.<br/> 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><br/> 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.<br/> Assessment will be in the form of tests and assignments.</p>  |
| <p><b>Stationery:</b><br/> See Stationery Lists on the school website.</p>   |
| <p><b>Senior Pathways:</b><br/> This subject will be beneficial to students aspiring to study Chinese in their later schooling years.</p>  |
| <p><b>Careers:</b><br/> 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><br/> Nil.</p>  |

## Design Futures

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| <b>Year levels offered:</b><br><i>Years 7 and 8</i>  |
| <b>Subject Overview:</b><br>Design Futures introduces students to the foundational principles of design and technologies. Students learn how to investigate and generate innovative ideas, develop designed solutions and consider the economic, environmental, ethical and social impacts of their decisions. Aligned with the Australian Curriculum, this course encourages students to become confident, creative, and critical thinkers who can design for the future and engage with design processes to solve real-world problems through practical and digital solutions.   |
| <b>Course Structure:</b><br>In this two-term course, students explore a range of design contexts including sustainable product design, systems thinking and engineered solutions. Students investigate user needs, generate and develop ideas, and create designed solutions using digital and physical technologies. Design Futures allows students to explore the full design process – from identifying problems and ideating through to prototyping and evaluating. Students will collaborate, think critically, and create in the Smithfield High School Makerspace with a focus on sustainability and future-focused thinking. |
| <b>Assessment Summary:</b><br>Each term includes a major assessment item. Over the semester, students will complete a Design Portfolio and Prototype Presentation that demonstrate their understanding of the design process, problem-solving skills, and ability to apply technologies creatively. Students will receive class time and guidance to complete all tasks effectively.   |
| <b>Stationery:</b><br>See Stationery Lists on the school website.  |
| <b>Senior Pathways:</b><br>Design Futures prepares students for senior secondary subjects such as Design, Engineering and Industrial Graphics Skills. It helps build a strong foundation in practical and digital design practices that support innovation and future-focused thinking.  |
| <b>Careers:</b><br>Design Futures supports a variety of future career paths including Architecture, Engineering, Industrial Design, Graphic Design, Urban Planning, Environmental Design, and roles in sustainability, product development, and smart technologies. Students will also be introduced to emerging careers in design thinking, innovation strategy, and smart product development.   |
| <b>Subject Fees:</b><br>Nil.   |

## Design Technologies

### Year levels offered:

Year 9 Design Students will explore units focusing on Built Environment, Product Design, Game Design and Sustainability Design.

### Subject Overview:

Learning in Design Technologies in Year 9 focuses on refining design thinking and problem-solving skills, applying creativity and innovation to produce designed solutions for authentic needs. Students engage with increasingly complex design challenges, develop project management skills, and evaluate their processes and products based on sustainability and user needs.

Through hands-on experiences in a range of design contexts—Engineering principles and systems, Materials and technologies specialisations—students investigate, generate, produce, and evaluate designed solutions using the design and technologies processes.

This includes:

- Investigating and defining real-world problems
- Generating and collaborating on design ideas
- Producing quality prototypes or digital solutions
- Evaluating designs for sustainability and innovation

### Course Structure:

Students will explore and apply the three overarching concepts of the Design and Technologies curriculum:

- Design Thinking
- Systems Thinking
- Computational Thinking

Units of study include:

- Built Environment Design (architecture, urban planning)
- Product and Industrial Design (materials, prototyping)
- Game Design and Digital Interaction
- Sustainability and Environmental Design

Each unit integrates the design process: Investigate, Generate, Produce, Evaluate—in line with Australian Curriculum achievement standards and content descriptions.

### Assessment Summary:

Each of the four units includes a major project that encompasses both practical work and a written design folio. Students will document research, planning, production, and evaluation. These assessments align with the Australian Curriculum Achievement Standards and are supported with in-class time, tools, and teacher feedback.

### Stationery:

See Stationery Lists on the school website.

### Senior Pathways:

This subject is designed to prepare students for Years 11 and 12 Design subjects, such as Design, Engineering, Furnishings and Industrial Graphic Skills.

**Careers:**

Students develop transferable skills in creativity, problem-solving, systems analysis, and innovation, which are applicable to a range of 21st-century careers. These include: Architecture, Engineering, Industrial and Product Design, Graphic Design, Interior Design, Sustainable Design, Game Design, UI/UX Design, Project Management.

The subject also complements pathways such as IoT development, app and web development, environmental design, and technical trades.

**Subject Fees:**

Nil.

## Drama

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| <p><b>Year levels offered:</b><br/>Years 7, 8 and 9</p>  |
| <p><b>Subject Overview:</b><br/>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><br/>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><br/>Year 7: Let's Get Drama-wise, Enter Stage Left<br/>Year 8: Superheroes, Duologues<br/>Year 9: Improvisation, Clowning, Children's Theatre and Realism</p>  |
| <p><b>Assessment Summary:</b><br/>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>Stationery:</b><br/>See Stationery Lists on the school website.</p>  |
| <p><b>Senior Pathways:</b><br/>This subject will be beneficial to students aspiring to study Drama; Film, Television and New Media; and/or Media Arts in Practice 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.

## Food Studies & Design

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| <b>Year levels offered:</b><br>Year 9   |
| <b>Subject Overview:</b><br>This course is delivered two times a week with one theory lesson 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><br>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>• Promoting Healthy Eating</li><li>• International Cuisine</li><li>• Food Preservation</li><li>• Reading a Food Label</li><li>• Future Food Technologies</li></ul> |
| <b>Assessment Summary:</b><br>Each term there will be 1 assessment item. Students will be assessed in a variety of formats including Project Folio 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>Stationery:</b><br>See Stationery Lists on the school website.   |
| <b>Senior Pathways:</b><br>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><br>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><br>Nil.<br>Please note, students are required to purchase and supply their own ingredients.  |

## French

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| <p><b>Year levels offered:</b><br/> Year 7 – one or two semesters **<br/> Year 8 – one or two semesters **<br/> ** Note that French can be studied for one semester (either Semester 1 or 2) OR a full year option<br/> Year 9 – full year – Pre-requisites Year 8 French (We are currently not offering French in Year 9)</p>   |
| <p><b>Subject Overview:</b><br/> 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><br/> Topics covered include:<br/> <b>Year 7</b><br/> Unit 1: Enchanté: Basic vocabulary to have a conversation in French.<br/> Unit 2: Cultural unit: French speaking Pacific Islands<br/> Unit 3: Chez moi: In this unit students learn how to talk about their family.</p> <p><b>Year 8</b><br/> Unit 1: Dans ma classe: Basic vocabulary to follow instructions in French.<br/> Unit 2 : Cultural unit : La Francophonie.<br/> Unit 3: C'est Bon: French gastronomie (cultural food)</p> <p><b>Year 9</b><br/> Unit 1: French Intensive<br/> Unit 2: French / School systems<br/> Unit 3 : Holidays<br/> Unit 4 : Cultural unit – La Francophonie</p> |
| <p><b>Assessment Summary:</b><br/> 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.<br/> Assessment will be in the form of tests and assignments.</p>   |
| <p><b>Stationery:</b><br/> See Stationery Lists on the school website.</p>   |
| <p><b>Senior Pathways:</b><br/> This subject will be beneficial to students aspiring to study French in Year 11 and 12.</p>  |
| <p><b>Careers:</b><br/> 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><br/> Nil.</p>  |

## Health & Physical Education Extension

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| <b>Year levels offered:</b><br><i>Year 9 only</i>  |
| <b>Subject Overview:</b><br>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><br>HPE Extension (General Physical Education)<br>Unit 1: Pre-season preparation<br>Unit 2: Anatomy and Tactical Awareness<br>Unit 3: Biomechanics and Tactical Awareness<br>Unit 4: Off-season training<br><br>HPE Extension (Applied Sport and Recreation)<br>Unit 1: Sport journalism<br>Unit 2: Sport marketing<br>Unit 3: Careers in sport<br>Unit 4: Tournament organisation       |
| <b>Assessment Summary:</b><br>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 also be assessed for their physical performance. |
| <b>Stationery:</b><br>See Stationery Lists on the school website.  |
| <b>Senior Pathways:</b><br>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><br>University – Medicine, Health and Nutrition, Sports Science, Psychology, Social Services, HPE teacher, Physiotherapy, Occupational Therapy<br>Work – Fitness Instructor, Personal Trainer, Coach, Sports Administrator, Gym/Sport Centre Manager, Tourism/Recreation Industry.  |
| <b>Subject Fees:</b><br>There may be an additional cost for excursions e.g. swimming and JCU visits.   |

## Home Economics Technologies

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| <p><b>Year levels offered:</b><br/>Years 7 and 8</p>  |
| <p><b>Subject Overview:</b><br/>This subject focuses on basic food and design studies. The students will study one term of food technology and one term of design where they will create their own chocolate bar. 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><br/>Throughout the semester, students will have the opportunity to participate in both practical and theory work associated with food and design. This will include the components of:<br/>Term 1:<br/>Food safety &amp; hygiene, sustainability, Australian guide to healthy eating and practical work<br/>Term 2:<br/>The design process, sustainability, sketching and creating moulds, analysing consumer trends and practical work</p> |
| <p><b>Assessment Summary:</b><br/>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 and design.</p>  |
| <p><b>Stationery:</b><br/>See Stationery Lists on the school website.</p>   |
| <p><b>Senior Pathways:</b><br/>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><br/>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><br/>Students are required to purchase and supply their own ingredients.</p>   |

## Internet of Things

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| <b>Year levels offered:</b><br>Years 7 & 8   |
| <b>Subject Overview:</b><br>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><br>In this teaching unit, students investigate data that support human intervention. Learning opportunities include:<br>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><br>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>Stationery:</b><br>See Stationery Lists on the school website.  |
| <b>Senior Pathways:</b><br>This subject is designed to prepare students for the subject of Design and Digital Solutions in Years 11 and 12.  |
| <b>Careers:</b><br>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><br>Nil.   |

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

**Year levels offered:**

*Years 7 - Introduction to Technology and Design*

*Year 8 – Introduction to Technology and Design*

*Year 9 - Introduction to Manufacturing & Technologies*

**Subject Overview:**

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.

**Course Structure:**

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:

- Investigating
- Generating
- Producing
- Evaluating
- Collaborating and managing.

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.

**Assessment Summary:**

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.

**Stationery:**

See Stationery Lists on the school website.

**Senior Pathways:**

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.

**Careers:**

The future careers and pathways for this subject may include school-based apprenticeships carpentry, cabinet making, building, architecture, bricklaying and boilermaker.

**Subject Fees:**

Nil.

## Media Arts

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| <b>Year levels offered:</b><br><i>Years 7, 8 and 9</i>  |
| <b>Subject Overview:</b><br>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.<br><br>The students who will benefit from Media Arts are those who enjoy learning: <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> Benefits from studying Media Arts are:<br>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. |
| <b>Course Structure:</b><br>Year 7: Digital Manipulations, Film Production<br>Year 8: Stop Motion Animation, Computer Animation<br>Year 9: Digital Imagery, Advertising Green Screen, YouTube Channel, TV News  |
| <b>Assessment Summary:</b><br>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.   |
| <b>Stationery:</b><br>See Stationery Lists on the school website.   |
| <b>Senior Pathways:</b><br>This subject will be beneficial to students aspiring to study Art, Media Arts in Practice, Film Television and New Media and Visual Arts in Practice in Years 11 and 12.   |
| <b>Careers:</b><br>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.   |
| <b>Subject Fees:</b><br>\$9.90 per year individual student Adobe licence.   |



## Music

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| <b>Year levels offered:</b><br><i>Years 7, 8 and 9</i>  |
| <b>Subject overview:</b><br>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. |
| <b>Course structure:</b><br>Year 7: The music industry; Let's make band<br>Year 8: Let's make band; My generation<br>Year 9: Pioneers of rock; Pride and protest  |
| <b>Assessment Summary:</b><br>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.                  |
| <b>Stationery:</b><br>See Stationery Lists on the school website.   |
| <b>Senior pathways:</b><br>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.                   |
| <b>Careers:</b><br>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.                     |
| <b>Subject Fees:</b><br>Nil.  |

## STEM Extend

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| <b>Year levels offered:</b><br><i>Year 7, 8 and 9</i>  |
| <b>Subject Overview:</b><br>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.  |
| <b>Course Structure:</b><br><b>Year 7</b> <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> <b>Year 8</b> <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> <b>Year 9</b> <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> |
| <b>Assessment Summary:</b><br>Students are assessed through a portfolio of work developed through the unit.  |
| <b>Stationery:</b><br>See Stationery Lists on the school website.  |
| <b>Senior Pathways:</b><br>This subject will be beneficial to students aspiring to study STEM related disciplines: Science, Technology/Design, Engineering and Mathematics.  |
| <b>Careers:</b><br>The future careers and pathways for this subject may include Environmental monitoring and management, engineering, disaster management coordinator, medical/health sciences etc.  |
| <b>Subject Fees:</b><br>Nil  |

## Visual Arts

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| <p><b>Year levels offered:</b><br/>Years 7, 8 and 9</p>  |
| <p><b>Subject Overview:</b><br/>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:<br/>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><br/>Year 7: The Influence of Asian Art through lino printing, clay nature sculpture<br/>Year 8: Here's Looking at You, Expressions of Culture -Indigenous Art<br/>Year 9: Pop Art, Appropriation &amp; Landscape, Personal Maps, Street Art</p>  |
| <p><b>Assessment Summary:</b><br/>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>Stationery:</b><br/>See Stationery Lists on the school website.</p>  |
| <p><b>Senior Pathways:</b><br/>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><br/>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><br/>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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