

MIRANI STATE HIGH SCHOOL



Year 7/8 Curriculum Handbook 2024

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SECONDARY CURRICULUM PHILOSOPHY AT MIRANI STATE HIGH SCHOOL

1.1 Letter from the Principal

Dear Students

Starting high school is a big step. It is as momentous and challenging as starting school in Year 1 or your first job. There is a whole new world of experiences ahead of you – intellectually, socially, emotionally, and physically. It is important to keep a balanced perspective as you approach Year 7 & 8. Academic success is important, so too is success in other dimensions of schooling. Be prepared to participate in the full range of learning experiences available at Mirani State High School.

This handbook provides useful information about subjects other than Core subjects you may study in Years 7 and 8. These subjects are for terms of approximately ten weeks. This is ample time to gain some important new knowledge or skills or both. Giving you exposure to a range subjects will assist you in your decision on the path you may choose in following years. Remember that the curriculum at school has been designed to help you grow as a person, in knowledge, understanding and skills, and has been intended to be useful in future applications.

Enjoy your high school experiences, your compulsory learning areas as well as subjects other than Core subjects.

Get the most out of your schooling. It is up to you!

Best wishes for your success at Mirani High.



Mr Matthew Horton
Principal

1.2 Global Statement

At Mirani State High School our curriculum exists both within and beyond the classroom. We encourage the development of enterprising, resilient, thinking and caring students. Students will have opportunities to:

- achieve the fundamental literacy, numeracy and citizenship outcomes necessary for productive and fulfilling life choices and pathways
- value life-long learning and be responsive to change
- be prepared to contribute to society as lifelong performers.

Through the curriculum, in all its dimensions, we aim to do the best for our students. Therefore, we will remain responsive to challenges and be proactive in change.

At Mirani High School we believe that every student can learn and every teacher is capable of engaging students in quality learning activities.

Through our curriculum we will:

- Strengthen intellectual engagement of both students and teachers.
- Understand and cater for the interests, needs and learning styles of individual students.
- Provide quality programs and learning experiences, which reflect student needs and interest.
- Value students achieving at least a competent level of control over the core elements in each of English, Maths, Science and History and the four Key Learning Areas (KLAs).
- Provide coherence and developmental sequence in KLAs.
- Value the different elements of senior school education equally.
- Maximise the pathways available to students improving their access to training, employment and higher education.

Underlying Principles:

- English, Maths, Science and History and the four KLAs will form the basis of the common curriculum throughout the compulsory years of schooling.
- The senior curriculum will maximise exposure to the Common Curriculum Elements and Key Competencies.
- There will be an integration of numeracy, literacy and information technology across the curriculum.
- The curriculum will be current, relevant, meaningful and rewarding for learners and teachers.
- There will be an emphasis on intellectual quality.

1.3 The Junior Curriculum

Year 7

The year 7 curriculum is made up of:

- A Wellbeing program based on *The Resilience Project*, the Australian National Curriculum and other recognised support programs
- Core program
- Health and Physical Education
- The Arts
- Technology Key Learning Area rotation
- LOTE (language other than English)

YEAR 7 - TIMETABLE 2024						
	Wellbeing	Core Program	CPE	Arts	Technology	Languages
Semester 1 and Semester 2	Wellbeing 1	English 3 Mathematics 3 Science 2 HASS 3	Core and Physical Education 2	Drama 2 Dance 2 Visual Art 2 Media Art 2 Music 2	Industrial Technology & Design 2 Materials and Design 2 Food Technology 2 Digital Technologies 2	Japanese 2
Estimate only*	1 lesson	11 lessons	2 lessons	2 lessons	2 lessons	2 lessons

The core program is made up of units of work which include outcomes from:

- English
- Mathematics
- Science
- Core and Physical Education
- History (National Curriculum)
- Geography (National Curriculum)

The core program continues throughout the year and is consistent in each semester.

Students will complete one semester of Japanese and one semester of Digital Technologies in year 7.

Elective subjects are organized on a rotation throughout year 7 and 8 to allow students to experience as many elective subjects as possible. Students will be exposed to four of the five Arts subjects and all technology subjects in either year 7 or 8. These subjects are offered subject to staff and resource availability, and timetable constraints.

Year 8

The year 8 curriculum is made up of:

- the core program
- Two units from the Technology Key Learning Area
- Two units from the Arts Key Learning Area
- Language
- Physical Activity and Education
- a Wellbeing program based on *The Resilience Project*, the Australian National Curriculum and other recognised support programs.

YEAR 8 - TIMETABLE 2024						
	Wellbeing	Core Program	HPE	The Arts	Technology	Block 3
Semester 1 and Semester 2	Wellbeing 1	English 3 Mathematics 3 Science 2 HASS 3	Core and Physical Education 2	Drama 2 Dance 2 Visual Art 2 Media Art 2 Music 2	Industrial Technology & Design 2 Materials and Design 2 Food Technology 2 Digital Technologies 2	Japanese 2
Estimate only*	1 lesson	11 lessons	2 lessons	2 lessons	2 lessons	2 lessons

The core program is made up of units of work which include outcomes from:

- English
- Mathematics
- Science
- Core and Physical Education
- History (National Curriculum)
- Geography (National Curriculum)

The core program continues throughout the year and is consistent in each semester.

Students will complete one semester of Japanese and one semester of Digital Technologies in year 7.

Elective subjects are organized on a rotation throughout year 7 and 8 to allow students to experience as many elective subjects as possible. Students will be exposed to four of the five Arts subjects and all technology subjects in either year 7 or 8. These subjects are offered subject to staff and resource availability, and timetable constraints.

Year 9

The Year 9 curriculum, each semester, is made up of:

- English (3), Math (3), Science (3) and HASS (3)
- an elective from the Technology KLA
- an elective from the Arts KLA
- a third elective which can be from Technology, Arts or LOTE
- a Health program involving active exercise

YEAR 9 - TIMETABLE 2024					
	Core Program	Elective 1	Elective 2	Elective 3	Health
Semester 1 & 2	English 3 Maths 3 Science 3 HASS 3 HPE 2	Choose: <ul style="list-style-type: none"> ▪ one Technology ▪ one Arts offering ▪ and 1 other elective from Technology, The Arts or LOTE. 			
	14 lessons/week	2 lessons	2 lessons	2 lessons	

PLEASE NOTE:

- Electives are chosen at the end of Year 8 for Year 9.
- Electives are offered subject to class sizes and available human resources and facilities.

1.4 Assessment and Reporting

In the middle school assessment is continuous through class activities and tasks. While most work will be completed in class time, students may need to complete set tasks in their own time. There will be a minimum of one major assessment item in each unit or elective.

As student's progress through Years 7 to 10, there is an expectation that they will progressively spend more of their own time completing assessment tasks independently. The school's responsible Behaviour Plan and Assessment Policy work in conjunction with strategies for dealing with Late and Non-submission of Assessment.

Reporting at the end of each semester will indicate levels of achievement for the core program and electives studied. Parent Teacher interviews are held in Term 2 and Term 3.

1.5 Study

Study Tips

Only in exceptional circumstances will a student achieve to their ability without a regular study program or study skills.

In order to study effectively a student must have a quiet, studious area in which to do work. Study must be done on a regular basis. The best time of day to study depends on many things, and is best negotiated in the home taking into account such things as duties/chores at home, commitments (sport, clubs etc), leisure time and part-time work.

As stated before study needs to be regular and should involve such activities as:

- set homework;
- editing of notes from class;
- reading the textbook;
- reading other material around a particular topic;
- redoing/revisiting work to identify areas of strength and weakness.

There is an expectation that study time increases and includes revision work as exams approach. This should begin as early as two weeks before the exam.

1.6 Homework Guidelines

These guidelines have been produced based on the following information:

- The latest brain research on how to retain knowledge.
- The school's high expectations for all students to work to achieve their best.
- The need to prepare students for the rigours of senior.

The following are guides to the amount of time a student should be doing per night if they are to make the most of their time at Mirani:

- **Year 7** - 30 mins per school night
- **Year 8** - 45 mins per school night
- **Year 9** - 60 mins per school night
- **Year 10** - 1½ hours per school night
- **Year 11 and 12** - 2-3 hours per school night (min)

Homework at Mirani may involve four types of activities.

1. **Revising the day's work.** Brain research shows that if you want to retain information in the long term you need to practise the idea (mind mapping/repeating it/using it/teaching it to someone else):
 - 1 hour after you first learn it
 - Within 48 hours of learning it
 - 7 days after learning it
 - 1 month after learning it (if it's still there then you've got it)
 - 6 months after learning it.

NB: So students should be reading over or mind mapping the work covered in class that day and this can be set as homework in their diary.

2. **Completing set activities.** This may be a weekly worksheet, spelling list, question or activities which are based on the day's work, or a specific phase of an assignment process. It is work that may be written in the diary and checked and consequences given if it is not completed.
3. **One of the phases of the assignment process** – either researching, planning, drafting or checking final copy.
4. **Reading** to make up the allotted time for each Year level. This may be a set text or general reading of fiction/non-fiction novels. Parent signature may be required in a diary as proof of completion.

NB: Some students may need more/less time to complete some set tasks. This differentiation is taken into account when setting homework.

Some Tips and Tricks

- Encourage students to do their computer work first. If they stay up late the light from the computer screen can affect their cortisol levels which means they may have less, and poorer, sleep.
- Encourage them to take breaks every 20 minutes or so to stay alert
- Drink water, and minimise the caffeine-based drinks as they will only make them alert, but limit their ability to remember and recall information.

1.7 The School Planner

All students are issued with a school planner at the beginning of each year.

The diary is to be used for recording homework requirements, due dates for assessment, reminders, and for carrying messages between home and school. It is an essential tool, which each student needs to learn how to use effectively.

The planner is not for writing graffiti in, plastering with numerous magazine pictures, or for writing messages to other students. If a student possesses a diary in such a state, a request for the purchase and use of a new diary will be sent home.

1.8 The e-Learning Centre

The e-Learning Centre offers a variety of services from 8.30 am onwards. Divided into a number of flexible areas; it provides a venue for research, study, internet research, homework and private reading.

Students have access to a photocopier, scanning facilities and colour printing which they can use for a small cost.

The library subscribes to a variety of on-line databases. Students have access to these during class time, for research purposes. Students are encouraged to use these facilities to access up to date, topical information.

The catalogue is online which means students can access the collection and check for item availability prior to researching for items. Books can be borrowed for up to two weeks. Teachers can 'freeze' books for class use - allowing greater access to all students. Students are encouraged to engage the assistance of the e-Learning staff at any time.

2023 Junior School Captains



UNITS OVERVIEW

2.1 What is Technology?

Technology is about the design and development of products, which meet the needs of individuals, the community and businesses.

In our school design challenges can be met in the areas of Business Education, Home Economics, Digital Technologies and Industrial Technology.

Technology Course Statements:

Business Education

- Provides students with skills to manage resources efficiently.
- Develops skills to assist in an easy transition from school to work.
- Provides learning for life and allows students the opportunity to use new technologies.
- The subject area incorporates the cross-curricular priorities of literacy, numeracy, life skills, technology practices and a futures perspective.

Food Technology

- In Food Technology education, students manage their resources and develop self-management skills.
- The subject area incorporates the cross-curricular priorities of literacy, numeracy, life skills, technology practices and a futures perspective.
- Students are encouraged to make informed choices and take actions that promote well-being in individuals and families.
- Food Technology education prepares learners for work in a dynamic and challenging society, in the areas of food and nutrition, human development and relationships, living environments and textiles.

Industrial Technology

- Provides students with opportunities to develop lifelong practical skills essential to many future career options and leisure activities.
- Students will be involved in a hands-on practical approach to Technology Practices as well as being exposed to Industry Standard facilities.
- The subject areas covered include Construction (woodwork), Engineering (metalwork) and Graphics, and incorporates the ethos of numeracy and literacy across the curriculum.

Digital Technologies

- Students develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.
- They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation, such as using pivot tables, graphs and clearly defined mark-up or rules.
- They broaden their programming experiences to include general-purpose programming languages, and incorporate subprograms into their solutions.

2.2 What is The Arts Year 7 & 8 Rotation?

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Mirani State High School offers a wide range of subjects and extracurricular opportunities for students within The Arts. Students in Year 7 & 8 will engage in an Arts Rotation over the two years covering Arts subjects. Students will then have the opportunity in later year to branch into a range of Arts electives

The Arts cover each of the five arts subjects:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts

The Year 7 & 8 Arts Rotation aims to develop students’:

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia’s histories and traditions through the arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

Each subject focuses on its own practices, terminology and unique ways of looking at the world.

- **In Dance**, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.
- **In Drama**, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.
- **In Media Arts**, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.
- **In Music**, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.
- **In Visual Arts**, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

YEAR 7

Technology	DIG071 Digital Technologies
	ITD071 Industrial Technology and Design <i>This subject will incur a fee</i>
	FDT071 Food Specialisation <i>This subject will incur a fee</i>
The Arts	DAN071 DRA071 MUS071 ART071 MED071 Arts Rotation – <i>All students will experience four of the five areas of The Arts</i>

3.1 Digital Technologies

Unit Code DIG071

Unit Title Digital Technologies

Unit Description In Year 7 Digital Technologies, students embark on an exciting journey of exploration into the digital world. They delve into the art of website creation, mastering the tools of HTML, CSS, and more to build interactive online platforms. With hands-on projects, they learn to design and run surveys, collecting and managing valuable data from their peers. Alongside, they gain computer literacy, uncovering the secrets of technology and understanding its applications. Engaging activities encourage students to explore the workings of computers, igniting their curiosity and fostering digital fluency. Year 7 Digital Technologies lays the groundwork for confident and skilled individuals, equipped to navigate the digital landscape with ease and creativity.

Student Activities

- **Website Creation:** Students design and build interactive websites using HTML and CSS, showcasing their creativity and technical skills.
- **Survey Project:** Students create and run surveys on topics of interest, collecting and analyzing data to gain valuable insights.
- **Computer Literacy Exercises:** Engaging activities introduce students to various computer functions and applications, enhancing their digital fluency.
- **Technology Exploration:** Students learn about the inner workings of computers and their applications, fostering curiosity and understanding.

Assessment Students will have two project-based assessments. Firstly, they will design and build an interactive website using HTML and CSS, showcasing their creativity and technical skills. Secondly, they will create and run surveys to collect and analyze data, applying their digital literacy and problem-solving abilities in real-world scenarios.

**Outcomes/
Benefits** Year 7 Digital Technologies equips students with enhanced digital literacy, web development skills, and data analysis abilities, fostering problem-solving aptitude and technology exploration, making them competitive in various career fields. Project-based learning encourages applied and creative expression, collaborative teamwork, and real-world relevance. Students develop holistic skills, combining technical expertise with problem-solving, benefiting their overall education.

3.2 Industrial Technology and Design

Unit Code ITD071

Unit Title Industrial Technology and Design

Cost This subject will incur a fee

Unit Description Students studying will have the opportunity to incorporate design processes into the manufacture of articles made from a variety of materials and hardware. They will be instructed in the safe and correct use of hand tools with some limited use of machinery giving them the confidence and ability to produce quality articles of work. Workshop drawings as well as the knowledge of graphical concepts and techniques will be introduced through product working drawings.

Student Activities Possible projects that the students could make include: Timber project – wooden pencil case, Combined material project – Desktop tidy

Assessment Assessment is continuous with summative practical class-work project the main contributor to the students overall rating. There will be a writing task (procedural / specific topic writing) during the term.

**Outcomes/
Benefits** By studying ITD students will have the opportunity to achieve level 4 outcomes in both the Technology Practice and Materials strands. It will also benefit any student looking towards a Trade, Architectural or Engineering career pathways.

Special Notes To be able to provide the students with these practical educational experiences, a fee is required to supply them with the materials needed.
Students will need to provide;

- Safety glasses
- 2B Pencil

3.3 Business

Unit Code	BSN071
Unit Title	Business
Unit Description	<p>This unit is based on financial literacy covering the following:</p> <ul style="list-style-type: none">▪ What is money?▪ What are goods and services?▪ What are needs and wants?▪ Budgeting▪ Best buys▪ Use technology to examine the effects changes have had on money as a resource <p>Students will engage in a range of activities involving the following topics:</p>
Student Activities	<ul style="list-style-type: none">▪ Examine different types of money▪ Internet research▪ Examining differences between needs and wants▪ Using Photostory to examine effects of changes in technology on money as a resource
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none">▪ Student Workbook▪ Examination▪ Digital Presentation <p>All assessment will take place during class time. Classwork and homework will be used as part of the assessment process.</p>
Outcomes/ Benefits	<p>This is an excellent introductory course giving students the basic knowledge in relation to financial literacy. This will assist them in determining how best to use and save their hard earned money.</p>

3.4 Food Technology

Unit Code	FDT071
Unit Title	Food & Fibre / Food Specialisation
Cost	This subject will incur a fee
Unit Description	Food and Fibre is a compulsory one semester rotational subject offered as part of the National Curriculum. This is the first Food Technology focused subject offered to students in high school and covers the basics of food preparation and production at the earlier stage of learning in Food Technology.
Student Activities	<p>Students have opportunities to participate in practical cookery tasks including preparing nutritious meals while exploring a variety of skills. They will also complete a variety of activities including cookery, designing menus, nutrition, planning and packaging, while learning about hygiene and safety.</p> <p>Most importantly, introductory Food Technology is a practical, hands-on experience for all students with plenty of food production tasks and cookery activities for students to get involved in.</p>
Assessment	Assessment will be ongoing and practically based throughout the unit. Tasks incorporate individual and group activities in food production, nutrition, hygiene and safety. Class tasks and individual practical performances are assessed throughout the whole semester, therefore students need to ensure they are ready and prepared to get involved.
Outcomes / Benefits	Students learn to develop independent cookery skills, and their practices follow current workplace health and safety standards. Their cookery skills will be developed beyond their starting standard with specific hands on practical tasks.
Special Notes	Cooking ingredients will be supplied for all in-class practical cooking activities. The subject fee is required to cover the cost of these ingredients. Extra-curricular cookery tasks such as the Rotary Young Chefs competition, will require students to provide ingredients.

YEAR 8

Technology	<p>FDT081 Food & Fibre + Food Specialisation <i>This subject will incur a fee</i></p>
	<p>ITD081 Industrial Technology and Design 1 <i>This subject will incur a fee</i></p>
	<p>DIG081 Digital Technologies</p>
The Arts	<p>DAN071 DRA071 MUS071 ART071 MED071</p> <p><i>Arts Rotation – All students will experience four of the five areas of The Arts</i></p>

4.1 Food Technology

Unit Code	FDT081
Unit Title	Food Specialisation
Cost	This subject will incur a fee
Unit Description	Food and Fibre is a compulsory one semester rotational subject offered as part of the National Curriculum. This is the first Food Technology focused subject offered to students in high school and covers the basics of food preparation and production at the earlier stage of learning in Food Technology.
Student Activities	<p>Students have opportunities to participate in practical cookery tasks including preparing nutritious meals while exploring a variety of skills. They will also complete a variety of activities including cookery, designing menus, nutrition, planning and packaging, while learning about hygiene and safety.</p> <p>Most importantly, introductory Food Technology is a practical, hands-on experience for all students with plenty of food production tasks and cookery activities for students to get involved in.</p>
Assessment	Assessment will be ongoing and practically based throughout the unit. Tasks incorporate individual and group activities in food production, nutrition, hygiene and safety. Class tasks and individual practical performances are assessed throughout the whole semester, therefore students need to ensure they are ready and prepared to get involved.
Outcomes / Benefits	Students learn to develop independent cookery skills, and their practices follow current workplace health and safety standards. Their cookery skills will be developed beyond their starting standard with specific hands on practical tasks.
Special Notes	Cooking ingredients will be supplied for all in-class practical cooking activities. The fee is required to cover the cost of these ingredients. Extra-curricular cookery tasks such as the Rotary Young Chefs competition, will require students to provide ingredients.

4.2 Industrial Technology and Design

Unit Code ITD081

Unit Title Industrial Technology and Design

Cost This subject will incur a fee

Unit Description Students will continue to incorporate design processes into the design and manufacture of articles made from a variety of materials and hardware with an emphasis on the design process. While the projects will be more challenging, they will be instructed in the safe and correct use of equipment, with the development of skills and confidence to produce quality work. Workshop graphics will be further developed with the focus on sketching techniques.

Student Activities Possible projects the students could develop include:

- Orthographic and isometric drawings
- Transport projects e.g., toy car

Assessment Assessment is continuous with summative practical class-work project the main contributor to the students overall rating. There will be a writing task (procedural / specific topic writing) during the term.

Outcomes/Benefits By studying ITD the students will have the opportunity to achieve level 5 outcomes in both the Technology Practice and Materials strands. It will also benefit any student looking towards a Trade, Architectural or Engineering career pathway.

Special Notes To be able to provide the students with these practical educational experiences, a fee is required to supply them with the materials needed. Students are required to provide;

- Laptop to run graphics program
- Mouse
- Ear phones
- 2H pencils
- Eraser

4.3 Digital Technologies

Unit Code DIG081

Unit Title Digital Technologies

Unit Description In Year 8 Digital Technologies, an exciting adventure awaits! Students will embark on a coding journey, designing and crafting their own games from scratch. As they dive into the immersive world of Minecraft Edu, they'll also explore the principles of sustainability, creating eco-friendly virtual worlds. With hands-on projects and creative exploration, Year 8 Digital Technologies promises a dynamic and rewarding experience, empowering students with valuable skills for the digital age.

Student Activities

- **Game Development:** Students code and design their own games, incorporating interactive elements and unique challenges.
- **Minecraft Edu Worlds:** Students create sustainable virtual worlds in Minecraft Edu, applying principles of eco-friendliness and resource management.
- **Coding Challenges:** Engaging coding exercises and challenges allow students to hone their coding skills and problem-solving abilities.
- **Creative Exploration:** Students have the freedom to express their creativity through game design and Minecraft Edu projects, fostering innovation and originality.

Assessment Students will be presented with two exciting projects. Firstly, they will showcase their coding skills by developing a game using JavaScript, designing an interactive and engaging experience. Secondly, students will dive into the virtual realm of Minecraft, creating a sustainable world that demonstrates their understanding of eco-friendliness and resource management. These projects provide hands-on learning experiences, allowing students to demonstrate their creativity and technical abilities while exploring the captivating world of game development and Minecraft Edu.

**Outcomes/
Benefits** These projects enhance problem-solving skills, fuel creativity, and promote critical thinking, enriching their overall education. Moreover, the acquired coding expertise opens doors to careers in software development, web design, and tech-related fields, while understanding sustainability principles prepares them for roles in environmental conservation and green technology. Year 8 Digital Technologies equips students with invaluable skills, paving the way for a promising academic journey and a world of exciting career opportunities in the digital age.