

# NARROGIN SENIOR HIGH SCHOOL



**YEAR 8**

**2017**

## **Subject Selection Information**

# NARROGIN SENIOR HIGH SCHOOL

## WELCOME TO YEAR 8

This outline gives you information about the curriculum programs for Year 8 students and is designed to provide the basis for consultation between parents/caregivers, students and teachers. Narrogin SHS endeavours to ensure that students in Year 8 receive a diverse curriculum that exposes all students to each of the eight Learning Areas.

All students will study four periods of English, Mathematics, Science, and Humanities and Social Sciences each week. Students will also study four periods of Health and Physical Education (HPE) each week, comprising three periods of physical activity and one period of health education. Within HPE students must also select from one of four contexts: General Physical Education, Cricket, Netball or Hockey.

Within the Languages learning area all students will select one of two contexts, either Indonesian, or Aboriginal Language and Culture. While some students will have been studying a language other than that offered at Narrogin SHS, classes will vary in ability level to allow students the best opportunity to develop their language skills. Students will study either Integrated Arts or Music from within The Arts learning area for two periods a week. Students currently involved in instrumental classes at primary school are expected to continue this commitment into Year 8. Music students involved in the school band are expected to choose Music as their Arts program.

There are three different areas in which students undertake Technologies education at Narrogin SHS. These are Food Science and Technology, Digital Citizenship, and Design and Technology. Students will study a subject from each of these areas for two periods a week.

Year 8 students can apply to be part of the Narrogin Academic Extension Program (NAEP). The selection process involves an entrance test to assess the students' academic ability, together with NAPLAN results and other available data. The NAEP is designed to extend the skills and abilities of our talented students by providing a challenging environment where students can work with peers who share similar interests, aspirations and abilities. To be considered for this highly regarded pathway students need to complete the written application form included in the enrolment package and submit it along with the enrolment forms. Applications are also available on the Narrogin Senior High School website ([www.nshs.wa.edu.au](http://www.nshs.wa.edu.au)). All applicants will be notified when they are to sit the compulsory entrance test.

<b>YEAR 8 SUBJECTS</b> (Elective subjects 2 periods/week)		
<b>Learning Area/Subject</b>	<b>Length – Full Year</b>	<b>Est. Cost *</b>
<b>English</b>	4 periods/week	\$19.00
<b>Mathematics</b>	4 periods/week	\$19.00
<b>Science</b>	4 periods/week	\$30.00
<b>Humanities and Social Science</b>	4 periods/week	\$23.00
<b>Health and Physical Education</b> Academy Sports: Hockey, Netball, Cricket	4 periods/week	\$30.00 \$110.00, \$55.00, \$55.00
<b>Languages</b> Aboriginal Language and Culture	2 periods/week	\$10.00
Indonesian	2 periods/week	\$10.00
<b>The Arts</b> Integrated Arts	2 periods/week	\$23.00
Class Music	2 periods/week	\$23.00
Drama	2 periods/week	\$23.00
<b>Technologies</b> Food Science and Technology	2 periods/week	\$40.00
Digital Citizenship	2 periods/week	\$ 5.00
Materials, Design and Technology	2 periods/week	\$36.00

\* These prices are an estimate based on current 2016 pricing but may be subject to change.

# ENGLISH

In Year 8, students are placed into classes based on Year 7 NAPLAN data, anecdotal information and diagnostic testing which takes place during the first week of term. We also provide a NAEP class and a Focus class. It is possible for some students to move to another class at the end of Semester 1 if their performance changes significantly and class numbers allow.

The year-long program utilises the interrelatedness of the three strands of Language, Literature and Literacy and each term's unit integrates the content from all three strands. Students cover themes within which tasks are set. These themes are:

- Sustainability
- Personal and Social Capabilities and Ethical Understanding
- Asia and Australian Engagement
- Aboriginal and Islander Histories and Culture: Intercultural Understanding

The body of knowledge which students study is marked against the Australian Curriculum year level descriptors and *Judging Standards in Year 8 English* (Schools Curriculum and Standards Authority). Both the content and the tasks are differentiated according to the students' needs.

Students are assessed on three strands:

- Reading and Viewing
- Writing
- Speaking and Listening



# MATHEMATICS

In Year 8, students have the opportunity to apply to be part of the Narrogin Academic Extension program (NAEP). The selection process involves an entrance test to assess the student's mathematical ability, student's NAPLAN results and recommendations from their Primary school.

Aside from the NAEP class, students are not streamed and follow the Australian Mathematics Curriculum which is organised around the interaction of three content strands and four proficiency strands. The content strands are:

- Number and Algebra,
- Measurement and Geometry, *and*
- Statistics and Probability.

## Number and Algebra

Students apply number sense and strategies for counting and representing numbers. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

## Measurement and Geometry

Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units, and calculate derived measures such as area, speed and density.

## Statistics and Probability

Students represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches.

All Year 8 students begin Mathematics in a common mainstream course. During the year, information about students' performance and progress in Mathematics is gathered from a variety of sources and students may be identified and put in a differentiated program to either accelerate their learning or to help them fill in the gaps in their understanding.



# SCIENCE

The Australian Science Curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are: patterns, order and organisation, form and function, stability and change, systems, scale and measurement, and matter and energy.

In Year 8 students will be taught and assessed on:

- Science Understandings
- Science as a Human Endeavour
- Science Inquiry Skills

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs.

Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

At the end of 2016, the HOLA of Science will create a Science Circus class, which will give selected current Year 8 students the opportunity to participate in an extra-curricula project. The specified project will involve the students travelling to another school to demonstrate their specialist project.



# HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences learning area develops, through a process of inquiry, students' understanding of how individuals and groups live together and interact with their physical and cultural environment. Students develop respect for cultural heritage and a commitment to social justice, the democratic process and sustainability. These inform decision-making that contributes to community cohesion and a positive future.

Themes studied are Geography (Landforms and Landscapes, Changing Nations), Civics and Citizenship (Basic Economics, and Introduction to Government incorporating Asia Literacy) and World Cultures and History (The Ancient to Modern World 650 – 1750), including Medieval Europe and the Black Death.

Students will have the opportunity to study History (Australian Curriculum) by investigating broad questions such as:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged, and how did they influence societies?
- What were the causes and effects of contact between societies in this period?

In Year 8 students will be taught and assessed on four outcomes/strands/modes:

- Geography
- Economics and Business
- Civics and Citizenship
- History

The content covered in Humanities and Social Sciences in Years 8, 9 and 10 will prepare students to study Senior School courses in Geography, Modern History, Politics and Law, Economics and Business, or Management and Enterprise (Tourism Operations).



# HEALTH AND PHYSICAL EDUCATION

Health and Physical Education enables young people to promote their own and others' health, wellbeing, safety and participation in physical activity throughout their lifetime. The knowledge, understanding and skills in this area underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

There are four strands to the Health and Physical Education curriculum. In Year 8 students will be taught and assessed on:

- Skills for Physical Activity
- Concepts for a Healthy Lifestyle
- Interpersonal Skills
- Self-Management Skills

The four contexts available in the HPE Learning Area are General Physical Education, or the Cricket, Hockey or Netball Academies.

Within the context of Health, students learn about sexuality, biomechanics, sport medicine, First Aid and Career education.

If students choose an Academy Sport, that sport will be the focus of their education when in season. Cross Training opportunities are provided out of season to give a greater breadth of study.

## CAREER

Students will have the opportunity to explore the many career pathways available to them today. The following skills will be taught, communication, problem solving, teamwork and personal attributes including adaptability, resilience, enthusiasm and openness to new ideas, to support students achieving career pathways.



**Sports Academy Uniform**  
available from Steelo's Guns and Camping,  
Egerton Street Narrogin.

# LANGUAGES

In Languages, students have the choice of studying Indonesian or Aboriginal languages. Learning a language is the best way to learn about other societies and cultures, and assists us to see the world from another perspective. Languages also make us go back to the language basics, helping us to strengthen our comprehension and literacy skills in our first language. Studying a language helps us to utilize different ways of learning as it makes us question the way we learn, which is helpful in memorising facts and information. The techniques we use learning a language can then be applied across learning areas. Learning a language provides wonderful opportunities for those intending to work in tourism, fashion, teaching, defence forces, hospitality, government, business or in the diplomatic service.

There are three aspects to the Language curriculum. Students will be taught and assessed on the following outcomes/strands/modes:

- Listening, Responding and Speaking
- Viewing, Reading and Responding
- Writing  
*plus* Cultural Understanding

## INDONESIAN

Developing the skills to learn a foreign language, particularly that of one of Australia's closest neighbours, plays an important role in preparing students to participate effectively as global citizens of the 21st century. The Year 8 Indonesian Language course prepares and provides students with essential vocabulary and cultural understanding to communicate effectively with the Indonesian people, either as a host receiving guests, or as a visitor on holiday in locations such as Bali.



The learning of a second language has been noted to support cognitive, linguistic and literacy skills within our first language, and nurtures a competence in cultural understanding and global awareness. These skills are emerging as essential prerequisites for Australia's social and economic well-being, in line with national requirements and enhance employment and career prospects.

## ABORIGINAL LANGUAGE AND CULTURE

Aboriginal histories and culture are fundamental to the development of Australian identity and the formation of contemporary Australian society. The exploration of Aboriginal culture - past, present and future, and Aboriginal peoples' interactions with other socio-cultural groups, provides a logical starting point for the exploration of cultural identity.

Students will be provided with the opportunity to investigate the language and culture, as well as understand and respect past and present experiences of Aboriginal people within Australian society. Classwork will look at people in our community, roles of extended family members, NAIDOC and local community issues, hunting and cooking procedures for different meat, an area and all of its plants, mapping local/regional areas, traditional and contemporary activities to seasons (Noongar seasons).

# THE ARTS

The Arts develop creative thought including originality, problem solving, the understanding of complex The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory responses to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling. In Year 8, students have a choice of studying Visual Arts or Class Music. Our program will provide students with excellent facilities and specially trained teachers.

## VISUAL ARTS

In Year 8, students have opportunities to use and apply visual language and artistic conventions of more complexity in their design and production process. They create artworks with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are provided with critical analysis frameworks to analyse artworks and use art terminology when responding.

In Year 8, the learning focus is on; Painting, Portraiture, Collages, Clay Sculpture, Investigating and Analysing the Elements of Art

## MUSIC

### CLASS MUSIC

*This subject is compulsory for **ALL** band students and develops musicianship in conjunction with the Instrumental Music course.*

In Year 8, students are given further opportunities to develop music skills and knowledge when performing, composing and listening to music. They continue to develop aural skills memory, use notation, terminology and technology to refine their musical ideas as well as being given the opportunity to rehearse and perform in solo and ensemble activities. Students will also listen to and discuss music, identifying the different use of music elements and key contextual and stylistic features.

### INSTRUMENTAL MUSIC

This subject is compulsory for all band students and is offered in conjunction with the Instrumental Music School Services (IMSS). Individual and small group lessons will assist the student to develop skills in a specific instrument.

Currently, the school offers instrumental tuition on the following instruments: Flute, Clarinet, Trumpet, Low Brass and Percussion.

## DRAMA

This programme will provide an introduction to drama and stage production. Students will be given practical skills and knowledge in the range of roles needed to put on a performance, including onstage, backstage and front of house. There are no prerequisites for this course other than enthusiasm and a willingness to participate in all activities. The focus for learning is on; Stage craft, Mime, Speech techniques, Scripted and Improvised drama.



# TECHNOLOGIES

In Year 8 students have the opportunity to study technologies in three contexts:

- Material, Design and Technology
- Digital Citizenship
- Food Science and Technology

## **MATERIAL DESIGN AND TECHNOLOGY**

Students undertaking this course will be introduced to skills in Woodwork, Metalwork and Technical Drawing. The program of work will provide students with practical skills and knowledge enabling them to show development in:

- Technology and Enterprise Process
- Technology and Enterprise Materials

## **DIGITAL CITIZENSHIP**

Technology is part of our daily life. This subject allows students to develop skills in Microsoft Office software packages (Word, Excel, Power Point). It also helps students to appropriately use and apply technology skills across all learning areas.

This subject aims to develop responsible digital citizenship. This may include digital media literacy (copyright, plagiarism, illegal downloads), peer and personal safety (E-Security knowledge), positive online behaviour, cyber safety and responsible use of information and communication technologies.

The program of work will provide students with practical skills and knowledge enabling them to be assessed in:

- Technology and Enterprise Systems
- Technology and Enterprise Process



## **FOOD SCIENCE AND TECHNOLOGY**

Students will be introduced to knowledge and skills of the properties and preparation of a variety of food products. They will also learn about the importance of good nutrition. The program of work will provide students with practical skills and knowledge enabling them to be assessed in:

- Technology and Enterprise Process
- Technology and Enterprise Materials

## YEAR 8 - 2017 SUBJECT SELECTIONS

The Year 8 course exposes students to a wide range of subjects and contexts from all eight (8) Learning Areas. Each student will study the following subjects

<b>English</b>	Four Periods a week
<b>Mathematics</b>	Four Periods a week
<b>Science</b>	Four Periods a week
<b>Humanities and Social Sciences</b>	Four Periods a week
<b>Health &amp; Physical Education</b>	Four Periods a week
<b>Languages</b>	Two Periods a week
<b>Arts</b>	
Integrated Arts	Two Periods a week
Class Music	Two Periods a week
<b>Technologies</b>	
Food Science & Technology	Two Periods a week
Digital Citizenship	Two Periods a week
Materials Design & Technology	Two Periods a week

### Health and Physical Education

Students must choose to study either General Physical Education or an Academy Sport. The health component will be incorporated into each physical activity program. Testing may be required for entry to an Academy Sport Program. Please select the context you wish to study by numbering boxes 1 - 4, one (1) being your first preference.

<input type="checkbox"/>	GENERAL PHYSICAL EDUCATION	<input type="checkbox"/>	HOCKEY
<input type="checkbox"/>	CRICKET	<input type="checkbox"/>	NETBALL

### Languages

Please select the context you wish to study by numbering the appropriate box below numbering 1 - 2, one (1) being your first preference.

<input type="checkbox"/>	ABORIGINAL LANGUAGE AND CULTURE
<input type="checkbox"/>	INDONESIAN

### The Arts

Students must choose to study either Class Music, Drama or Integrated Arts. Please select the context you wish to study numbering boxes 1-3, one (1) being your first preference. It is anticipated that students currently in the band program will automatically continue and study class music.

<input type="checkbox"/>	CLASS MUSIC
<input type="checkbox"/>	INTEGRATED ARTS
<input type="checkbox"/>	DRAMA

Please tick this box if you are interested in trying out for the school band or currently a band member.

STUDENT NAME:

STUDENT SIGNATURE:

PARENT SIGNATURE:

CONTACT NUMBER:

PREVIOUS SCHOOL:   
(IF A NEW STUDENT)

This form must be returned to the front office no later than **24 June 2016**

Save as ...

DATE RECEIVED

PROCESSED