

SUBJECT SELECTION BOOKLET



YEAR 8



Narrogin
Senior High School

"Learning, Excellence, Equity & Care"

2019

Welcome to Year 8

This outline gives you information about the curriculum programs 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. Students will study either Visual Arts, Music, Drama and Dance from within The Arts learning area for two periods a week. Students currently involved in instrumental classes are expected to continue this commitment into Year 8. Music students involved in the school band are to choose Music as their Arts program for the full year.

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

Year 8 Subjects (elective subjects are all 2 periods/week)		
Learning Area / Subject	Length - Full Year	* Estimated Cost *
English	4 periods/week	\$19.00
Mathematics	4 periods/week	\$19.00
Science	4 periods/week	\$30.00
Humanities and Social Sciences, Languages	4 periods/week	\$23.00
Aboriginal Language and Culture	} 2 periods/week	\$10.00
Indonesian		\$10.00
Health & Physical Education (HPE)	3 periods/week	\$40.00
Academy Sports: Cricket, Hockey or Netball		\$60.00/\$90.00/\$80.00
Technologies		
Food Science and Technology	} 2 periods/week	\$45.00
Digital Technologies		\$5.00
Materials, Design and Technology		\$36.00
The Arts		
Visual Arts	} 2 periods/week	\$23.00
Class Music		\$23.00
Drama		\$23.00
Dance		\$23.00

* These prices are an estimate based on current 2017 pricing, but may be subject to change *

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 programs utilise 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

Pathway 1 - NAEP

The Narrogin Academic Extension Pathway (NAEP) is offered, by invitation & examination, to students who have a particular talent for English. It builds upon a sound knowledge of Language, Literature and Literacy, in order to develop students' critical and analytical skills in addition to polishing their ability to apply their knowledge across genres. It is expected that students who join this pathway will go on to study ATAR English, in Years 11 and 12.

Pathway 2 - General

This pathway continues to develop skills in Language, Literature and Literacy, with a focus on improving students' all round ability to work within a range of English genres. It is expected that students who join this pathway will study General English in years 11 and 12, although those students who do particularly well in this pathway may be suited to studying ATAR English.

Pathway 3 - Focus

This pathway builds on literacy skills with a focus on improving students' ability in Reading and Writing. It is expected that students who join this pathway will continue into Focus and Foundation courses in Upper School, although those students who do particularly well in this pathway may be suited to studying General English.

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.

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.

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 2017, 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 traveling to another school to demonstrate their specialist project.

In Year 8, Humanities and Social Sciences consists of History, Civics and Citizenship, Economics and Business and Geography.

Students will develop increasing independence in skills application and in critical thinking skills. This includes researching, questioning, analysing, communicating, evaluating and reflecting. Students apply these skills to investigate issue, phenomena, events and developments, both in a historical and contemporary.

Students continue to build on their understanding of the concepts of participation, democracy and the Westminster system. Students investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy.

The concept of markets is introduced to further develop students understanding of the concepts of allocation, making choices and interdependence. Students consider how markets work and the rights, responsibilities and opportunities that arise for consumers, business and also governments. Work futures and work are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, some opportunities may be given to study at a global scale.

The concepts of change, sustainability, environment, place and space continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance and importance of landscapes to people and the distribution of populations, including investigating spatial change. Students apply this understanding to a wide range of places and environments at the full range of scales.

Students develop their historical understanding through key concepts, including cause and effect, significance, empathy, continuity and change, perspectives and contestability. The concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. Students will consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

Humanities and Social Sciences outcomes covered in Years 7 to 10 will lead to entry into the following Senior School courses; ATAR Geography, ATAR Modern History, Career and Enterprise, and Certificate I, II and III in Business.

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), Noongar numbers and animal translations, plus other basic language translations.

Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

There are two separate curriculums each comprising 3 sub-strands. Students study each for 2 lessons per week.

Personal, Social and Community Health

- Being Healthy, Safe & Active
- Communicating & Interacting for Health & Wellbeing
- Contributing to Healthy, Active Communities

Movement and Physical Activity

- Moving Our Body
- Understanding Movement
- Learning Through Movement

Students earn a grade for Personal, Social and Community Health, as well as a grade for Movement and Physical Activity.

There are 4 contexts available for Year 8 students to choose from within the Movement & Physical Activity component of the curriculum. These are:

General Physical Education (a broad offering of sports, typically of 8 weeks duration, with an emphasis on refining the fundamental movement skills)	
Cricket Hockey Netball	These sports form the bulk of the students study "in season". Out of season students are exposed to a number of different contexts such as fitness and other cross training opportunities.

Students also study a Career Education program that revolves around students examining the world of work and how they will gain from and contribute to this. Along with value clarification activities that culminate in the creation of an Individual Pathway Plan (IPP).

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 Integrated Arts, class music or drama. 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 art making such as Painting, Portraiture, Collages, Clay Sculpture. Students respond to the works of other artists and that of their own through investigation and analysis tasks.

MUSIC

CLASS MUSIC

This subject is compulsory for **ALL** band students and develops musicianship in conjunction with the Instrumental Music course. Please ensure to choose Music as your first choice.

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.

DANCE

In Year 8, Dance students are given opportunities to choreograph using the elements of dance, choreographic devices and structures for choreographic intent. They develop their technical dance skills and build on their awareness of the body, and how it is used in specific dance styles. They discuss the use of choreography and design concepts on different dance works. In Year 8 the learning focuses will be:

- The four elements of dance
- Jazz
- Contemporary
- Hip-hop

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

- Material, Design and Technology
- Digital Technologies
- 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 of working with wood and metal. An introduction to CNC Routing, CNC plasma cutting, laser cutting and 3D printing will be offered.

DIGITAL TECHNOLOGIES

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.

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.

