Narangba Valley State High School

Year 8 Curriculum Handbook

2024

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PRINCIPAL'S INTRODUCTION

As a learning community we are committed to personalising learning for each student to ensure that they maximise the opportunities our school provides.

Our Mission | *To develop inspired, innovative, and resilient learners who are prepared to challenge the future.*

It is not only our curriculum which is futures oriented but the way our teachers enable students to access their learning. Our school devotes significant resources and time in developing and coaching our staff in signature pedagogical practices backed by research to develop the Assessment Literate student; one who clearly understands their assessment and how they will be assessed.

One of our signature practices is the development of the Professional Student; that is a student who, with gradually reducing support and accepts responsibility for their learning.

Our values | *Respect, Integrity, and Commitment*

These values drive our daily practice and provide a strong base for our school's culture. Our students work hard, strive to achieve their best and interact positively in a friendly, respectful environment. With a large team of dedicated teachers and support staff, ample resourcing and highly effective classroom practices, there is no doubt as to why we enjoy such a high level of success across the board.

Understanding our learners

Teachers work with students and parents and carers to help understand and plan the best learning programs. We track student performance and take action to assist students to meet their potential, as well as provide subject and career choice processes. Our school provides outstanding support for students with disabilities and has achieved the very best outcomes for many years for these students.

Conclusion

I believe strongly in our young people – they are our future and deserve the best education possible. They need positive role models who guide and support them towards a bright future beyond the school gate, and here at NVSHS, we provide that very well. The well-being of our students and staff is a high priority, as we know that when a positive mindset exists, the conditions for learning are maximized.

Success is possible with the right support, the right curriculum, and the right attitude. We expect the highest standards from students, staff and the community and stand proudly as an outstanding institution dedicated to learning.

Kyrra Mickelborough
Executive Principal

JUNIOR SECONDARY

Narangba Valley State High School delivers the Australian Curriculum designed to help all young people become successful learners, confident and creative individuals, and active and informed citizens. The curriculum focuses on developing knowledge, skills and understanding across the eight learning areas. All students will learn curriculum specific knowledge and skills in English, Maths, Science, Humanities and Health. They will also choose learning from the Technology, Arts and Languages (Japanese & Spanish) areas.

Each subject is embedded with general capabilities which play a significant role in equipping students to live and work successfully in the 21st Century and support them to be successful learners who are confident and creative individuals as well as active and informed citizens. These general life skills are; literacy, numeracy, ICT capabilities, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Our Narangba Valley ACT (Actioning Change Together) program inspires students to prepare for their best future by taking ownership for their learning behaviour and attitudes, setting, achieving and reflecting on their future goals, challenging themselves to always do their best and embracing a positive mindset.

We track all students' achievement, attendance and well-being and have introduced targeted and intensive intervention strategies and programs to support those students who may be experiencing challenges across these areas. All students who are on track to meet the Australian Curriculum achievement standards by the end of year 9 will receive their Junior Certificate of Learning at a celebratory graduation ceremony.

We cater for a range of student learning levels; from those who are excelling in their chosen areas, able to apply for our excellence programs, to specialised classes with additional specifically trained staff and differentiated programs to support literacy and numeracy and cognitive development.

Our students are confidently and capably prepared for their senior phase of learning and beyond through the effective and targeted strategies delivered in our Junior School.

ENGLISH

The Year 8 English course at Narangba Valley State High School is challenging and interesting and is designed to engender in students a love of the English language and literature as well as an understanding of the way language works. The program focusses heavily on the building of improved comprehension skills in the students so that they can perform well in other subjects offered at high school.

There is an emphasis on the explicit teaching of English skills such as grammar, punctuation, spelling and vocabulary building and homework tasks centre on practising these to mastery level. The online platform, *Education Perfect* is used by teachers to set these weekly tasks (Smart Lessons) and students receive guided support, additional resources and further revision opportunities through the program to develop these critical literacy skills. Each week they will be tested on the set spelling list and their allocated Smart Lesson results checked. Students are also encouraged to read for 30 minutes every night. Throughout each term, there will be various points when work on drafts and final assessment tasks is expected to be completed at home as well.

The Year 8 English program is based around the integrating device of "VOICE" – the same focus for all junior English programs from years 7 – 9.

		Unit Outline		**Assessment Summary**
Term One My Evolving Voice		This unit explores the changing nature of language and how it has evolved, and continues to evolve over time. As well as, how time, technology and other cultures and languages continuously influence language features and conventions. It also investigates how to use analysis skills to interpret a variety of written texts and identify appropriate evidence to use in an effective analytical exposition.		Technique: analytical Type of text: analytical exposition Mode: written Conditions: in-class exam, unseen
Term Two My Investigative Voice		This unit explores the themes dealt with in ancient myths and legends: Greek, Roman and Australia. Students will then investigate their theme in a modern-day context. It also investigates how to create an effective argumentative blog that will engage, promote understanding and position a target audience, and accurately communicate investigative findings.		Technique: persuasive and entertaining Type of text: online blog Mode: written and visual Conditions: assignment
Term Three My Persuasive Voice		This unit explores persuasive structure and devices. It also includes how to apply these in role through engagement with a range of texts. Students will select a villain from a chosen text and in an oral presentation craft language to persuade others. It also investigates the reliability of their sources of ideas and information, consider, and discuss the views of others in role.		Technique: persuasive Type of text: persuasive speech Mode: spoken Conditions: assignment

Term Four My Narrative		This unit explores the elements of short story writing (genre, structure and language features). It includes comprehending and applying stereotyping as a characterisation technique to identify good versus bad. It also investigated how to create an imaginative text that will engage a teenage audience and accurately fulfil the features of a short story.		Technique: narrative Type of text: short story Mode: written Conditions: in-class exam, seen

MATHEMATICS

Mathematics is a subject that is intertwined into every element of our day to day lives in both direct and indirect ways. By learning mathematics, students can gain an understanding of its connections to the real world and gain valuable, necessary life skills.
In Year 8, students will build on prior learning and experiences following the progression of the Australian curriculum which encompasses the core curriculum areas of Number, Algebra, Measurement, Space, Statistics and Probability. Students will engage in a range of approaches to learning and engaging in mathematics that develops their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.
Students will be assessed on their ability to demonstrate knowledge of the achievement standards by completing a range of assessment tasks throughout the 4 units of work in year 8.

		Unit Outline		**Assessment Summary**
Term One		In unit 1 students will focus on Number. They will learn about irrational numbers and terminating or recurring decimals. They will apply the exponent laws to calculations with numbers involving positive integer exponents. Students will solve problems involving the 4 operations with integers and positive rational numbers. They will identify the conditions for congruency and similarity in shapes and create and test algorithms and will apply the properties of quadrilaterals to solve problems.		Pre and Post Test Unit Examination Portfolio of Evidence
Term Two		Unit 2 will focus on Measurement and Space and will see students learning about using appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They will use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles and will use formulas to solve problems involving the area and circumference of circles. Students will also solve problems of duration involving 12- and 24-hour cycles across multiple time zones and will use 3 dimensions to locate and describe position.		Computational Portfolio Task Portfolio of Evidence
Term Three		In unit 3, students will focus on Algebra. Students will use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts.		Problem Solving Modelling Task Portfolio of Evidence

		Students will apply algebraic properties to rearrange, expand and factorise linear expressions and graph linear relations. They will solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically and use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. Students will make and test conjectures involving linear relations using digital tools.		
Term Four		In unit 4 the focus will be Probability and Statistics. Students will conduct statistical investigations and explain the implications of obtaining data through sampling and analyse and describe the distribution of data. They will compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. Students will represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems and conduct experiments and simulations using digital tools to determine related probabilities of compound events.		Statistical Investigation Probability Simulation

SCIENCE

Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.

Science in years 7-9 focuses on the 4 strands of science prescribed by the Australian Curriculum: physical sciences, chemical sciences, biological science and Earth and space science. These strands are taught while also developing scientific inquiry skills and cognitive processes that prepare students for science subjects in senior secondary and how to use science in their everyday lives.

		Unit Outline		**Assessment Summary**
Term One		Chemical sciences. Students make sense of the differences between pure substances and mixtures and identify components of mixtures. They perform practicals that separate mixtures using a range of techniques and study how river systems and plant life can also separate components of run off to maintain water quality.		Guided Experiment & Exam
Term Two		Biological sciences. Students gain an understanding of what it means to be living and how diverse living things are categorised and ordered by scientists. They also study how matter and energy flows through living things in an ecosystem .		Research Task
Term Three		Physical sciences: students learn about how forces affect motion and apply this understanding to develop and test a balloon powered car. Skills developed in this unit include planning, measurement, presentation and analysis of data and evaluation of methods to draw conclusions		Student Experiment

Term Four		Earth and space sciences: students study how the Sun, Earth and Moon interact to produce a range of phenomena on Earth including seasons, tides and moon phases. Skills developed in this unit including interpreting data, and using spatial understanding to make sense of observation		Exam

HUMANITIES

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world. The subjects within humanities provide a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. Students will develop their own personal and social learning and explore their perspectives as well as those of others. By studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

		Unit Outline		**Assessment Summary**
Term One Geography		'Changing nations' investigates the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed.		Investigation
Term Two Business		Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work.		Project
Term Three History		Year 8 History provides a study from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.		Project

Term Four Civics and Citizenship		Students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students consider how laws are made and the types of laws used in Australia.		Project

JAPANESE

Students use Japanese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback. Students who study Japanese will have two main focus areas; developing Japanese communication skills and understanding Japanese culture and language.

		Unit Outline		**Assessment Summary**
Term One		Unit title: Making plans In this unit, students will explore Japanese verbs in detail. They will learn the grammar required to make plans and travel with friends.		• Students are tasked with creating a role play about two or three friends who are making plans to hang out. • Students will also undertake a listening exam about Japanese students who are planning to visit NVSHS.
Term Two		Unit title: The three little pigs In this unit, students will explore story telling through the much-loved story of the Three Little Pigs. Students will learn how to form basic sentences to create stories.		• Students will complete a written portfolio about the story of the Three Little Pigs. They are also required to write a simple story in Japanese. • Students will also undertake a reading exam about the vocabulary and grammar that is covered in the story of the Three Little Pigs.
Term Three		Unit title: Animal Kingdom In this unit, students learn about native Australia and Japanese animals. They will discover how animals and pets are cared for in Japan and Australia.		• Students are tasked with creating a multi-modal presentation about an animal. • Students will also undertake a reading exam with details about an animal.

Term Four		Unit title: Sustainable housing In this unit, students learn about their home environment, describing their surroundings and learning the cultural significance of Japanese style housing.		• Students are then tasked with designing their dream home and creating a multi-modal presentation about it. • Students will also undertake a listening exam about various types of housing in Japan

SPANISH

Students use Spanish language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback. Students who study Spanish will have two main focus areas; developing Spanish communication skills and understanding Spanish culture and language.

		Unit Outline		Assessment Summary
Term One		**Unit Title: Los Animales (Mi mascota)** In this unit, students will be able to understand and describe the different animals from around the world. Specifically, students will engage in learning how to describe their pets, their likes and dislikes, and how and when they care for their pet.		• Speaking Task o Multimodal presentation o Presented live or pre-recorded in class. • Writing Task o Script written and translated into Spanish in class
Term Two		Unit Title: Tiempo Libre In this unit, students will be able to understand and describe the different hobbies and forms of leisure that they enjoy doing. They will also be able to answer questions concerning what, when, where, with whom, how many and at what time they engage in these leisure activities		• Reading Task o Online - Education Perfect • Listening Task o Online - Education Perfect
Term Three		Unit Title: ¿Que hay de comer? This term, you have been working through the unit ¿Qué hay para comer? and have learnt about food and eating customs in the Spanish-speaking world (including dietary differences and similarities with that of Australia and the western world).		• Speaking Task o Multimodal presentation o Presented live or pre-recorded in class. • Writing Task o Script written and translated into Spanish in class

Term Four		Unit Title: Mi Salida In this unit, students will be able to interact and participate with one another in shared activities, negotiations, and games and events using modelled language to ask and respond to familiar questions, give and respond to instructions and request help or permission from others. They will be learning how to give directions and instructions to others in their city, and organise events with friends.		• Reading Task o Online - Education Perfect • Listening Task o Online - Education Perfect

HEALTH & PHYSICAL EDUCATION

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. It is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is important to be able to respond to new health issues and evolving physical activity options.
When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.
Students develop personal and social skills through interacting with others. They use health and physical activity resources to enhance their own and others' wellbeing.
Students MUST wear a hat for all outdoor activities and are required to engage fully in all learning tasks in order to successfully achieve the aims this subject.

This is a semester long course.

		Unit Outline		**Assessment Summary**
Term One		Theory: Making healthy decisions In theory students will Identify, analyse and evaluate the use of safe and alternative medicines. They will also explore the effects of drugs on the body, including energy drinks and caffeine. Practical: Struck out In practical lessons students will demonstrate and perform movement skills related to a variety of ball striking games.		Students will sit an exam in class Ongoing throughout practical lessons
Term Two		Theory: Online safety In theory students will identify safe practices when using digital tools and online services, including dealing with cyberbullying. They will also analyse protective behaviours and help seeking strategies. Practical: Strength and conditioning fitness In practical lessons will explore and analyse sedentary behaviours and their impact on health and wellbeing. They will also provide a strategy for minimising sedentary behaviour and including moderate physical activity in daily routines.		Students will create and present a multimodal assessment piece. Ongoing throughout the term.

HEALTH & PHYSICAL EDUCATION - EXTENSION

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. It is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is important to be able to respond to new health issues and evolving physical activity options.
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Students develop personal and social skills through interacting with others. They use health and physical activity resources to enhance their own and others' wellbeing.
Students MUST wear a hat for all outdoor activities and are required to engage fully in all learning tasks in order to successfully achieve the aims this subject.

This is a semester long course.

		Unit Outline		**Assessment Summary**
Term Three		Theory: What is Your Identity? In theory student's will propose and evaluate personal strategies to manage their identities, emotions and responses to change. Practical: Active play and minor games In practical lessons students will demonstrate and perform movement skills through active play, imaginative play and role play.		Students will write an Investigative report identifying and analysing their own personal identities and propose a strategy to deal with changing personal circumstances. Ongoing throughout practical lessons
Term Four		Theory: Leadership and how to behave In theory students will apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts. Practical: Challenge and adventure activities. In practical lessons will explore movement challenges that focus on developing personal and social capabilities (as individuals and in teams or groups)		Students will create and present a multimodal assessment piece. This will include identification and implementation of leadership skills and ethical behaviour across a range of movement contexts. Ongoing throughout the term.

DIGITAL TECHNOLOGIES

Students apply computational thinking by defining and decomposing real world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general purpose programming language, using applications like the CS (Computer Science) in Schools software program, and hardware like micro:bits.

Students will also apply design thinking and systems thinking skills to come up with solutions to problems and exploring connections between hardware capabilities and tasks users want to perform.

Students will also investigate the transmission of data with a focus on cyber security threats, networking and personal online security controls.

This is a semester long course.

		Unit Outline		**Assessment Summary**
Term One		Coding Students will complete an intermediate Python coding course using CS in Schools to code micro bits.		Project – coding Folio Written and practical Individual 200-300 words with graphical representations
Term Two		Cyber Safety Students will investigate case studies and interpret cyber security data for a set period and model data in to a spreadsheet and graph.		Investigation – Cyber security Report Written Individual 400-500 words

MATERIAL & TECHNOLOGIES

Students use a variety of graphical representation to communicate, generate and clarify design ideas through sketching, modelling and use of CAD programs. Students identify the sequences and steps involved in a design task. They develop plans to manage design tasks, including safe and responsible use of materials and tools. Students establish safety procedures that minimize risk and manage a project with safety and efficiency in mind when making designed solutions.

Below is a guide to the order projects may run. This is subject to change.

This is a semester long course.

		Unit Outline		**Assessment Summary**
Term One		Student Research and design a solar car from recycled materials. They follow the design process using sketches and CAD programs. Students construct their solar cars. This continues into term 2. Students also test and race their cars. They will complete an evaluation on the production of the car.		Investigation Research Solar Cars and Report Written Report – Individual Written responses 400 – 600 words Product – Individual Task
Term Two		Students will continue constructing their Solar Cars Students will also design and construct a timber box for their solar cars. They will evaluate their final project.		Project Written and Practical Individual written responses and construction project Minimum 300 words Product – Individual Task

FOOD SPECIALISATIONS

Students will design and produce products, and investigate sustainability and ethical approaches to food. Students will develop practical kitchen and cookery skills.

With greater autonomy, students identify the sequences and steps involved in design tasks, particularly around recipe design. They develop plans to manage design tasks, including safe and responsible use of materials (kitchen equipment and food handling), and apply their plans to successfully complete these tasks.

Students establish safety procedures that minimise risk and manage a project with safety and efficiency when making designed solutions.

This is a semester long course.

		Unit Outline		**Assessment Summary**
Term One		Food Preparation Techniques and Sensory Properties Students investigate, engage with, and compare a range of 'freshly-made' food and convenience foods exploring different cooking methods, flavours, and textures. Students will design, prepare and produce a meal that highlights, 'Fresh is Best' when it comes to food and eating. A written report explaining their investigations and providing a justification of why 'Fresh is Best' is a requirement for this unit.		Investigation Written and Practical Fresh is Best Investigation and Report Written Report – Individual Written responses 400 – 600 words Product – Individual Task
Term Two		Food Preparation Techniques and the impact on nutrient values Throughout this unit students will investigate the nutritional value of foods and how food preparation techniques may impact on nutrient values. In particular, students research a specific health issue and design an appropriate meal plan ensuring dietary requirements and nutrient values are maintained. Students will also design, prepare and produce one of these meals, justifying choices made according to the health issue chosen.		Project Written and Practical Case Study (Folio and Product) Individual written responses including research notes on health issue, appropriate meal plans, design ideas and production plans Minimum 300 words Product – Individual Task

DANCE

Learning in Dance involves students making, performing, analysing and responding to dance. Students develop performance skills and techniques by exploring a range of forms, styles and contexts.
Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, and physical communication.

This is a semester long course.

		Unit Outline		Assessment Summary
Term One		**Commercial Dance** Students explore jazz, funk and street dance styles. They will deepen their knowledge of the elements of dance through performance and technique work.		Performance • Students will learn and perform a commercial dance piece.
Term Two		**Musical Theatre** Students investigate the relationships between singing, dancing and acting in musical theatre. They make links between dance elements, production elements and choreographic devices in both their responding and choreographic work.		Responding Exam • Students watch and analyse a musical theatre piece, exploring storytelling through movement. Choreography • Students will choreograph 1 minute of dance to extend on a dance taught in class by their teacher.

DRAMA

Learning in Drama involves students making, performing, analysing and responding to drama. Students develop performance skills and techniques by exploring a range of forms, styles and contexts.
In Drama, students physically inhabit an imagined role in a situation. By being in role and responding to role, students explore behaviour in the symbolic form of dramatic storytelling and dramatic action. Through their creative and critical thinking processes, students explore personal expression and grow their intellectual and emotional capacity (specifically the capacity to feel and manage empathy).

This is a semester long course.

		Unit Outline		**Assessment Summary**
Term One		**Building Blocks of Drama** Students will complete a study on the elements of drama through physical activities and theoretical study. They will then use the knowledge learnt to analyse and evaluate live recordings of theatre. Using their knowledge of the elements of drama, students will create an improvised performance for their peers that establishes a clear role and situation.		Short response • Students will complete a short response exam that analyses 3 examples of live theatre and evaluate their effectiveness in communicating dramatic meaning Performance • Students will plan and perform a short-improvised performance (1-2 Minutes) to an audience of their peers. • Students are assessed individually
Term Two		**Australian Theatre** Students will study the style of realism through an Australian Theatre play. They will identify characters and situations in a play and learn analysis, performing skills and play building techniques that are used when preparing a live performance. Students will select a scene from the play and rehearse and perform this scene in small groups to an audience.		Performance • In small groups students will rehearse and perform a selected scene of 1-2 minutes for an audience • Students are assessed individually.

MUSIC

In music, students learn to compose, improvise, arrange, perform and respond to their own and others' work. They learn the elements of music including duration (rhythm and tempo), dynamics, form, pitch, and timbre. They apply this knowledge to their own work through composition, performance and analysis.
Students learn to be critical and creative thinkers while developing their own self-confidence and perspective. They are inspired to imagine and collaborate as they create music both individually and in an ensemble.

This is a semester long course.

		Unit Outline		**Assessment Summary**
Term One		**Ringtone** Students explore key features of compositional style while composing their own ringtone. They learn about the relationships between texture, timbre, pitch and rhythm as they layer pre-recorded loops and record their own original melodic motif in Garage Band.		Composition • Students compose a ringtone in a style of their choice. They use a variety of pre-recorded loops and compose their own original melody. • Students identify and explain their compositional choices is a short statement of intent.
Term Two		**I've Got the Music in Me** Students will explore the impact of musical elements in the creation of popular music styles. They investigate the purpose behind the music and make connections between meaning and performance/compositional technique. Within this unit, students will continue to extend their performance technique on their chosen instrument of study.		Performance • Students perform a piece of popular music in a large ensemble (on their instrument of choice) Analysis • Students compare and contrast 2 pieces of popular music. They analyse and evaluate how musical elements have been used to reflect meaning.

VISUAL ART

Students in Year 8 will experience a number of 2D and 3D activities with a focus on the Elements of Art in an intensive semester – long course. Students are urged to use their imagination and are encouraged to be creative and to solve problems throughout the course. Students are given the opportunity to experience and explore a variety of materials to help them understand the capabilities and limitations of the materials used. Students gain knowledge, understanding and appreciation of art and culture.

- Students will make two and three-dimensional images and objects
- Students will develop artistic skills and understanding of the purpose and meaning of Art
- Students will resolve artworks and present their works to an audience
- Students will complete responding tasks that demonstrate their ability to appraise artworks

This is a semester long course.

		Unit Outline		Assessment Summary
Semester 1 OR Semester 2		**Inventors of Imagination** Students will understand the use of imagination in the creation of artworks supported by historical artistic images, mythology, mechanical parts, and nature. Students will learn to identify, analyse, and evaluate artworks using appropriate art terminology. They will evaluate their own artworks and artworks of others to support the decisions they make when designing artworks.		Making • Students create one graphite drawing of a mythical mechanical beast. • Students respond to their artwork with a written reflection. Making • Students design and create a 3D clay monster focussing on texture and the use of media-specific techniques and processes. Making • Students create a mythical landscape painting demonstrating media-specific skills and techniques, and an understanding of colour theory. Responding • Students write an exam analysing how artists create meaning in an artwork and how display enhances meaning.

MEDIA ARTS

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies.
Students learn to be critically aware of ways that the media are culturally used and are central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

This is a semester long course.

		Unit Outline		**Assessment Summary**
Term One		**Get Heroic!** Students will study a variety of superhero genre films and analyse the representation of social values in regards to race. Students will focus on the Australian Indigenous superhero series *Zero-Point* and analyse the characters and first two episodes. Students will write a case study report on the indigenous superhero TV series Zero-Point.		Case Study • Students will write a 400-500 case study response analysing characters in the TV series Zero-Point.
Term Two		**Get heroic!** Students will continue learning about the superhero genre through the lens of Australian productions. They will be asked to learn the various elements required to pitch a concept by studying the conventions of a trailer. Students create a storyboard concept for a new Australian superhero. In groups, they will choose one of these concepts and film and edit this into a trailer.		Multimodal Production • Individually, students will create 10 storyboard shots for a superhero TV show concept • In groups of 3-4, student swill film a 1-minute finished trailer. • Individually, students will write a 200-word artistic statement.

ENGINEERING PRINCIPLES AND DESIGN

In Design and Technologies students engage in a design process. They generate, develop and evaluate ideas and design, produce (make) and evaluate products, services and environments in a range of technologies contexts in home, community and global settings. They learn about the process of design as well as different technologies contexts. They realise (make) solutions by working technologically using technologies processes and production involving their hands, tools, equipment and digital technologies, using natural and fabricated materials.

Below is a guide to the order projects may run. This is subject to change.

This is a semester long course.

		Unit Outline		**Assessment Summary**
Term One		Student Research and design a solar car from recycled materials, Laser cut and 3d printing. They follow the design process using sketches and CAD programs. Students Students construct their solar cars. Students also test and race their cars. They will complete an evaluation on the production of the car.		Investigation Research Solar Cars and Report Written Report – Individual Written responses 400 – 600 words Product – Individual Task
Term Two		Students will also design and construct a track for racing of the solar cars. They will work in teams to design their part of the track to specified criteria and design brief. They will evaluate their final project.		Project Written and Practical Individual written responses and construction project

SCIENCE AND MATHS ACADEMY - MATHEMATICS

The Science and Maths Academy is an academic excellence program designed with the goal to enhance the learning experience for those students who excel in the areas of Science and Mathematics. Whilst students in the Academy will be expected to complete the Australian Curriculum requirements for their specific year of study, they will also be extended beyond the mainstream classroom with a balance of deep enrichment opportunities and problem-solving tasks that encourage the use of 21st century skills in ways that are original, flexible and fluent to the curriculum. The aim of the Academy's intensive program is to extend students to become autonomous learners who take an active role in the development of their knowledge and skills moving forward into the senior phase of learning.

Students will be assessed on their ability to demonstrate knowledge of the achievement standards and higher-order thinking and problem-solving skills by completing a range of assessment tasks throughout the 4 units of work in Year 8.

		Unit Outline		**Assessment Summary**
Term One		In unit 1 students will learn about irrational numbers and terminating or recurring decimals. They will apply the exponent laws to calculations with numbers involving positive integer exponents. Students will solve problems involving the 4 operations with integers and positive rational numbers. They will identify the conditions for congruency and similarity in shapes and create and test algorithms and will apply the properties of quadrilaterals to solve problems.		Pre and Post Test Unit Examination Portfolio of Enrichment tasks
Term Two		Unit 2 will see students learning about using appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They will use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles and will use formulas to solve problems involving the area and circumference of circles. Students will also solve problems of duration involving 12- and 24-hour cycles across multiple time zones and will use 3 dimensions to locate and describe position.		Computational Portfolio Task Portfolio of Enrichment tasks
Term Three		In unit 3, students will use mathematical modelling to solve practical problems involving ratios, percentages and rates in		Problem Solving Modelling Task Portfolio of Enrichment tasks

		measurement and financial contexts. Students will apply algebraic properties to rearrange, expand and factorise linear expressions and graph linear relations. They will solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically and use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. Students will make and test conjectures involving linear relations using digital tools.		
Term Four		In unit 4 students will conduct statistical investigations and explain the implications of obtaining data through sampling and analyse and describe the distribution of data. They will compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. Students will represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems and conduct experiments and simulations using digital tools to determine related probabilities of compound events.		Statistical Investigation Probability Simulation Portfolio of Enrichment tasks

SCIENCE AND MATHS ACADEMY - SCIENCE

Science and Maths Academy is an academic excellence program designed with the goal to enhance the learning experience for those students who excel in the areas of Science and Mathematics. Whilst students in the Academy will be expected to complete the Australian Curriculum requirements for their specific year of study, they will also be extended beyond the mainstream classroom with a balance of deep enrichment opportunities, problem-solving tasks and connections that encourage the use of 21st century skills in ways that are original, flexible and fluent to the curriculum. The aim of the Academy's intensive program is to extend students to become autonomous learners who take an active role in the development of their knowledge and skills moving forward into the senior phase of learning.

		Unit Outline		**Assessment Summary**
Term One		Chemical sciences. Students develop an understanding of the similarities and differences between a physical and chemical change. They plan and conduct safe scientific investigations, construct represent representations to display their data, and analyse their data to describe patterns and relationships in chemical reactions.		Guided Experiment
Term Two		Earth Sciences: Students gain an understanding that Earth's crust exists in a dynamic state. They examine the evidence that supports the theory of plate tectonics and how a scientific understanding of phenomena such as Earthquakes and volcanoes may be considered when developing policy and regulations.		Research Task
Term Three		Biology: Students study the cell as the basic unit of living things. They examine structure and function of a cell and analyse the relationship between these elements at organ and system levels.		Exam
Term Four		Student Experiment: Students examine how forms of energy such as heat, sound and light behave while travelling and patters in how it travels from one area or medium to another.		Student Experiment

PROGRAM OF EXCELLENCE - AFL ACADEMY

Prerequisites: Year 7 HPE (C Standard) or written application (new enrolments)
The AFL Program of Excellence (POE) is designed for students with a strong level of ability and interest in Australian Rules Football and a desire to further develop their physical capabilities within the game in order to achieve optimal levels of sporting performance.
When learning in AFL movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.
Students develop personal and social skills through interacting with others. They use health and physical activity resources to enhance their own and others' wellbeing.
Students are required to engage fully in all learning tasks in order to successfully achieve the aims of the subject. They MUST wear a hat for all outdoor activities. Students are required to meet all academic, behaviour and attendance expectations in order to remain within the Program of Excellence.

		Unit Outline		**Assessment Summary**
Term One		Theory: Understand skill analysis In theory students will identify, analysis and evaluate movement sequences, data collection and performance base skills to improve personal skill development. Practical: Apply and transfer movement skills and movement concepts across a range of situations in AFL		Students will be doing an assessment that analysis skill performance related to a position of play. Ongoing assessment throughout lessons on OneNote
Term Two		Theory: Personal Goal Setting Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. Practical: Design and justify strategies to increase physical activity levels to achieve health and wellbeing outcomes in AFL		Written investigation Students will be completing a pre and post test that helps them decide and investigate a personal goal and how it changed over the term.
Term Three		Theory: Culture and History Students will analysis how stereotypes, respect, empathy and valuing diversity influence relationship. Practical: Analyse how stereotypes, respect, empathy and valuing diversity influence relationships in AFL		Investigating Oral presentation Students will be presenting their investigation in an oral setting that gives information of the transformation of AFL over a chosen decade.

Term Four		Theory: propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes Practical: propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes in AFL		Practical assessment with evaluation Fitness test at the beginning and then re-tested at the end. Evaluation of results.

PROGRAM OF EXCELLENCE - NETBALL ACADEMY

Prerequisites: Year 7 HPE (C Standard) or written application (new enrolments)
The Netball Program of Excellence (POE) is designed for students with a strong level of ability and a desire to further develop their physical capabilities within the game in order to achieve optimal levels of sporting performance.
When learning in Netball movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.
Students develop personal and social skills through interacting with others. They use health and physical activity resources to enhance their own and others' wellbeing.
Students are required to engage fully in all learning tasks in order to successfully achieve the aims of the subject. They MUST wear a hat for all outdoor activities. Students are required to meet all academic, behaviour and attendance expectations in order to remain within the Program of Excellence.

		Unit Outline		**Assessment Summary**
Term One		Theory: Understand skill analysis In theory students will identify, analysis and evaluate movement sequences, data collection and performance base skills to improve personal skill development. Practical: Apply and transfer movement skills and movement concepts across a range of situations in Netball		Students will be doing an assessment that analysis skill performance related to a position of play. Ongoing assessment throughout lessons on OneNote
Term Two		Theory: Personal Goal Setting Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. Practical: Design and justify strategies to increase physical activity levels to achieve health and wellbeing outcomes in Netball		Written investigation Students will be completing a pre and post test that helps them decide and investigate a personal goal and how it changed over the term.
Term Three		Theory: Culture and History Students will analysis how stereotypes, respect, empathy and valuing diversity influence relationship. Practical: Analyse how stereotypes, respect, empathy and valuing diversity influence relationships in Netball		Investigating Oral presentation Students will be presenting their investigation in an oral setting that gives information of the transformation of Netball over a chosen decade.

Term Four		Theory: propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes Practical: propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes in Netball		Practical assessment with evaluation Fitness test at the beginning and then re-tested at the end. Evaluation of results.

PROGRAM OF EXCELLENCE - MUSIC ACADEMY

Music Academy is a specialised music excellence program over two semesters of study in which students listen, perform, and compose music in various musical styles. The program provides learning experiences to enhance brain function, concentration and memory, problem solving skills, cooperative learning, and expressive abilities. The content also focuses on specific practice, and terminologies to engage their senses, imagination, and intellect through rich aural and visual experiences, enhancing the ability to communicate meaning through different cultures, times, and places. All assessments are intrinsically connected and will be assessed across each semester.
Students must complete an application form for the Music Academy Program and attend an audition. The Music Academy Program runs for the full school year (Semester 1 and 2). It is advised that students who are selected into an Academy or Excellence Program will be committed to the course throughout Junior Secondary (Years 7-9).

		Unit Outline		**Assessment Summary**
Term One		**Remixular Bells** Students will study Contemporary Art Music with a focus on Minimalism. Specifically, students will analyse Mike Oldfield's progressive rock work "Tubular Bells" to inform their own composition. Students explore the application of ostinato and repetition to deepen their knowledge of structural relationships. They will also be extending their understanding of composition software (specifically, Garage Band) with a focus on reimagining and remixing "Tubular Bells".		Composition • Students will create a remix of Oldfield's "Tubular Bells" using Garage Band • Students will write a short composition statement to identify and explain their compositional choices
Term Two		**STOMP** Students will explore performance improvisation in order to develop composition and coordination skills. They take a deeper look at rhythm and movement while they experiment with non-traditional instruments and body percussion. Within this unit, students will continue to extend their performance technique on their chosen instrument of study.		Project • Students compose and perform their own interpretation of a STOMP piece, incorporating basic movement to reflect the natural rhythm of life. Performance • Students perform either individually or in a small ensemble

Term Three		**Musical Theatre** Students will analyse and evaluate how musical elements and lyrics influence storytelling through music. They will be taking a closer look at lyrics, music composition, and performance techniques through the lens of musical theatre. Amongst other selections musicals such as the *Lion King*, *Hamilto*n and *Beauty and the Beast* will be a source of repertoire.		Composition • Students compose a melody that is set to lyrics with an accompaniment • Students will write a short composition statement to identify and explain their compositional choices
Term Four		**Contemporary Music** Students will investigate recording techniques, music production, arranging and performance through the lens of popular music. They will explore the historical and cultural contexts behind the music while continuing to extend their own performance techniques.		Performance • Students perform on their chosen instrument of study either solo or in a small ensemble Responding Exam • Students will aurally and visually analyse music under exam conditions