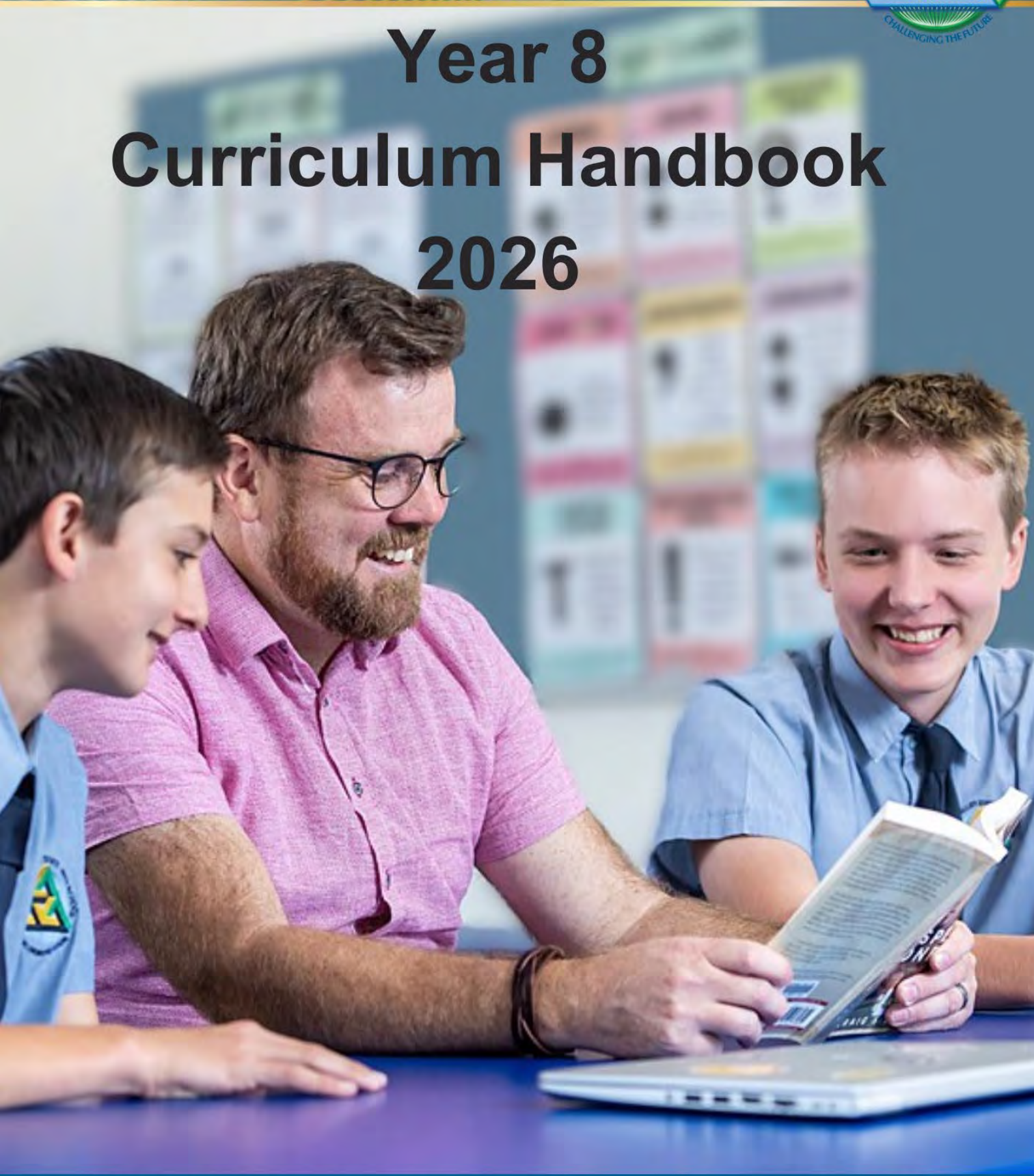
Narangba Valley State High School

Respect, Integrity & Commitment

Year 8 Curriculum Handbook 2026



Narangba Valley State High School - Effective 2025

Version 1.1 July 2025

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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 literacy skills such as grammar, punctuation, spelling and vocabulary building. Students have opportunities to read for pleasure in class and are also encouraged to read every night. The Year 8 program is based around the integrating device of "VOICE" – the same focus for all junior English programs from years 7 – 9.

Throughout each term, a variety of homework tasks are set. These may include revision of literacy skills being taught in class, reading/writing/viewing activities, *Education Perfect* mini lessons etc. There will also be times throughout the term when assessment preparation will become the main focus of their homework and study time for English.

		Unit Outline		**Assessment Summary**
Term One My Creative Voice		This unit explores the elements of short story writing (genre, text structures and language features). It investigates different perspectives and styles/genres. Students will investigate how to create an imaginative text that will engage a teenage audience and effectively fulfil the purpose of a short story.		Technique: imaginative Type of text: short story Mode: written Conditions: assignment
Term Two My Literary Voice		This unit explores themes of interpersonal relationships, identity and First Nations perspectives as represented in a literary text (novella). Students develop their understanding of how the literary text is influenced by context, purpose and audience. They understand text structures and language features that develop events, setting and characters to engage an audience. They identify and explain authors' language choices and understand how these choices combine to create particular effects. They use these skills to construct an effective analytical essay.		Technique: analytical Type of text: analytical essay Mode: written Conditions: in-class exam
Term Three My Investigative Voice		This unit explores the representation of teenagers in a range of media texts. Students investigate how ideas about teens are represented and how texts reflect or challenge the contexts in which they are written. They develop an understanding of how modes can be combined for effect and how to select and vary text structures and language features to		Technique: persuasive Type of text: opinion article Mode: written Conditions: assignment

		persuade audiences through the genre of the opinion article.		
Term Four My Persuasive Voice		This unit explores the concepts of representation and misrepresentation. Students develop their understanding of persuasive text structures and language features, and how to select and vary these to suit context, purpose and audience. 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.		Technique: persuasive Type of text: persuasive presentation Mode: spoken multimodal Conditions: assignment

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.		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. Students will use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts. 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.		Problem Solving Modelling Task

Term Three		In unit 3, students will focus on Algebra. 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.		Problem Solving Examination Unit Examination Portfolio of Evidence
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.

The order of topics and assessment are subject to change.

		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.		Student Experiment & Exam
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 Assignment
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		Physics: Students explore the concept of energy transfer & transformation between energy types. They investigate how energy is wasted in transfer & transformation and calculate efficiency.		Student Experiment

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 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 Two 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). There will be a particular focus on Medieval Europe. 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 Three Civics and Citizenship		Students will develop an understanding of how Australians express different aspects and perspectives on Australia's national identity, and explain methods or strategies related to civic participation or action.		Exam

Term Four 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

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	**Watashi no ichi nichi – My day** In this unit, students will learn to speak about their day, including the introduction of complex yet useful grammar aspects like reflexive verbs. Students will learn to tell the time in Japanese as well as revisit days of the week and months of the year. Building on and utilising their vocabulary from the Year 7 units, students will emerge from this unit with the ability to speak confidently about themselves and their day-to-day lives.	Interaction – conversation between two students, sharing information about themselves including daily routines (reflexive verbs), days of the week, months of the year and time. Students have the opportunity to perform live in front of the class, or to video record the conversation. This unit will assess a student's ability to speak and write in Japanese.
Term Two	**Gakkaou wa omoshiroi desu – My school life** In this unit, students will use their newly acquired reflexive verb skills to build their communication in Japanese and learn to write about their school life. Vocabulary for this unit will focus on school subjects and after school activities. This unit will continue to use aspects of time and days of the week.	Short response examination – responding to a vlog of a Japanese speaker talking about their hobbies, school life and after school commitments. The unit will assess a student's ability to listen and write in Japanese.
Term Three	**Tsukurimashou – My favourite food** In this unit, students are invited to learn about the different foods and specific dishes associated with Japanese culture. Students will be asked to research a culturally significant Japanese dish and express their opinion about this dish. They will learn how to give opinions and listen to other opinions, as well as how to argue or discuss flavours and different tastes in Japanese.	Interaction – conversation between two students about their favourite Latin or Japanese dish, using a stimulus to respond to questions in a simulated conversation. Students have the opportunity to perform live in front of the class, or to video record the conversation. This unit will assess a student's ability to read, write and speak in Japanese.

Term Four		**Oosutoraria no bunka – Where can I travel?** In this unit, students will be taught about the links to Indigenous cultures in both Australia and Japan. Students will have the opportunity to gain an understanding and show their knowledge of the importance of sacred lands and monuments in both areas of the world. Vocabulary taught in this unit will focus on travel and, the similarities and differences between English, Japanese and Indigenous languages in both Australia and Latin America.		Assignment – students will create a simulated social media post about a significant Indigenous landmark in Australia, in Japanese. This unit will assess a student's ability to read and write in Japanese.

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		**Mi día – My day** In this unit, students will learn to speak about their day, including the introduction of complex yet useful grammar aspects like reflexive verbs. Students will learn to tell the time in Spanish as well as revisit days of the week and months of the year. Building on and utilising their vocabulary from the Year 7 units, students will emerge from this unit with the ability to speak confidently about themselves and their day-to-day lives.		Interaction – conversation between two students, sharing information about themselves including daily routines (reflexive verbs), days of the week, months of the year and time. Students have the opportunity to perform live in front of the class, or to video record the conversation. This unit will assess a student's ability to speak and write in Spanish.
Term Two		**Mi vida escolar – My school life** In this unit, students will use their newly acquired reflexive verb skills to build their communication in Spanish and learn to write about their school life. Vocabulary for this unit will focus on school subjects and after school activities. This unit will continue to use aspects of time and days of the week.		Short response examination – responding to a vlog of a Spanish speaker talking about their hobbies, school life and after school commitments. The unit will assess a student's ability to listen and write in Spanish.
Term Three		**Mi comida favorita – My favourite food** In this unit, students are invited to learn about the different foods and specific dishes associated with the different cultures in the Spanish speaking world. Students will be asked to research a culturally significant Spanish or Latin dish and express their opinion about this dish. They will learn how to give opinions and listen to other opinions, as well as how to argue or discuss flavours and different tastes in Spanish.		Interaction – conversation between two students about their favourite Latin or Spanish dish, using a stimulus to respond to questions in a simulated conversation. Students have the opportunity to perform live in front of the class, or to video record the conversation. This unit will assess a student's ability to read, write and speak in Spanish.

Term Four		**¿Dónde puedo viajar? – Where can I travel?** In this unit, students will be taught about the links to Indigenous cultures in both Australia and Latin America. Students will have the opportunity to gain an understanding and show their knowledge of the importance of sacred lands and monuments in both areas of the world. Vocabulary taught in this unit will focus on travel and, the similarities and differences between English, Spanish and Indigenous languages in both Australia and Latin America.		Assignment – students will create a simulated social media post about a significant Indigenous landmark in Australia, in Spanish. This unit will assess a student's ability to read and write in Spanish.

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.
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 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

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions within an ethical framework, considering Safety by Design principles. Digital Technologies can also play an important role in responding to the diversity of learners and in ensuring the participation of all students in the learning process. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies gives students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be safe, respectful, creative and innovative learners, who are active, ethical citizens capable of being informed members of the community.

This is a semester (two terms) long course.

		Unit Outline		**Assessment Summary**
Term One/Three		Spreadsheets and Databases Students will learn how to acquire, interpret and model traditional Indigenous recipe data with spreadsheets and represent the collected data with integers and binary.		Investigation – Focuses on researching a specific issue through the selection, collection, analysis and interpretation of data, sources or information which may result in conclusions. It uses research, investigative practices, or processes in a particular context and occurs over an extended period of time. Mode: Written Response Individual 300-400 words that may include graphical representations
Term Two/Four		Micro:bits – Intermediate Python Coding Students will learn how to design and trace algorithms and implement them in a general-purpose programming language (Python) to given scenarios. They will learn how to select and use a range of digital tools efficiently.		Project – Focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings. Written Folio – that may include annotated graphical representations 300-400 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 projects and the order they may run. This is subject to change.

This is a semester long course.

		Unit Outline		**Assessment Summary**
Semester One		Students will research and design a clock using Inventor. They will follow the design to meet a design brief. Using Lightburn, students will import their design and cut using a laser cutter Students construct a metal project from specific plans. They complete a folio of work explaining and evaluating the work they are completing. They are introduced to basic workshop safety and correct use of hand tools in a metal work workshop. Students construct a timber project from specific plans. They complete a folio of work explaining and evaluating the work they are completing. They are introduced to basic workshop safety and correct use of hand tools in a metal work workshop.		Clock practical project. Clock task booklet. Metal practical project. Metal task booklet. Timber practical project Timber task booklet

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 (two terms) long course.

		Unit Outline		**Assessment Summary**
Term One/Three		Food Preparation Techniques and Sensory Properties Students investigate, engage with and compose a range of foods, exploring different cooking methods, flavours and textures. Students will complete a written exam covering content of nutrition, sensory properties and food preparation techniques.		Exam 60 minutes 300 – 400 words
Term Two/Four		Valley Fresh Throughout this unit students will investigate the nutritional value of foods and how food preparation techniques may impact on nutrient values. Students will analyse convenience foods and adaption of recipes to create their own meal kit style recipe. They will further develop their knowledge and skills in food preparation. Students will also design, prepare and produce one of these meals, justifying choices made according to task criteria.		Project Written and Practical Valley Fresh – investigation and report Individual written responses including research notes on nutrition, appropriate meal plans, design ideas and production plans Minimum 300 words Product – Group task Written - 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	**Popular 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

Year 8 Drama deepens students' understanding of dramatic elements and introduces a range of dramatic conventions and styles, such as non-linear and linear performance, monologue, and ensemble performance. Students explore how to shape character and mood for an audience and learn how meaning is created on stage. They develop stronger reflective and analytical skills as both performers and audience members.

In Assessment in Drama focuses on students' ability to make and create, present and perform, and explore and respond**.** This includes both practical and written tasks. Students may be assessed through devised performances**,** scripted scenes**,** group work, and individual presentations, as well as through reflective writing **or** analysis of dramatic works. Assessment tasks are designed to value both the creative process and the final performance, encouraging students to develop confidence, communication skills, and critical thinking. Through these creative and critical thinking processes, students explore personal expression and grow their intellectual and emotional capacity, specifically the capacity to feel and manage empathy.

		Unit Outline		**Assessment Summary**
Term One		**Realism** In this unit students will be introduced to the concepts, conventions and performance skills explored in Realism. Students will manipulate the Elements of Drama and conventions of Realism to experiment with linear narratives and sustain dramatic action. Students employ performance skills including gesture, voice and movement to convey dramatic meaning when performing Realism Drama to audiences.		**Task 1:** Performance In small groups students will rehearse and perform a selected Realism scene for an audience.
Term Two		**Collage Theatre** In this unit students will develop an understanding of place and the importance it holds across cultures, times and contexts. They will learn to communicate ideas, perspectives and meanings through the creation of drama in response to stimulus. This creation of drama will aim to develop their creative and critical thinking through the manipulation of the elements of drama as well as the conventions of Collage Theatre.		**Task 2:** Project In small groups students will devise and perform a Collage performance for an audience. They will also complete folio tasks alongside performance.

MUSIC

In Year 8 Music, students continue developing their knowledge of the elements of music in popular music contexts. 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	**Composing a 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, program drum loops in Garage Band. They will also continue to develop their performance skills by rehearsing various instruments (drums, keyboard, guitar, ukulele, bass).	Composition Students compose a ringtone in an electronic style. They use a variety of pre-recorded loops and compose their own arrangement. Students identify and explain their compositional choices is a short statement of intent.
Term Two	**Popular** 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 analyse 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 and describe respectful approaches to gaining and using inspiration from 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.		Responding: Students describe respectful approaches to First nations Australian's 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 involve 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 connect 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 regard 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, students will 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 projects and the order they may run. This is subject to change.

This is a semester long course.

		Unit Outline		**Assessment Summary**
Term One		Students' research and design a solar car, using laser cutting and 3D printing. They follow the design process using sketches and CAD programs. Students construct their solar cars. Students also test and race their cars. They will complete a report on the production of the car.		Investigation Written Report – Individual Written responses 400 – 600 words Product – Individual Task
Term Two		Students' research and design a wind generator from recycled materials, laser cut and 3D printing. They follow the design process using sketches and CAD programs. Students construct their wind generators. They will complete a report on the production of the wind generator.		Project Report Individual written responses and construction project Written responses 400 – 600 words

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.		Unit Examination Portfolio of Enrichment Activities
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. Students will use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts. 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		Problem Solving Modelling Task Portfolio of Enrichment Activities

		across multiple time zones and will use 3 dimensions to locate and describe position.		
Term Three		In unit 3, students will focus on Algebra. 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.		Problem Solving Examination Unit Examination Portfolio of Enrichment Activities
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 Activities

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.		Student 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.		Exam
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.		Research Task

Term Four		Physics: Students explore the concept of energy transfer & transformation between energy types. They investigate how energy is wasted in transfer & transformation and calculate efficiency.		Student Experiment

SCIENCE AND MATHS ACADEMY - STEM

STEM in SMA aims to develop problem solving skills and skills valued in Engineering and across the modern-day workforce. Units are structured around Digital Technology and/or Advanced manufacturing and usually also require students to apply concepts of Maths and Science. Teachers of STEM regularly engage with industry, universities and learning theory to review and adapt the STEM course. The outline below is subject to change with updated knowledge and opportunities, particularly to allow the students to engage with STEM competitions and courses run by third party providers.

		Unit Outline		**Assessment Summary**
Term One		Big Data: Students use code and function in Microsoft Excel to manage, process, summarise and present large data sets. They're presented with real world questions and problems and are asked to generate solutions to these through processing and analysing large data sets.		Project
Term Two		Robotics: Students use Spike Prime Robotics kits from LEGO to design and code robots to complete challenges performed by their autonomous robot responding to its environment.		Project
Term Three		Advanced Manufacturing: Students use design thinking and CAD to develop 3D printed solutions to real world problems identified through industry liaison.		Project
Term Four		Drones: Students use problem solving to design products and coding to allow drones to act as an autonomous last mile delivery service.		Project

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		Investigating Oral presentation Students will be presenting their investigation in an oral setting that gives information

		valuing diversity influence relationship. Practical: Analyse how stereotypes, respect, empathy and valuing diversity influence relationships in AFL		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		Investigating Oral presentation Students will be presenting their investigation in an oral setting that gives information

		relationship. Practical: Analyse how stereotypes, respect, empathy and valuing diversity influence relationships in Netball		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, primary instrument practice, as well experiences of the elements of music and hands-on, practical making tasks through the lens of various styles to enhance students' 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**
Semester 1		**Building a Symphony** In this unit of study, students explore the musical framework of the symphony. Within this, students learn the ways in which the Elements of Music can be manipulated to create the moods and styles within the four movements of the symphony. Additionally, students will learn and apply compositional devices such as subject/theme, accompaniment, transition, contrast and development through use of ICT notation such as Musescore. This learning will culminate through a term-long project involving students working in groups to compose an original mini-symphony based upon the group's selected central idea to mimic real world industry opportunities.		**Task 1:** Performance Students perform in an ensemble context. **Task 2:** Composition Students work collaboratively in small groups to compose and realise a symphony. As part of this, students individually compose a small Movement of music on software notation (Musescore). Students identify and explain their compositional choices in a short statement of intent.
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		Analysis Students will write an essay that analyses and evaluates a selected musical theatre piece.

		Lion King, *Hamilton* and *Beauty and the Beast* will be a source of repertoire.		
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.		Composition Students compose a composition in the contemporary style of their choice. Students will write a short composition statement to identify and explain their compositional choices. Performance Students will perform on their chosen instrument of study.