

# YEAR 8 SUBJECTS 2018



## COMPULSORY SUBJECTS

### ENGLISH

### Learning Area – English

In Year 8 English students study a variety of genres to address the outcomes of Reading and Viewing, Writing, and Speaking and Listening. Students learn a variety of reading strategies, write persuasive essays, read and respond to poetry/song lyrics, study novels and feature articles, view documentaries and current affairs programs and look into the world of electronic texts. There is a year-long focus on the conventions of Standard Australian English such as spelling, punctuation and grammar. Students in all classes follow a similar program; however there is opportunity for classes and teachers to explore topics and themes of interest. We have fully implemented the Western Australian Curriculum and continue to look forward to integrating various information technologies to our teaching and learning programs. Students are adequately prepared for the NAPLAN assessments in Year 9 English and there is also a focus on strategically analysing their assessment data to maximise their chances of passing the Online Literacy and Numeracy Assessments in later years.

### MATHEMATICS

### Learning Area - Mathematics

The Western Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently

#### Topics Studied:

##### Number and Algebra

- Real Numbers
- Money and financial mathematics
- Patterns and algebra  
Linear and non-linear relationships

##### Measurement and Geometry

- Using units of measurement
- Geometric reasoning
- Pythagoras and trigonometry

##### Statistics and Probability

- Chance
- Data representation and interpretation

### SCIENCE

### Learning Area – Science

The Western Australian Curriculum: Science provides students with skills and knowledge in Physics, Chemistry, Biology, Earth and Space and Investigating. It develops their critical thinking and analysis skills that students need in order to make informed decisions about the world around them; their personal, work and civic lives and provide the fundamentals on which science professions are built.

The Year 8 students will build on their Science Inquiry Skills and incorporate these into a wide range of contexts. The content strands focus on developing students' knowledge and understanding of systems, interactions between differing systems, how these are influenced by external factors as well as developing a more sophisticated understanding of these systems within a global context.

## HUMANITIES AND SOCIAL SCIENCES

## Learning Area – Humanities and Social Sciences

Changes confront students in a number of contexts – local, national, regional and global. These include increasing interdependence as a result of globalisation; the use and impact of new technologies; the dynamic nature of social, economic and political structures and relationships; the increasing demand for declining natural resources and the emergence of sustainable management practices; and the acquisition and application of new knowledge.

Students are encouraged to apply the understandings and skills developed in **History, Economics and Business, Civics and Citizenship and Geography** in their own lives, in developing environmental consciousness, social competence and civic responsibility. In doing so, they are engaged in actively exploring, making sense of and contributing to improving the world around them.

## PHYSICAL EDUCATION

## Health and Physical Education – Physical Activity

Students have the opportunity to perform a variety of individual movement skills and sequences demonstrating improved control, accuracy and efficiency in their performance. In competitive contexts, they will implement a variety of tactics to achieve an intended outcome.

Students will provide simple descriptions of how to measure heart rate and breathing rate in response to changes in physical activity. They use simple terms to describe linear, angular and general motion when reflecting on ways to improve performance outcomes. When faced with movement challenges, they select and implement simple tactical responses to achieve an intended outcome.

### Topics Studied:

- Athletics/Team Games
- Badminton
- Softball
- Touch Rugby
- Hockey
- AFL

## HEALTH EDUCATION

## Health and Physical Education – Health

Students identify skills and strategies to manage change and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health.

Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.

### Topics Studied:

- Alcohol and Other Drugs
- Healthy Eating
- Nutrition
- Energy Requirements
- Food Labels
- Physical Activity
- Mental Health
- Wellbeing
- Body Image
- Social Media Influences
- Relationships
- Sexuality

## **CHOICE SUBJECTS**

### **FAMILY, CHILDREN and COMMUNITY (9086)**

### **Technologies - Home Economics**

This course introduces students to the needs of young children and how we can best care for them. Learning about family structures, communities and how children grow and develop in a family. Practical skills relating to the life of a young child such as bathing, dressing and feeding are covered. Students will develop activities for young children and plan and prepare activities for visiting groups of children. Students may also choose to participate in the "Baby Think It Over" virtual parenting experience. This course is good preparation for Year 10 Children and Family Studies and has links to the Year 11 Early Childhood Studies subject. Eighty (80) % of this course is theoretical while the remainder involves engaging in practical experiences associated with the development of children.

#### **Topics Studied:**

- Child Development
- Pregnancy & Childbirth
- Contraception
- Child Infant Health
- Childhood Diseases
- Child and Play
- Food and Nutrition
- Practical Cookery
- Practical Crafts for children

### **COMPUTER SCIENCE (8084)**

### **Digital Technology**

This course allows students to gain knowledge and confidence when using iPads, Word, Excel, PowerPoint and multi-media for research and presentations. Students will be taught an understanding of internet safety, cyber bullying and social, legal and ethical issues related to use of technology, including acceptable use and copyright. It is expected that students will use their own computers for homework and assignments, or use available school computers.

#### **Topics Studied**

- iPads
- Problem Solving Strategies
- Computing Terminology
- Computer Programs
- Internet safety
- Copyright Issues
- Computer Life

### **DANCE (4181)**

### **The Arts – Performing Arts**

In this course students aim to execute technical dance skills safely particularly in the Hip Hop genre, demonstrating control of body placement and coordination of movement. They perform dance to an audience focussing on clarity of movement, projection and appropriate expression. Students work safely in groups and experiment with improvisation skills, the elements of dance (BEST) and use specific choreographic devices to create their own dance pieces with a focus on dance theme. Students use dance terminology to reflect on their own and other dance and discuss differences in dance genres.

#### **Topics Studied:**

- Warm-up
- Hip Hop dance
- Performance Skills
- Dance Technique
- Dance Reflection
- Costume Design
- Choreographic Skills
- Dance Theme

## **DRAMA (4281)**

## **The Arts – Performing Arts**

Students apply knowledge learnt through previous Drama studies to develop scripted and devised performances. Students take part in whole class performance opportunities and use a range of technologies to develop an understanding of backstage Design and Production. Students will develop advanced characterisation skills and learn about a range of performance styles and genres.

### **Topics Studied:**

- Individual & group devised shows
- Movement
- Character and voice
- Using appropriate technology
- Critical viewing and reviewing
- Journal writing
- Scriptwriting

## **FIBRE and TEXTILE PRODUCTION (9085)**

## **Technologies – Home Economics**

Students learn and develop practical skills in this subject area will enjoy this course. Through a variety of craft and textile design projects students produce a variety of personal and decorative items. Clothing construction will be the major topic studied in this course. Students undertake research into the fashion and textile industry and learn about which textiles look best through a variety of theoretical and practical experiences. Students are able to have input into items produced in this course.

### **Topics Studied:**

- Sewing Machine and Over locker Care and Use
- Fabric Design
- Fashion Design
- Clothing Manufacture
- Embroidery – with thread and bead
- Shoes
- Textiles in the Home

### **Prerequisite skills**

- An interest in the Sewing Machine
- An interest and a future career in Fashion Design
- An interest in competing in Fashion Competitions
- An interest in creating with Textiles

## **FOOD PRODUCTION (9082)**

## **Technologies - Home Economics**

Students examine the lifestyle and food needs of a teenager. They develop food production skills whilst planning and preparing foods and meals for a variety of lifestyles (fit and active teen, social teen, working teen). Students explore activities relevant to a teenager's lifestyle and how food can be used to optimise and enhance enjoyment of this stage of life. Fifty (50) % of this course will be devoted to practical cookery while the remaining 50% will be applied to written research projects and theoretical concepts applied to food studies.

### **Topics Studied:**

- Social Occasions
- Restaurants
- Practical Cookery
- Lifestyle and Foods
- Breakfasts/Lunches/Dinners
- Table Setting Design
- Food and Dining Presentation
- Menu planning and presentation

### **Prerequisite skills/experience**

- An interest in cookery, cake decorating, food & nutrition
- An interest and a future career in Hospitality

## **GOLDFIELDS CLONTARF ACADEMY (2181)**

The Goldfields Clontarf Academy is run by the Clontarf Foundation and works in partnership with Kalgoorlie-Boulder Community High School. All Aboriginal boys are eligible to apply and must demonstrate commitment to their educational programs, school activities and football training to maintain their position. The program aims to support students to remain engaged in learning and successfully transition from Kalgoorlie-Boulder Community High School into further education, training or employment. A key aspect of this work is the development of employability skills and a sustained commitment to learning.

## **KALGOORLIE GIRLS ACADEMY (2182)**

Students further develop performance skills and game strategies through their involvement in a variety of sports. Students use self-management, interpersonal and communication skills during Team Challenge and Physical Education lessons. The course is designed to develop students' academic performance, personal growth and learn the benefits of a healthy and active lifestyle.

### **Topics Studied:**

- Range of Sports (specialising in basketball and netball)
- Team Challenges (group tasks and individual challenges)
- Cooking healthy and nutritious meals
- Personal Development (literacy, numeracy, health, careers)
- Camps designed to develop leadership skills and skills for physical activity

## **MULTI-MEDIA (4381)**

### **The Arts - Media**

This intensive, hands on unit is designed for students who have a keen interest in several forms of Media and Photography. During this course, students have the opportunity to study various forms and techniques with great emphasis on teamwork and collaboration. All tasks are carried out to reflect a realistic and professional environment.

### **Topics Studied:**

- Magazine
- Stop Motion
- Television Crime Drama
- Radio
- Storyboard
- Script Writing
- Adobe Premier and Photoshop
- Codes and Conventions

## **MULTI-SPORT (6580)**

### **Health and Physical Activity – Physical Activity**

Students will have the opportunity to develop their skills, strategies and confidence to participate in a range of sports, games and recreational activities on a 'social' level. Focus will be given towards students' use of offensive and defensive strategies and solving a range of challenges presented within game play.

### **Topics which may be covered:**

- European Handball
- Dodge Ball Games
- Gridiron
- Floor Hockey
- Ultimate Frisbee
- League Tag
- Paintball (Modified)
- Table Tennis

### **Recommended skills/experience:**

- Completion of Year 7 Health and Physical Education with achievement of C Grade or better.
- Completion of Year 7 Multi-Sport with achievement of C Grade or better.

## **MUSIC (5082)**

## **The Arts – Music**

The year 8 Music program builds on their introduction to music from year 7. Students are introduced to the Bass Guitar, Drum Kit and Piano Keyboard and Garage Band on the school iPads. Students are asked to perform on all the above mentioned instruments as well as create and arrange their own multi-track song. Basic music theory through music literacy, rhythm and melody are developed throughout the year providing solid grounding for the Certificate II course that is offered in year 9 and 10. In the second term students are asked to choose an instrument to focus on developing their skills on. They will do a research project, three small performances and create a listening journal centred around their chosen instrument. In the whole year program there is a focus on group Performances for Arts Night and further development of their creative and arrangement skills on the iPads. Performance is an important aspect of the course and students will be expected to develop their own performance ideas both as a member of a group and as an individual.

### **Topics Studied:**

- Group/individual performances
- Music Theory
- Music Listening
- Music Composition and Arranging

## **OUTDOOR EDUCATION (6680)**

## **Health and Physical Education – Physical Activity**

Students will develop their knowledge, skills and awareness to safely participate in a range of outdoor pursuits in the natural environment. Focus will be given towards environmental appreciation and minimising human impact. Students will also be required to use leadership and problem solving skills through a variety of team building activities and challenges. The course aims to culminate with an external mountain biking ride giving students an opportunity to demonstrate and further extend their acquired skills.

### **Topics Studied:**

- Orienteering
- Mountain Biking
- Indigenous Games
- Camp Cooking
- Basic Knots
- Team Building
- Problem Solving
- External Ride
- Leadership Skills

## **SPORT DEVELOPMENT**

## **Health and Physical Education – Physical Activity**

**Semester 1: Choice of Football/Soccer/ Netball (Boys & Girls)**

**Semester 2: Choice of Basketball/Touch/Cricket (Boys & Girls)**

Students will develop advanced performance skills and game strategies through their involvement in a variety of drill-centred training sessions and game-based competitions. Students will be required to participate in all aspects of the course and must have aspirations to be selected into school-based teams and local development squads.

### **Topics Studied:**

- Skill Development
- Leadership
- Game Based Competitions
- Strategies and Tactics
- Team work
- Rules and Etiquette
- Student led competition

### **Prerequisite skills/experience:**

- Completion of Year 7 Health and Physical Education with achievement of C Grade or better
- Interest in the Specialised Sport and aspiration to achieve at a high level
- Competent sports person who regularly participates in sport

## **VISUAL ART (4082)**

## **The Arts – Visual Art**

This course offers students the opportunity to create art work and designs from original ideas. Students will be encouraged to display their art work within the community and at Arts Night

### **Topics Studied:**

- Graphic illustration
- Clay Sculpture
- Art Theory
- Mixed Media
- Self-evaluation
- Painting

## **WANGKATJA (3281)**

## **Languages other than English**

Students will build on their knowledge of the Wangkatja language from either Year 7 or from their community. As students become more confident with the language they will look more closely at our local Aboriginal society and gain a deeper understanding of Wangkatja culture and history.

### **Topics studied:**

- Family
- Daily life
- People and stories
- Our people

Recommended skills/experience:

- Completion of Year 7 Wangkatja or prior knowledge of Wangkatja
- An interest in Aboriginal culture

## **WOOD PRODUCTION (7083)**

## **Technologies - Design and Technology**

Students will study knowledge, processes and practical skills in all facets of WOOD design and technology. Students are encouraged to develop, design and use problem solving techniques in this course. The course will combine areas of technical drawing, woods, metals, and mechanics so as to prepare students to plan and produce articles suited to the technological age in which people now live. This subject involves components of written work especially with the nature of using design briefs to complete practical projects.

**Topics Studied** will be selected from:

- Wood Working Constructions – Furniture Pieces, Personal Items
- Safety Processes
- Engineering Applications
- The Mechanical Technologies Industry
- Technical Drawing
- The Building and Construction Industry

Prerequisite skills/experience

- Demonstrated ability to practice safe working practices
- An interest and a future career in a Design & Technology industry