



# THORN LIE SENIOR HIGH SCHOOL

YEAR 8

Guide to Subject Selection

2018

## **Introduction**

The curriculum at Thornlie Senior High School for students in Year 8 is designed to specifically serve the needs of young adolescents. It is the aim of Thornlie Senior High School that every student has the opportunity to succeed academically so that when they exit secondary school they are literate, numerate, and educated/trained sufficiently well to enable them to take their place in our society as responsible and productive citizens. Thornlie Senior High School strives to foster a caring educational environment based on cooperation, self-responsibility and mutual respect while endeavouring to engage and stimulate students in an ever changing world.

This booklet serves to provide parents and students with the necessary information about the curriculum offerings in Year 8 and to assist students and parents in making informed subject selections for 2018.

Parents and students are encouraged to work together to select an appropriate course for 2018. Should you have any questions regarding course selection please contact the school on 9376 2100 during school office hours (8.00 am – 4.00 pm)

# Year 8 Course Selection for 2018

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# CURRICULUM REQUIREMENTS FOR YEAR 8

Students will commence Year 8 studying common courses in each of the required eight Learning Areas where the levels of achievement in Year 7 may determine the class the students are allocated. These Learning Areas are The Arts, English, Health and Physical Education, Languages, Mathematics, Science, Society and Environment and Technology and Enterprise.

In Year 8, all students will study English, Mathematics, Science and Humanities & Social Science for **four** (4) periods a week for the year.

Other compulsory subjects that will be studied for the year include Physical Education and a Language (Italian or Japanese). In addition students will also study Technology and Enterprise, Arts, and Health Education.

Listed below are the course requirements for Year 8 students in 2018. The curriculum is designed to give students an opportunity to experience subjects across the eight (8) learning areas.

COMPULSORY SUBJECTS	NO. OF PERIODS PER WEEK
English	4 periods
Mathematics	4 periods
Science	4 periods
Humanities and Social Sciences	4 periods
Physical Education	2 periods
Health Education	1 period
Languages	6 periods (may be alternated throughout the year)
The Arts (Performing and Visual Arts)	
Digital Technologies	
Design & Technology	
Home Economics	
<b>TOTAL PERIODS PER WEEK</b>	<b>25</b>

## Note:

It is not guaranteed that students will be able to be enrolled in **all** of their requested subjects due to resource and timetable constraints. Please complete the student choice selections thoughtfully as the ranked list for each learning area will assist in placing students in the next available subject.

## SPECIALISED AND SCHOLARSHIP PROGRAMS

Thornlie Senior High School offers the following Specialist and Scholarship programs:

- Specialist Rugby
- Academic Excellence
- Instrumental Music
- Netball Program

Students who are currently enrolled in this program can continue on in 2018. If a student is interested in enrolling in one of these programs, please advise the front office who will provide criteria for each program and when the testing, auditions and trials are to be held which will be later in the year to assist in the selection of students for each of the programs.

## THE ARTS

*In The Arts Learning Area, students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in Dance, Drama, Media, Music, Visual Arts and combinations of arts forms. The Arts develops students' sense of personal and cultural identity and equips them for lifelong involvement in, and the appreciation, of the arts.*

### **VISUAL ARTS – 8VA**

#### **VISUAL ARTS**

In Year 8, students have opportunities to use and apply visual language and arts skills and techniques in their design and production process. They create 2D and/or 3D artworks with awareness of developing and producing a personal response through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artworks for display. Students will become familiar with how and why artists, craftspeople or designers develop their work. They have opportunities to evaluate the contexts of culture, time and place within artworks. Students apply knowledge of techniques used by other artists, in the production of their own artworks. Students will learn how to analyse and respond to their own and others artworks.

### **PERFORMING ARTS – 8PA**

Students will study a combination of the following Performing Arts Subjects

#### **DANCE**

Students will establish an understanding of the important role that dance plays in society. Through participation in the Dance course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance, fitness or related arts fields.

Areas of focus throughout the year will include production roles such as costuming, lighting and sound, movement and choreography. This course is for students that like to perform on stage and express their ideas through the arts. Students will have access to our custom built performing arts theatre and a full range of lighting and sound equipment that is designed to stage student productions and performances at the highest level. Key learning activities in this course concentrate on choreography, performance and reflection. In particular this course focuses upon on developing strength and flexibility in genres that include Jazz, Cheerleading, Lyrical and Cultural Dance.

Students experience an intrinsic sense of enjoyment and personal achievement through expressing and challenging themselves physically. As a physical art form, dance is able to offer an opportunity for them to achieve an elite level of movement skills. It is essential that students demonstrate safe dance practices and understand health issues that will enhance their general physical well-being and prolong their dance involvement.

#### **DRAMA**

In Year 8, Drama students will continue to learn a range of drama forms such as comedy, 19th century theatre and circus. Students will be given the opportunity to plan and present drama to their peers in a safe and controlled environment. Students will learn specific skills, techniques and conventions of drama in a fun and engaging way. Students will be presenting both a scripted drama and an improvised performance.

#### **PIANO KEYBOARD MUSIC**

This class gives students the opportunity to learn how to play keyboard piano. The class caters for all levels of music ability, from beginners through to those who have had some music training on piano or another instrument. The class covers music theory (learning how to read sheet music and chord charts) and being able to apply this knowledge in a practical component. Each student will have access to their own individual keyboard in the piano lab and all sheet music and books are provided in the lessons. Headphones are also provided so students can work at their own pace. Students will learn how to play the keyboard using both hands, playing melodies and chords, reading from traditional notation as well as popular chord charts.

This subject is for anyone who enjoys music and wants to learn how to play an instrument or to further advance their music skills.

## **INSTRUMENTAL MUSIC PROGRAM**

### **INSTRUMENTAL MUSIC – 8IM**

This course is designed to provide an intensive music training program to those students who have gained a place in the scholarship music program (instrumental and vocal music lessons in conjunction with SIM). It is open to all students who began their instrumental lessons in year 6 or 7. We offer places for Flute, Clarinet, Saxophone, Trumpet, Trombone, Euphonium/Tuba, Percussion (Drum kit), Classical Guitar and Voice. Students who participated in the program in year 7 must select this subject in order to continue receiving the free instrumental or vocal lessons.

The course will develop students' skills in musicianship, theory, analysis, composing and arranging, as well as performing through a contemporary music program. Students in the specialised program will receive free weekly instrumental lessons on their allocated instrument and will also participate in a weekly rehearsal in their allocated ensemble group before school or after school – we currently have two guitar ensembles (Junior and Senior), a Choir and Concert Band. There are many opportunities to perform throughout the year at our school assemblies, Music Nights, special ceremonies and festivals/competitions. The students will perform in our custom designed Performing Arts Centre with a full range of sound and lighting equipment to maximize their learning through the Arts.

# ENGLISH

*In the English Learning Area, students learn about the English language. They learn how it works and how to use it effectively. They develop an understanding of the way in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.*

English is a **compulsory** course and all students will study English for **four** (4) periods per week for the year. Included in this English time allocation, students attend RAGE –a fortnightly reading program in the library.

English courses at Thornlie Senior High School are designed using the Australian Curriculum. The Curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts

## **Year 8 Achievement Standard**

### **Receptive modes (listening, reading and viewing)**

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.

### **Productive modes (speaking, writing and creating)**

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

# HEALTH & PHYSICAL EDUCATION

*Health and Physical Education provides students with the opportunity for participation in a variety of physical activities, as well as the study of various 'health' contexts that aim to develop their self management skills along with the knowledge and understanding to be able to make life long healthy choices.*

Health and Physical Education is a **compulsory** course. All students will study **one** (1) period of Health Education, and **two** (2) periods of General Physical Education.

As part of the Health Education Program studied in Years 8, 9 and 10 at Thornlie S.H.S. and all government schools in Western Australia, a range of contexts, including **SEXUALITY** and **DRUG** Education are covered. Within sexuality lessons, topics of growth and development, puberty, birth, contraception and other such relevant issues are studied. Drug Education includes legal and illegal drugs, their effects and consequences and the concept of harm minimization.

It has come to our attention that some parents/guardians are not aware of the sensitive nature of some aspects of Health Education. Students are issued with Health Education booklets at the beginning of each semester which will give an indication of these aspects.

Please do not hesitate to contact the Health and Physical Education Department at school if you require any further information regarding this on 9376 2100 - Extension 218.

**P.E. Uniforms:** Parents need to be aware that all students must change for all Physical Education classes. Students are required to wear a plain royal blue shirt, plain black shorts or track suit and sports shoes. "Thornlie SHS" PE shirts and shorts are available for purchase through the school.

## COMPULSORY HEALTH & PHYSICAL EDUCATION SUBJECTS

### **HEALTH EDUCATION - 8HE (Compulsory)**

Health Education is promoted for students through the compulsory study in Year 8 focusing on the following topics and issues:

**Semester One:** Personal awareness, building self-esteem, improving communication skills, assertiveness, Choosing Respect (Bullying), understanding the dangers of tobacco and cannabis use and the dangers of recreational drugs, alcohol harm reduction program and understanding puberty.

**Semester Two:** Prevention Education, analyzing their fitness, communicable diseases, aquatics and road safety messages, chatroom safety, signs of and dealing with depression and first aid.

### **PHYSICAL EDUCATION - 8PE**

All students will be required to study "Physical Education General" in year 8 (except for Special Rugby and Netball Program students). Physical Education General focuses on developing physical coordination skills which are the foundation of all major sports. This subject allows students to develop skills across a variety of different sports – both individual and team based. These sports include gymnastics, touch rugby, athletics, netball and football, basketball and hockey.

## SPECIALISED PHYSICAL EDUCATION ELECTIVES

### **SPECIALISED RUGBY – 8RDP**

This course is designed to provide an intensive development program in Rugby Union, Rugby League and Touch Rugby. The students will receive expert coaching from the Thornlie Rugby Academy staff; Rugby WA and NRL Junior Development Officers as well as guest coaches and speakers. Our aim is to develop each student's individual skills, physical fitness, game abilities and knowledge so that they reach their full potential in their chosen code. Within the program there is an emphasis placed on goal setting, values and leadership. Students will be offered the opportunity to represent the school in intra-school and inter-school competitions and carnivals.

**Entry to the course in year 8 is through application only and via three pathways –**

- **Scholarship Entry** – A small number of scholarships are offered to students who demonstrate a particular talent and aptitude for the sport. Candidates normally have a strong playing background and need to attend both a practical testing session and an interview.
- **Traineeship Entry** - Offered to students who demonstrate a keen interest in the sport and above average athletic ability.
- **General Entry** – Available when vacancies exist within the class groups.

### **NETBALL PROGRAM – 8NET**

This year long course is designed to provide an intensive development program to students who demonstrate a high level of skill and passion for Netball. Students will receive expert coaching from qualified staff at Thornlie Senior High School, Netball WA and SDNA Development Officers.

The aim of the program is to develop each individual's skills, physical fitness and knowledge and understanding of the game. Emphasis is placed on goal setting, values and leadership. Students will be provided with opportunities to represent Thornlie Senior High School in intra and inter-school carnivals and competitions.

#### **Course Content:**

- Development of Skills
- Knowledge and Understanding of umpiring and officiating
- Fitness and Conditioning
- Health and Nutrition

#### **Course Prerequisites:**

- Students must be affiliated with a local club or team.
- Student must undergo selection trials which will be held at Thornlie SHS by experienced and qualified staff.

# HUMANITIES AND SOCIAL SCIENCES

*The Humanities and Social Sciences Learning Area develops students' understanding of how individuals and groups live together and interact in society and with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.*

## **HUMANITIES AND SOCIAL SCIENCES – 8HASS**

In Year 8, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography, and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

- **Civics and Citizenship**

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

- **Economics and Business**

The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

- **Geography**

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students study landforms and landscapes and examine the processes that shaped individual landforms; the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world. Students also investigate the changing human geography of countries, and the significant environmental, economic and social effects,

- **History**

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

Students study the way of life in Medieval and Renaissance Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society. Students will also undertake an in-depth study of the Black Death.

# LANGUAGES

*In the Languages Learning Area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and develop practical skills that they can use in future social, cultural and vocational areas. Through Languages, students are also able to further develop their skills and understanding in English and of literacy in general.*

Students will study ONE of the following languages for the year. Proficiency in a language is a cumulative process and develops over time; therefore, once a language is chosen for Year 7, students may not change to the other language in Years 8, 9 10.

## **ITALIAN - 8ITA**

Students will learn about Italian language and culture. The emphasis will be mainly on speaking and understanding the spoken language.

The course will introduce reading and writing, and will cover topics such as greetings, the family, friends and the school environment. The course enables students to relate the Italian language to some important elements of their own lives.

The cultural component will allow students to gain an insight into modern Italy. This will cover topics such as Music, Art, Fashion, Architecture and Sport. Modern youth-focused magazines assist student learning in a fun manner.

By the end of Year 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds.

## **JAPANESE - 8JPN**

An additional language is a valuable asset in a rapidly globalising Australia. Being able to communicate with people around the world gives students the chance to learn more about their own lives, as well as the lives of others. Japanese has been taught in Australia for over 100 years and is the most widely taught second language in Australian schools.

Japan is one of Australia's closest friends in our Asia-Pacific neighbourhood. Japan remains our second-closest trading partner, and Japanese-speaking Australians are highly-valued employees all over the world.

Japan and Australia participate in close cultural exchange. From dance to painting, music to sport, learning more about Japanese language and culture will open students' eyes to a history and people that are constantly changing, and always fascinating.

In Year 8, students will learn to read and write Japanese script, and talk about their own lives, as well as their family. They will learn about school life in Japan, and compare it to their own. Students will also learn about culture through food, film and movement.

Topics include: getting to know people, self-introduction, school life, time and weekend activities.

# MATHEMATICS

*In Mathematics, students will learn to use ideas about number, space, measurement and chance, and mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world. Mathematics plays a key role in the development of students' numeracy and assists learning across the curriculum.*

Mathematics is **compulsory** with all students studying Mathematics for **four** (4) periods per week for the year. During the year, students will be placed into streamed courses, on the basis of their achievement. Students will have opportunities to move between these streamed courses during the remainder of the year.

## **MATHEMATICS - 8MA**

By studying Mathematics, students develop the ability to

- appreciate the essential role mathematics has had, and continues to have in their lives, and that of the community
- demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems
- use mathematical thinking processes and skills in interpreting and dealing with mathematical and non-mathematical situations.
- explore and apply Problem-Solving strategies when dealing with situations when no solution method is obvious.
- demonstrate perseverance in undertaking mathematical challenges
- describe and analyse mathematically the spatial features of objects, environments and movements.
- use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct.
- use their knowledge of chance and data handling processes in dealing with data and with situations where uncertainty is involved.
- use numbers and operations and the relationships between them efficiently and flexibly.
- use algebraic symbols, diagrams and graphs to understand, to describe and to reason.

# SCIENCE

*In the Science Learning Area, students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life.*

Science is **compulsory** and all students will study Science for **four** (4) periods per week for the year.

## **SCIENCE - 8SC**

All science students follow a program developed around the four content strands of the Australian Curriculum: Earth and Space Science, Chemical Science, Biological Science and Physical Science as well as the process strands Science as a Human Endeavour and Science Inquiry Skills.

As an introduction to Secondary Science, all Year 8 students complete a course called *Working Scientifically* in which they develop skills in using scientific apparatus and are encouraged to work in small groups to follow open-ended investigations according to interest and ability.

Whilst most students follow a common course throughout middle school, special programs have been developed to accelerate one group through the curriculum to enable them to enhance skills in Information Technology. This program operates in Years 8, 9 and 10.

During Year 8, another course is available for those students who use more time to develop process skills and master concepts of Science. Such groups are limited to smaller than usual numbers to allow teachers to give more individual attention.

All students have the opportunity to move between these courses.

## TECHNOLOGIES

*In the Technologies Learning Area, students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments. Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and process to create solutions that consider the short and long – term impact on societies and environments.*

The Technologies learning area comprises three departments – (i) Digital Technologies and Business, (ii), Home Economics and (iii) Design and Technology.

### DIGITAL TECHNOLOGIES

#### **Digital Technologies- 8TEC**

The Year 8 Information Technology course will provide students with the background knowledge and skills to enable them to select more specialised subjects in the Business Studies and Computer areas in subsequent years of schooling at Thornlie Senior High (shown below).

#### Year 9

- Small business management
- Flash One
- Year 9 Computer programming

#### Year 10

- Accounting and Finance
- Year 10 Computer programming

#### Year 11 and 12

- Accounting and Finance
- Business Management & Ent
- Computer Science
- Applied Information Technology
- CISCO

This course will introduce students to the world of business and modern technology. In this course business concepts are integrated with the development of relevant IT skills which will allow students to understand and engage with evolving modern technology processes. Students will learn intermediate skills in the Windows Operating System, as well as develop skills using Microsoft Office. Students will learn how to create, design and evaluate business products using ICT. This course is designed to develop and build students' business and ICT skills, terminology, cyber security, programming concepts and networking.

### HOME ECONOMICS

#### **HOME ECONOMICS – 8HEC**

The Home Economics course consists of developing skills and knowledge in the areas of Foods and Textiles. Students cycle through one of these areas per semester.

#### FOOD FOR LIFE

Develop your skills as a budding Chef, or just learn to create good food. This is what is on offer to you in Food for Life. During this course, students will investigate what food choices are good for us to make throughout our lives, and in particular the dietary needs of teenagers. There will be an emphasis on preparing a variety of healthy, tasty and quick to prepare meals with a focus on how to prepare food suitable for sporting activities, as well as other dietary needs such as vegetarians and those needing to lose and gain weight. Food is an important part of every person's life, so learning to create and produce good food is an excellent life skill for any person to have.

#### CREATIVE TEXTILES

This is a practical course that gives students the opportunity to learn basic sewing and craft skills, such as the use of a sewing machine, embroidery, and other forms of fabric craft. This knowledge will be used to produce a range of popular textile items. The course will reflect current trends in leisure time activities and home decorating ideas.

**Students will be required to provide fabric for personal items during this course.**

## DESIGN AND TECHNOLOGY

### **DESIGN & TECHNOLOGY – 8DT**

The Design and Technology course consists of developing skills and knowledge in the areas of Wood, Metals, Plastics and Technical Graphics. Students cycle through one of these areas per term.

#### MATERIALS

Students have an opportunity to work with a variety of materials, hand tools and workshop equipment such as woodworking and metalworking lathes, saws, sanding machines, gas heating equipment and buffing machines. The correct and safe use of hand power tools is also included.

This course has a strong focus on design principles, practical hand skills and techniques, safety and enjoyment. Students will have an opportunity to design and make many projects in a variety of materials throughout the year.

#### GRAPHICS

In the Technical Graphics area students develop knowledge and skills in design and graphics. The course has a strong emphasis on teaching basic techniques and skills in drafting and technical illustration. The learning opportunities in this course have a direct relevance to the skills required by industry, TAFE and universities. The primary areas of study in this course are:

- Computer aided drafting
- Design and problem solving
- Freehand drawing
- Digital image manipulation
- Basic Engineering drawing

Students will also have an opportunity to use software such as Trimble Sketch Up and Vector Engineer (to produce 2D and 3D representations of common objects).

Students will produce a folio that includes the above computer-generated drawings as well as sketches, illustrations and designs for a range of different tasks. This part of the course assists students looking to develop a career in Drawing, Drafting, Engineering and/or Architecture.