THORNLIE SENIOR HIGH SCHOOL

Year 8

Guide to Subject Selection

2023

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 endeavoring 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 2023.

Parents and students are encouraged to work together to select appropriate courses for 2023. Should you have any questions regarding course selection please contact the school on 6235 7900 during school office hours (8:00 am – 4:00 pm).

CURRICULUM REQUIREMENTS FOR YEAR 8

In 2023, all Year 8 students will be enrolled in a common core of subjects - Mathematics, English, Science, Humanities & Social Science, Health & Physical Education, Technologies and The Arts. In order to complete their subject selections, students will be asked to choose a Design & Technology context as well as applying for a course of specialisation (Music, Netball and Rugby). The curriculum is designed to give students an opportunity to experience several different subjects but also allows for a level of personalisation.

Students will do a semester each of both Performing and Visual Arts. Instrumental Music is an Arts subject and therefore a student can only do Music **or** Performing/Visual Arts. Similarly, for Rugby or Netball, these subjects will take the place of a General Physical Education class for those successful applicants. Students will also be enrolled in either Japanese or Literacy Enrichment based the course undertaken in their Year 7 studies.

Listed below are the course requirements for Year 8 students in 2023. The curriculum is designed to give students an opportunity to experience subjects across the eight learning areas.

SUBJECTS	NO. OF PERIODS PER WEEK
English (8EN)	4 periods
Mathematics (8MA)	4 periods
Science (8SC)	4 periods
Humanities and Social Sciences (8HASS)	4 periods
Physical Education - Physical Education (8PE) **or** - Specialised Rugby (8RDP) **or** - Netball Program (8NET)	2 periods
The Arts - Visual Arts (8VA) **/** Performing Arts (8PA) **or** - Instrumental Music (8IM) (year-long course)	2 periods
Health Education (8HE)	1 period
Languages - Japanese (8JSL) **or** - Literacy Enrichment (8AUS)	1 period
Digital Technologies (8TEC)	1 period
Design & Technology (8DT) **or** Home Economics (8HEC)	2 periods
TOTAL PERIODS PER WEEK	**25 PERIODS**

*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 indicated their interest in one or more of these programs on entering Year 7 and participated in testing, auditions and trials which need to be considered. Students participating in these programs are invited to continue with the program, if achieving satisfactory progress, through to the completion of Year 10. Other students performing well outside the program may be offered an Academic Excellence position in English, Mathematics, Science and Humanities and/or Social Sciences.

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.

All Year 8 students, with the exception of our Specialist Music students, will study a combination of Visual Arts and Performing Arts - spending a semester in each area.

VISUAL ARTS – 8VA

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 one 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 focusses upon on developing strength and flexibility in genres that include Jazz, Cheerleading, Lyrical and Cultural Dance.

DRAMA: In Year 8, Drama students will be learning a range of drama forms such as reader's theatre, children's theatre and developing communication and collaboration teamwork skills through drama games. Drama students will be given opportunities to plan, refine and present drama to peers by safely using process, techniques and conventions of drama. Drama will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles. Student work in devised and/or scripted drama is the focus of informal reflective processes using more detailed drama terminology.

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 four periods per week for the year. Included in this English time allocation, students attend RAGE –a fortnightly reading program in the library.

ENGLISH – 8EN

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. 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.

Mathematics

In Mathematics, students will learn to use ideas about number, space, measurement and chance. Students will use 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.

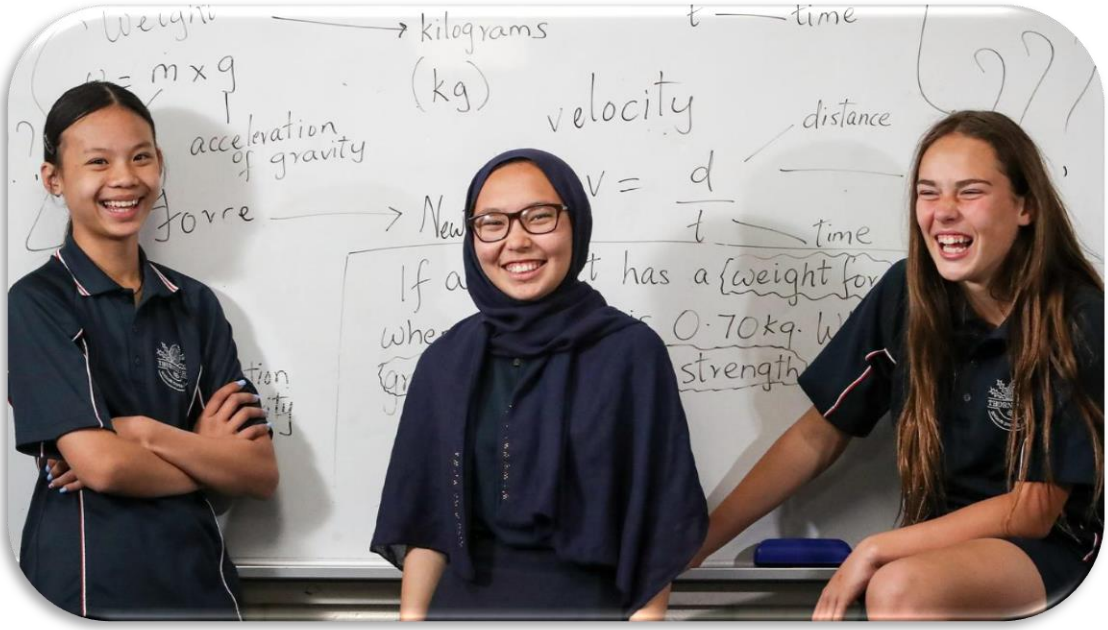
Mathematics is a compulsory course and all students will study Mathematics four periods per week for the year.

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 and application of science in society and daily life.

Science is a compulsory course and all students will study Science four 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.

Humanities & 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.

HASS is a compulsory course and all students will study HASS four periods per week for the year.

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.

Health & Physical Education

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.

Health and Physical Education is a compulsory course. All students will study one period of Health Education, and two periods of General Physical Education (unless they are in Specialist Rugby or the Netball Program).

For the student to be enrolled in their selected electives, any elective costing more than $70.00 must be paid in full when paying the 50% minimum of the total subject costs. If the balance is not paid prior to the commencement of the school year, the student may be moved into a low cost elective class.

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

COMPULSORY HEALTH & PHYSICAL EDUCATION SUBJECTS

HEALTH EDUCATION - 8HE

Students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify the health and social benefits of physical activity and associate the importance of physical activity as a preventative health strategy. Students apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing. Topics include

- Semester 1: Relationships & Sexuality and Nutrition & Fitness.
- Semester 2: Drugs & Alcohol, Mental Health & Wellbeing and Resilience.

PHYSICAL EDUCATION (General) - 8PE

Students perform movement skills and sequences in selected sport or physical activity contexts with improving accuracy and efficiency. They implement simple tactics in order to achieve the intended outcome in competitive contexts. Students describe how physical activity can improve elements of health and fitness. When participating in a variety of sports or physical activities, they demonstrate ethical behavior and communicate to assist team cohesion and the achievement of an intended outcome. Sports include:

- Semester 1: Badminton, Basketball, Touch Rugby and Soccer.
- Semester 2: Athletics, SEPEP, Table-Tennis, Tee-Ball and European Handball.

SPECIALISED PHYSICAL EDUCATION ELECTIVES (to replace General Physical Education)

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 includes the development of skills, knowledge and understanding of umpiring and officiating, fitness and conditioning as well as 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.

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.

Language is a compulsory course and all students will study it for one period per week for the year.

JAPANESE - 8JSL

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.

AUSLAN/ LITERACY ENRICHMENT – 8AUS

Auslan is short for Australian sign language and is a form of communication used by Thornlie SHS to assist with the development of a student's language and literacy skills. It will improve a student's ability to interpret and create communication with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in the workplace and community. Students learn to adapt language and literacy skills to meet the demands of more general or more specialised purposes, audiences and contexts.

Auslan relies on a combination of hand shapes, movements and facial expressions to deliver messages. These can include a combination of hand shapes, orientation, location, movement and expression.

In Year 8, students will use Auslan and the literacy strategies to interact and to exchange information, experiences, interests and opinions with teachers, peers and others. Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning. They demonstrate understanding of different types of signed texts by paraphrasing, summarising and explaining main ideas, key themes or sequences of events all designed to improve their language and communication skills.

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 is a compulsory course and all students will study it for one period per week for the year. They must choose either Home Economics or Design & Technology for two periods a week for the year.

DIGITAL TECHNOLOGIES

DIGITAL TECHNOLOGIES- 8TEC

In Year 8, learning in Digital Technologies focuses on further developing understanding and skills including computational thinking such as decomposing problems, and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Students have opportunities to create a range of solutions, such as interactive web applications or simulations of relationships between objects in the real world. Comprising of programming, security, database and everything in between that are essential in a 21st century world.

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. All students cycle through both of the following contexts in a year-long course:

FOOD FOR LIFE

Develop your skills as a budding Chef, or just learn to create appealing food. This is what is on offer to you in Food for Life. When it comes to food, more and more Australians are realising the importance of information and education not only in the production of eye-appealing food for themselves and their families, but also in being aware of the nutritional value, and sustainability and environmental issues of the food being prepared (paddock to plate). During this course, students will investigate what food choices are good for us to make throughout our lives, and in particular dietary needs of teenagers. Food is an important part of every person's life, so learning to create and produce appetising food is an excellent life skill.

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.

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 both of the following contexts in a year-long course:

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.