YANCHEP
SECONDARY COLLEGE

Inspire. Achieve. Succeed

Year 8 Curriculum Booklet

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Contents

Introduction

This handbook is to provide you with the details of the courses that may be offered in Year 8. These are dependent on staff expertise and resourcing availability.

The courses are based on study within the following Learning Areas:

1. The Arts
2. English
3. Health & Physical Education
4. Humanities & Social Sciences
5. Mathematics
6. Science
7. Technologies

Each week students in Year 8 attend four hours of English, Mathematics, Science and Humanities & Social Sciences (HASS). In addition, students attend Physical Education for two hours a week and receive a broad range of additional subjects from The Arts and Technologies. These are our “taster” courses. Year 8 students are also required to participate in Health which is two periods each week in one semester.

We also offer a variety of Curriculum Interest Areas in Marine, Sport, Music and STEM. These courses are designed to harness student interest in these areas and support them on a curriculum pathway in future years. These subjects are year-long courses and students attend classes for two hours each week.

ENGLISH

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

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

MATHEMATICS

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics.

The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- **fluency** includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- **problem-solving** includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- **reasoning** includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations .

SCIENCE

In Year 8 students continue to develop their knowledge of Science. The Science department has established a program that is focused on a Project-based learning approach, enabling students to demonstrate their learning in a practical, deeper and more relevant way.

During the year, students are introduced to the different cells in the body and develop their laboratory skills, learning how to safely use a microscope. With these skills, they are able to view microscopic structures of plants and animals. Students also explain the structure and function of various body systems.

They explore changes in matter at a particle level, and distinguish between chemical and physical change. Students will be able to explain the behaviour of solids, liquids and gases at a particle level, the difference between physical changes and chemical changes and begin to identify the world at an atomic level.

They also begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy. They are able to link these concepts to help explain in the rock cycle.

Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

HUMANITIES and SOCIAL SCIENCES

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future.

Students will be assessed in a variety of ways, which could include source analysis, report writing, infographics or a range of informative products. Each assessment will determine the skills of using structured overviews, using information to inform, and analysis of the information using opinion based questions. These are important skills for both life and the workplace.

In each year the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History.

Civics and Citizenship
In Civics and Citizenship, the key concepts are democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities. They are integral in developing students' civics and citizenship understanding. In Year 8, the institutions, function and values that are central to Australia's democracy and justice system are explored with comparisons made to other nations, including those in the Asian region.

Economics and Business
In Economics and Business, the key concepts are scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards. They are integral in developing students' economics and business understanding. In Year 8, the concepts are examined in a national and global context with the ways that decisions about the allocation of resources are made in the Australian economy and the place of the Australian economy in the broader global economy; the interdependence between countries and the impact on economic performance and living standards.

Geography
In Geography the key concepts are place, space, environment, interconnection, sustainability, scale and change. They are integral in developing students' geographical thinking. In Year 8, students further develop their understanding of place, space, environment, interconnection, sustainability and change and 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.

History
In History the key concepts are sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. They are integral in developing students' historical understanding. In Year 8, students also consider the more abstract concepts of evidence and contestability as they examine a range of topics from the ancient to the modern world.

The Year 8 Students will cover the following topics:

History	Crusades, Black Death, Medieval Europe; structure of society, life in castles, crime and punishment, daily life
Geography	Distribution of geomorphic hazards, causes and impacts of earthquakes, internal migration, international migration, urbanisation
Economics	Economic problem and opportunity cost, interactions between buyers and sellers, types of businesses, public goods and services, consumer rights and responsibilities
Civics and Citizenship	Freedoms of Australia's democracy, our electoral system, lobby groups, how laws are made, types of laws

CURRICULUM INTEREST AREA

Yanchep Secondary College offers students the opportunity to opt into a Curriculum Interest Area. These provide students with a specific interest to participate in a yearlong course with like-minded peers.

Sports Program
Our Sports Program develops character, teaches technical skills and self-discipline, and nurtures a love of sport. This program enables children to compete at the highest levels and develop their skills as athletes both on the field and in the classroom. Our Sports Program has strong links to peak sporting bodies in the Yanchep community.

Marine and Maritime
The Marine program is ideally suited to students with a passion for the marine environment and who want to actively learn about this environment in a sustainable way. This course leads into Year 11 and 12 Marine and Maritime Studies, potentially leading into University, TAFE or a job in Environmental, Biological or Marine Science fields. The ability to swim 100m is a requirement.

STEM (Science, Technology, Engineering, Maths)
The STEM program is ideally suited to students with a passion for problem solving and who want to develop the skills that can help them achieve success in the 21st century. This course will enable students to develop these "21st century skills" which have been identified as a major focus for industries moving into the future.

These skills include the ability to:

- Think critically
- Think creatively
- Communicate effectively
- Use ICT effectively

Students who successfully complete this course could be our future:

- Innovators
- Entrepreneurs
- Lifelong learners
- Responsible global citizens

Instrumental Music Program (IMMS)

Students have the opportunity to participate in an Instrumental Music Program. This program is provided by the Instrumental Music Schools Services (or IMSS, formerly known as SIM) and appoints highly qualified instrumental teachers in woodwind, brass, classical guitar, percussion, contemporary guitar and voice. Students also attend theory lessons to enhance their music knowledge and musicianship.

HEALTH AND PHYSICAL EDUCATION

Health Education
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 preventive health strategy to positively impact both individuals and the wider community. Students will spend two periods a week for a semester over the year applying appropriate protocols in face-to-face and online interactions and understanding the importance of positive relationships on health and well-being.

In Year 8 Health we cover:
- Personal and cultural identity
- Tobacco / cannabis
- Bullying / cybersafety
- Respectful relationships

Physical Education
Students participate in Physical Education for two periods a week. They 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 behaviour and communicate to assist team cohesion and the achievement of an intended outcome.

THE ARTS

The Arts offer creative pathways for students to express themselves in a variety of ways.

The Arts learning outcomes are:

- Arts Making
- Arts Responding

Students will be given the opportunity to participate in at least one of the listed contexts depending on availability.

Performing Arts (Dance / Drama)
Students will learn to create original movement, drama and music for performance. This course introduces students to the role of music in media and technology and gives students the opportunity to create music. In addition, students will be able to develop a final composition for performance to an audience.

Music
Students will be developing their skills through understanding, listening to, writing and performing music. As music has been evolving for many hundreds of years, we will learn to recognize the main features of different styles that have all contributed to and influenced the music we are familiar with today.

Visual Arts
Student's abilities will be extended into developing more complex tasks. Art language will also be expanded as students delve deeper into art appreciation and use it to inspire their own works. Students will respond personally to given stimuli, through exposure to a variety of media, techniques and processes.

Media
Students will build on their knowledge of media skills and processes from the previous year. They will explore feature films and broadcasting while gaining production experience and utilising a range of editing suites. Students will have the opportunity to analyse and respond to their own and others media text types.

MATERIALS AND TECHNOLOGIES SPECIALISATIONS

Design and Technology
Students will be given the opportunity to build on experiences of workshop tools and processes. They will undertake four 'Design and Production' assignments, which will enable them to continue to develop their skills throughout the semester with increasing creativity and independence.

Students will be given the opportunity to investigate mechanical and electrical concepts whilst evaluating the advantages and disadvantages of their design ideas and solutions. They will generate and clarify ideas through annotated sketches, modelling and scaled drawings.

Students will be instructed how to identify steps needed to complete design tasks in a safe and responsible manner. They will follow the process below.

Investigating and defining
Designing
Producing and implementing
Evaluating
Collaborating and managing

Home Economics
In this exciting one semester course students will gain knowledge and skills to produce food products that meet people's needs and desires with a focus on healthy eating for school kids. The choice of food available to us is increasing all the time; in order to make informed choices about these foods the study of food technology is increasingly important. The range of practical skills which students develop will be a foundation for other courses in Home Economics.

Digital Technologies

This course further enhances the student learning and assist students with making appropriate technology choices across all their learning. Students develop an understanding of computer systems hardware and how computers have evolved. They will continue to develop their skills in web based and coding programs. Year 8s they will hone their digital presentation skills to show how they could spend $20 Million. They will also be introduced to the world of coding and creating their own version of a computer game.

LANGUAGES

Japanese

Students will develop a deeper understanding of Japanese sentence structure and grammar through learning how to talk about their school lives. Cultural understanding will also be developed through exploring what school life is like for students in Japan. Students will also learn about the seasons, weather & festivals and students will learn how to compare, describe and comment on the differences between Australian and Japanese culture using written and spoken Japanese.