



"Honour Above Honours"

Biloela State High School

Year 8 2021

Subject Information

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Subject	English
Subject Description	<p>Year 8 covers a range of modes used in communication: listening, reading, viewing, speaking, writing and creating.</p> <p>In Semester One students develop their understanding of short stories' text structures and language features by reading, analysing and creating short narratives aimed at teenagers. They also examine how visuals are used to complement and enhance stories to position readers. Students then move into a novel study where they analyse the narrative techniques used by authors to position readers.</p> <p>In Semester Two students further develop their understanding of how the human experience is represented in film texts and communicates ideas and values of Indigenous peoples. Students then study a drama text through the study of Noah and Saskia (television series). They explore the concepts of online friendships and create their own persuasive speech in character. Finally students study the persuasive elements used in Homepages to influence and position readers/viewers.</p> <p>Year 8 English students may apply to be in the Accelerated Curriculum Enrichment Programme, which includes studying ACE Science and Maths. Students in the ACE programme will study concepts at a quicker pace and a greater depth to develop a deeper understanding of texts. They will further their core learning and apply these skills to more complex texts or higher order thinking activities.</p> <p>Unit 1 – Creating short stories Unit 2 - Representations of teens - Novel Study Unit 3 – Representing the Human experience/ Understanding how texts communicate ideas and values - Analysis of a literary text Unit 4 –Exploring viewpoints on ethical issues in drama texts – Persuasive monologue Unit 5 – Analysing digital texts – Interpreting a homepage</p>
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> • Exams • Assignments • Spoken presentations/performances
Home Learning	<p>Students are to read each evening for approximately 15min</p> <p>Regular home learning activities will be given to students as directed by their classroom teacher. Where novels are the focus for a unit, these need to be read both at school and home. Once assessment tasks have been distributed, it is expected students work on these at home to be ready for monitoring and due dates.</p>

Subject	Mathematics
<p style="text-align: center;">Subject Description</p>	<p>All Year 8 Mathematics students will cover the same core concepts and sit the same assessment tasks.</p> <p>Students are studying the Australian Curriculum in mathematics. This allows students to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. Ultimately, mathematics is about thinking and problem solving, and being able to communicate and justify decisions.</p> <p>In Year 8, students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Topics they will study include:</p> <ul style="list-style-type: none"> - The real number system, money and financial mathematics - Index notation, decimals and probability - The Cartesian plane and linear equations - Perimeter and area and mathematics of the circle - The laws of algebra and algebraic equations - Trigonometry - Statistics - Solving linear equations <p>Year 8 Mathematics students may also apply to be in the Accelerated Curriculum Enrichment program, ACE, which includes English and Science. Students in the ACE Maths program will focus on the skills of problem solving, higher order thinking and reasoning to develop a greater depth of understanding of mathematical concepts. They should also participate in the Australian Mathematics Competition, ICAS, and extra-curricular Mathematics projects and initiatives.</p>
<p style="text-align: center;">Assessment</p>	<p>Assessment may include:</p> <ul style="list-style-type: none"> - Exams - Assignment - Group work - Practical Activities - Investigations
<p style="text-align: center;">Home Learning</p>	<p>Students will receive a variety of work to be taken home for completion, including revision tasks from class work and assignment work. There will be opportunities for students to engage in enriching activities that require both learning of basic facts and problem solving.</p>

Subject	Science	
Subject Description	<p>In Year 7 Science, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered.</p> <p>Year 7 Science students may apply to be part of the Accelerated Curriculum Enrichment program, which includes studying ACE Science, English and Maths. Students in the ACE program will study concepts at a quicker pace and a greater depth to develop a deeper understanding.</p> <p>Units include:</p>	
	Chemistry	Unit 1: Water — waste not, want not Unit 2: Water — waste not, want not (applications)
	Physics	Unit 3: Moving right along – exploring motion Unit 4: Moving right along — applications in real systems
	Earth and Environmental Science	Unit 5: Heavenly bodies Unit 6: Sensational seasons
	Biology	Unit 7: Organising organisms Unit 8: Affecting organisms
Assessment	<ul style="list-style-type: none"> • Written exams • Research task with scientific report • Experimental investigation with scientific report 	
Home Learning	<p>Home learning is set in most lessons and is to be recorded in the student diary. These diaries must be brought to every class.</p> <p>If home learning is not set for any one night, students should take the opportunity to use this time for reading, revision and study of concepts that have been covered in class.</p>	

Subject	Humanities
Subject Description	<p>Biloela State High School has implemented the Australian Curriculum History and Civics and Citizenship (Semester 1) and Geography, Economics and Business (Semester 2) programs. The first semester contains history units investigating the topics of the middle ages in Europe, Shogun Japan and the Spanish conquests of the Americas. The Civics and Citizenship units investigate the diversity in Australian society and the types of laws and how they are made.</p> <p>In Semester 2 the students investigate the geography units of Landforms and Landscapes and Changing Nations.</p> <p>The course will also develop a range of skills in students essential to implement the inquiry process and communicate their finding effectively. These skills include developing focus questions, evaluating a range of sources and constructing a thoughtful and supported hypothesis.</p> <p>In Economics and Business the students investigate how businesses develop, prioritise and plan to achieve their short and long term goals to ensure their future success.</p>
Assessment	<p>A range of assessment techniques will be implemented throughout the course. This may include:</p> <ol style="list-style-type: none"> 1. Short response exams 2. Research essays 3. Orals/seminars 4. Essay exams etc
Home Learning	<p>Written home learning may not be given for every lesson, however, it is expected that revision of in-class concepts and activities occurs after each lesson to consolidate learning. Once assessment tasks have been distributed, it is expected students work on these, consistently, at home to be ready for monitoring and due dates.</p>

Subject	HPE
Subject Description	<p>Health and Physical Education provides students with the opportunity to participate in physical activity on a weekly basis as a minimum.</p> <p>This subject focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. Students examine and address health areas relevant to them, their families and community as well as developing health literacy skills. Students investigate techniques to assess the quality of movement performances and how to use a range of tools to appraise, analyse and enhance performances. In addition, they adapt and improvise their movements to respond to different movement situations, stimuli, environments and challenges.</p> <p>In this subject units of work from personal social and community health and movement and physical activity are taught concurrently. All Year 8 HPE students will cover the same core concepts and are assessed using the same assessment tasks.</p> <p>The focus areas to be addressed in Years 7 to 8 include, but are not limited to:</p> <ul style="list-style-type: none"> • alcohol and other drugs (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (RS) • safety (S) • challenge and adventure activities (CA) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE).
Assessment	<ul style="list-style-type: none"> • Exams &/or Assignments • Group work • Practical Physical Activities
Home Learning	Revision and home learning activities as required and practise of skills and activities.

Subject	Wellbeing
Subject Description	<p>Students will have 70 min per week to engage in a range of activities to help acclimatise to high school and work through skills and concepts suited to their adolescent age of development.</p> <p>Junior Secondary wellbeing topics and activities are organised around 4 areas: self-management, social-awareness, self-awareness and social management. The program evolves to suit the needs of the students. Possible topics are listed below:</p> <ol style="list-style-type: none"> 1. Self Management- Time management, healthy sleep patterns, living in balance etc 2. Social Awareness- Recycling, emotional literacy, bullying, conflict resolution etc 3. Self awareness- Hidden emotions, body language, positive and negative friendships, friendship skills 4. Social Management- art of an apology, decision making, team work etc
Assessment	Students will be reported on for their level of engagement and participation in the subject.
Home Learning	Students may be set weekly tasks to come home and discuss or share concepts covered in class.

TECHNOLOGIES

All Year 8 students study one Digital Technology strand and two Design Technologies strands listed below according to the Australian Curriculum, Assessment and Reporting Authority: Technologies learning area.

- Materials and Technologies Specialisation
- Food Specialisation

Subject	Technologies
<p>Subject Description</p>	<p>The Technologies curriculum provides students with opportunities to consider how solutions that are created now, will be used in the future. Students will identify the possible benefits and risks of creating solutions. They will use critical and creative thinking to weigh up possible short and long term impacts.</p> <p>As students progress through the Technologies curriculum, they will begin to identify possible and probable futures, and their preferences for the future. They develop solutions to meet needs considering impacts on liveability, economic prosperity and environmental sustainability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preferred futures are contested. The Australian Curriculum: Technologies describes two distinct but related subjects.</p> <ul style="list-style-type: none"> • Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. • Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions. <p>By the end of Year 8 students will have had the opportunity to develop design solutions in all 4 topic areas listed below.</p> <p>Food specialisations In this unit, students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.</p> <p>Materials and technologies specialisations In this unit, students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment.</p> <p>Food and fibre production In this unit, students analyse how food and fibre are produced when designing managed environments and how these can become more sustainable.</p> <p>Engineering principles and systems In this unit, students analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions.</p> <p>By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.</p>
<p>Assessment</p>	<p>Assessment instruments could include:</p> <ul style="list-style-type: none"> • Portfolios • Assignments • Theory and practical exams • Practical projects • Oral presentations
<p>Home Learning</p>	<p>Students will receive a variety of work to be taken home for completion. This home learning is to be completed by the due date. <i>(Quite often home learning will be working on their assessment tasks at home)</i></p>

THE ARTS

The Arts subjects will run on a rotational basis where students study a combination of Drama, Music, Media and Visual Arts. The options may change dependent on teacher availability.

Subject	The Arts
<p>Subject Description</p>	<p>Students will use their creativity, imagination & senses to express ideas across a range of social, cultural, historical, technological & economic contexts. They will enhance their aesthetic understandings of arts elements & languages. Students will also create their own works & present & respond to their own & others' arts works.</p> <p>In The Arts, all Year 8 students are assessed under the same criteria for each strand:</p> <ul style="list-style-type: none"> • Creating • Presenting • Responding <p>Students will also apply the same skills across the strands, such as:</p> <ul style="list-style-type: none"> - making decisions about arts elements in relation to specific styles or purposes, - creating arts works (musical, dramatic or visual), - using interpretative & technical skills to modify & refine works, - identifying risks & applying safe practices, - reflecting on learning, apply new understandings & justify future applications. <p><u>Drama</u> Students investigate Australian Indigenous perspectives to create a storyboard about dramatic action from a Dreamtime story. They then respond to dramatic action by viewing recorded live theatre.</p> <p><u>Media</u> Students investigate the use of advertising and how it targets viewers based on their demographic – e.g. gender, race and age. Reframing an existing advertisement for a different target audience and evaluation, are the tasks for this unit.</p> <p><u>Music</u> Students explore how music can tell a story and paint a picture for the audience. They create, perform, respond to and analyse different types of music with the themes in mind.</p> <p><u>Visual Arts</u> Students investigate the built world through architectural drawings, photography and painting; culminating in designing a ceramic tile for an specific place and time of one of the architectural buildings.</p>
<p>Assessment</p>	<p>Assessment includes:</p> <p><u>Drama</u></p> <ul style="list-style-type: none"> - Performing student devised work developed through their storyboard - Analysing and evaluating live theatre in an essay <p><u>Media Arts</u></p> <ul style="list-style-type: none"> - Filmed advertisement and reflection <p><u>Music</u></p> <ul style="list-style-type: none"> - Composition from a stimulus - Performance of teacher chosen pieces - Under exam conditions, analyse and evaluate music viewpoints <p><u>Visual Art</u></p> <ul style="list-style-type: none"> - Architectural drawing and reflection - Ceramic tile and reflection
<p>Home Learning</p>	<p>Students will receive a variety of work to be taken home for completion, including revision tasks from class work and assignment work.</p>

Learning Access Centre

Biloela State High School supports inclusive learning through the services offered by the Learning Access Centre. Staffed by specialist inclusion teachers, the Learning Access Centre offers a range of intervention programs to ensure every student succeeds. Pathways for students range from highly individualised learning programs to differentiation and classroom support.

Complex Case Management

Students may require multiple agencies to support their learning and development. This may include Advisory Visiting Teachers, Occupational Therapists, Speech Language Pathologists, Support Teachers from our local Community Resource Centre and Guidance Officers. Biloela State High School works with Parents / Carers collaboratively to develop and implement support plans.

Individual Curriculum Plans

Individual Curriculum Plans are provided for students who are identified as requiring a different year level curriculum in some learning areas. These plans are developed collaboratively for a Semester of work with consultation with the parent or carer of the student.

Learning Support

Learning Support is accessed by students in a number of ways and is developed to support the individual needs of students. This support may include the development of an Individual Support Plan or an Education Adjustment Plan.

Accelerated Curriculum Enrichment (ACE) Program in English, Mathematics and Science

Biloela State High School offers the ACE (Accelerated Curriculum Enrichment) program in English, Maths and Science as a part of our junior secondary curriculum.

This program forms a unique part of the curriculum on offer to students in years 7-9 and complements the Australian Curriculum by offering extension and challenging activities for students who apply and are deemed eligible for the course.

The distinctive learning opportunities offered as part of the ACE program are designed to engage students in challenging and purposeful learning environments.

Biloela State High School is proud of the high academic calibre of its students. The ACE Program is aimed to develop their higher order, creative and lateral thinking, pace, complexity of challenge, appropriate degrees of independence and the development of the whole student. ACE students will be interested in developing their skills to a very high standard.

To be successful in the program students will need to be:

- highly motivated
- able to commit to independent work

All students are invited to apply to be a part of the ACE program. Students must respond to selection criteria and complete an application package.

Successful students will demonstrate:

- consistently high grades
- participation in designated extra-curricular activities
- commitment to the program