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KATANNING
SENIOR HIGH SCHOOL

2018

**YEAR 8
HANDBOOK**

WELCOME

This booklet outlines the different courses you will be studying in Year 8 at Katanning Senior High School. Read it carefully, so you have a good understanding of the kind of work you will be doing next year.

During the next five years, as you progress from Year 8 to Year 12, you will grow and develop educationally, physically, socially and emotionally. Use this time wisely. Do your best to learn all you can so that you will enter young adulthood with a sound, well-balanced education and the ability to successfully enter the workforce, continue your studies, or do whatever you wish.



PERSONAL ITEMS LIST

This information will be mailed by the 1 December 2018. Items can be purchased locally or online.

STRUCTURE OF YEAR 8 COURSES 2018

| Learning Area |
|--------------------------------|
| English |
| Mathematics |
| Science |
| Humanities and Social Sciences |
| Health & Physical Education |
| Technology and Enterprise |
| The Arts |

All Year 8 students will study 4 courses in the Technology and Enterprise and The Arts Learning Areas for 2 periods/per week each semester. These courses are:

| | |
|--|------------|
| Design and Technology Including Wood and Metals | 1 semester |
| Digital Technologies | All year |
| Home Economics and Life Skills | 1 semester |
| The Arts | All year |

All students will be issued with a personal timetable on the first day of school, which shows subjects, teachers' names and rooms.

LEARNING AREA SUBJECT DESCRIPTIONS

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs 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.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students will complete a number of tasks in the year which assess the following outcomes:

- Reading and Viewing
- Writing
- Speaking and Listening

MATHEMATICS

Mathematics at Katanning Senior High School focuses on the 3 core components of the Australian Curriculum, *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. Students are encouraged to develop their skills in fluency, understanding, mathematical reasoning and problem solving techniques.

The course aims to develop functional numeracy skills with regard to the four operations while extending into the topics outlined in the Australian Curriculum. Students will be exposed to everyday problems involving rates, ratios and percentages, index laws and rational and irrational numbers. Students will explore algebraic expressions; solve problems relating to the volume of prisms and make sense of time duration in real applications. They will look at the congruence of triangles, the properties of quadrilaterals and attempt to model authentic situations with two-way tables and Venn diagrams. They will also be expected to explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students will use digital technologies to enhance their development and are encouraged to complete homework exercises to enhance their learning journey.

SCIENCE

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are covered across a two-year band. The three strands of the curriculum, Science Understandings, Science as a Human Endeavour and Science Inquiry Skills are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into our teaching/learning programs are decisions to be made by the teacher.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems as part of biological sciences. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change in Chemical sciences. They also begin to classify different forms of energy, and describe the role of energy in causing change in systems in the Physical sciences content area. Then in the Earth & Space sciences they explore the rock cycle and related change processes. 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.



HUMANITIES AND SOCIAL SCIENCES (HASS)

Students in the Humanities and Social Sciences Learning Area will undertake a range of topics drawn from Civics and Citizenship, Economics and Business, Geography and History. This will provide students with the opportunity to gain a wide range of knowledge and develop their skills in a way that will support their learning.

The focus of the Civics and Citizenship component of the Year 8 course is Democracy and law in action including how laws are made, the types of laws and perspectives about laws. Economics and Business will focus on participation and influences in the market place. In Geography students will study landforms and landscapes as well as the causes and consequences of urbanisation. The History component will focus on the ancient to modern world with a particular emphasis on medieval Europe.

HEALTH and PHYSICAL EDUCATION

Health and Physical Education (HPE) provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. It also enables students to make responsible decisions about health and physical activities and to promote their own and others' health and well being. It is imperative for health and hygiene reasons that a change of clothes be worn for every physical education lesson.

The outcome statements for HPE are in four strands:

- Concepts for a healthy lifestyle
- Skills for physical activity
- Self management skills
- Interpersonal skills.

Sports and physical activities in Year 8 which meet these outcomes are: swimming, athletics, general games skills, European handball, netball, volleyball, gymnastics and soccer.

Health concepts covered are:

- Body Image
- Resilience
- Drugs: Smoking, Caffeine and Analgesics
- Healthy Lifestyle: Fitness and Puberty

THE ARTS

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

Through the Arts learning area we aim to promote an enjoyment of and enthusiasm for the arts by delivering a multifaceted arts program in years 7 and 8. In the Arts program students will be exposed to a variety of art forms:

Visual Arts

Students will be encouraged to gain a greater understanding of Visual Arts in both an aesthetic sense and a practical sense through the visual arts forms of two and three dimensional art works. Through the use of a variety of art materials and techniques, students will be encouraged to develop confidence in making their own artworks and developing skills in visual communication, critical appreciation of their own work and understanding the work of other artists.

Performing Arts

Students in Performing Arts will develop, explore and express personal, emotional, social and cultural worlds, through role and situation playing, that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they engage with and analyse their own and others' stories and points of view. In making and staging drama, they learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama presentations. Students develop a sense of curiosity and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

These arts programs may include and are not limited by one art form.

Other arts forms such as Dance, Music and Media /Photography programs may be intergrated and linked with the current arts programs that are on offer at Katanning Senior High School. This may be provided through current specialist teachers at the school and visiting artists throughout the year.

TECHNOLOGY and ENTERPRISE

DESIGN & TECHNOLOGY

Students will be involved in this area in each semester of Year 8. This course may include components of Technical Graphics, Woodwork and Metalwork. Students will be involved in making set projects using different materials. They will also use the Technology Process to design and make their own projects.



DIGITAL TECHNOLOGIES

Digital systems are everywhere, mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. Technologies are an essential problem-solving toolset in our knowledge-based society.

The Digital Technologies curriculum empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. The knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies enables students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.



HOME ECONOMICS

Life Skills

Students will be introduced to the world of fabrics, textiles and clothing. Students may gain skills in hand sewing as well as learning to operate a sewing machine to produce various useful articles.

In this course students will be introduced to the area of nutrition with practical experience in food preparation. Students are involved in individual and group work, where they will be able to develop many useful skills to prepare nutritious and delicious meals and snacks.



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