

**Curriculum**

# *Handbook*

GOLDEN GROVE HIGH SCHOOL

**2022 - Year 08**



Respect - Equality - Pride - Integrity - Resilience

"Success for all"



**Government of South Australia**  
Department for Education

## **MIDDLE SCHOOL CURRICULUM**

The Middle School Curriculum at Golden Grove High School refers to students in Year 8 and Year 9.

The curriculum offered during these years is based upon the Australian Curriculum:

- Arts
- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages (Spanish and Japanese)
- Mathematics
- Science
- Technologies

Middle school students experience each of the eight learning areas.

Students study seven subjects each semester, 14 subjects for the year.

As students progress through the school, more choice becomes available to allow students to personalise their subject selections in areas of particular interest or ability.

## YEAR 8 CURRICULUM

STUDENTS STUDY THE FOLLOWING SUBJECTS:

<b><u>ARTS</u></b> ( <i>Students select only one subject from The Arts</i> )	
Art	Semester
Dance	Semester
Drama	Semester
Music	Semester
Dance (Special Entry)	4 Semesters
<b><u>CROSS DISCIPLINARY PATHWAY</u></b>	
Academic Extension Semester 2	Semester
<b><u>ENGLISH</u></b>	
English	Full Year
Essential (Support) Literacy (8-10)	
<b><u>HEALTH &amp; PHYSICAL EDUCATION</u></b>	
Health & Physical Education	Full Year
<b><u>HUMANITIES</u></b>	
Geography	Full Year as part of Global Perspectives
History	
Civics and Citizenship	
Economics and Business	
<b><u>LANGUAGES</u></b>	
Japanese Beginners	Full Year
Or	
Japanese Continuers (by recommendation)	Full Year
Or	
Spanish	Full Year
Or	
English as an Additional Language (8-10)	Full Year
EALD English as an Additional Language or Dialect	Full Year
<b><u>MATHEMATICS</u></b>	
Mathematics or	Full Year
Numeracy	Full Year
<b><u>SCIENCE</u></b>	
Science	Full Year
<b><u>TECHNOLOGIES</u></b>	
Technologies	Semester

### **SPECIAL ENTRY DANCE STUDENTS:**

Students enrolled in the Special Entry Dance Program in Year 8 will study:

- English – Full Year
- Mathematics – Full Year
- Science – Full Year
- History – 1 Semester
- Geography – 1 Semester
- Japanese or Spanish – Full Year
- Dance – 4 Semesters

# Year 8 Compulsory Subjects

## The Arts

### ART

1 Semester

#### ADVICE TO STUDENTS

This course does not require any prior knowledge of Visual Art. Students will be introduced to the foundation Visual Arts practices and ideas throughout the course.

#### CONTENT

Students plan art-making in response to exploration of a variety of techniques and processes, and learn about visual conventions and using them to communicate meaning in their work.

Students analyse artworks and evaluate how they and others are influenced by different cultures, times and places.

### DANCE

1 Semester

#### ADVICE TO STUDENTS

Appropriate clothing will be required. Black leggings and a t-shirt are recommended.

Performance component will require evening attendance.

#### CONTENT

Students will be involved in composition tasks, performance and developing appropriate dance technique.

Dance appreciation will include exposure to stage craft, safe dance practices and a variety of dance styles.

### DANCE (SPECIAL ENTRY DANCE)

4 Semesters

Full details regarding this course are outlined in the Special Entry Dance brochure. Application and entry to this course is by audition only.

### DRAMA

1 Semester

#### ADVICE TO STUDENTS

Students will view at least one live production, usually a production performed by Golden Grove High School Performing Arts classes. Some costs may be involved for viewing live performances or attending events.

#### CONTENT

In this course, students will learn skills in the following areas:

- movement
- voice
- improvisation
- basic stagecraft
- script writing
- study of a theatrical historical period
- performance

Focus in all areas will be on the student as both a performer and a spectator. The course may culminate in a class production.

Written assessment may include journals, written reflections, script writing or historical project, and a report on the class production. Practical assessment includes assessing skills learned, individual and group work, and the student's role in the class production.

### MUSIC

1 Semester

COST: There is a \$120 fee per semester for hire of instrument if required.

#### ADVICE TO STUDENTS

Students will have Music classroom lessons and instrumental lessons for one semester.

Instrumental tuition is provided at the school with group lessons provided by the Education Department music instructors at no cost.

Please note that **keyboard, vocal and guitar lessons** are not available at school.

#### CONTENT

Students

- undertake instrumental lessons
- participate in class ensemble
- cover music theory basics

# Year 8 Choice Subjects

## Cross Disciplinary Pathway

### ACADEMIC EXTENSION

#### SEMESTER TWO

This is a cross-disciplinary extension course. Year 8-10 students compete in teams in the Tournament of Minds and the Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.

NOTE: As part of the Capabilities Pathway, students may do this Semester One course more than once, since the challenges that are set change every year.

#### ADVICE TO STUDENTS

An application form must be completed, as places for this course are limited.

#### CONTENT

This course aims to develop the General Capabilities in the Australian Curriculum:

1. Critical and Creative Thinking
2. Ethical Understanding
3. ICT Capability
4. Intercultural Understanding
5. Literacy
6. Numeracy
7. Personal and Social Capability.

#### Tournament of Minds (TOM)

Students develop their Creative Thinking Skills in the Tournament of Minds: a six-week challenge for teams of seven Year 8-10 students. There is a Long-term Challenge in either the Arts, Language/Literature, Social Sciences or STEM (Science, Technology, Engineering, Maths) and a Spontaneous Challenge.

For the Long-term Challenge, each team must create: their own play addressing the challenge criteria, their script, and all sets, props and costumes (on a limited budget). Then they present their play at Flinders University one Sunday in September. The unseen Spontaneous Challenge on Tournament Day requires the rapid interchange of ideas, the ability to think creatively and great group work skills.

#### Ethics Olympiad (Semester One)

Students develop both their Ethical Understanding and their Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories they have learnt to current real-world ethical dilemmas, in an attempt to answer the question: "What is the right thing to do in this situation, and why?" Students may be selected to represent GGHS in the annual interschool Middle School Ethics Olympiad and the annual Philosothon.

### Personal Venture

Students choose their own Personal Venture/s, e.g.

- **Critical and Creative Thinking:** Debating, ICAS Science, Poetry Magazine Cover Art Competition
- **Ethical Understanding:** Philosothon
- **ICT Capability:** Bebras and ICAS Competitions
- **Intercultural Understanding:** UN Youth's 'Voice' Public Speaking Competition, Forums
- **Literacy:** ICAS English, Spring Poetry Festival
- **Numeracy:** ICAS Maths Competition
- **Personal and Social Capability:** First Aid, Leadership Conference, YMCA Parliament

#### ASSESSMENT

Students demonstrate the development of their Capabilities through these assessment types:

- |  |     |
|--|-----|
| • Practical Exploration<br>(Tournament of Minds) | 35% |
| • Connections (Ethics Olympiad Teams)            | 35% |
| • Personal Venture (Choose your own.)            | 30% |

# Year 8 Compulsory Subjects

## English

### ENGLISH

Full Year

COST: \$30 subject charge (compulsory)

#### CONTENT

Students will study this subject as prescribed by the Australian Curriculum. They will examine the learning strands of language, literature and literacy.

Students will also investigate the language used in the media and in everyday life, using a variety of written and non-written texts such as discussions, picture books, debates, radio broadcasts, newspaper articles and emails.

They will develop their reading, listening, speaking, writing, viewing, investigating, researching and thinking skills by finding information, analysing texts and by producing a large variety of their own texts, in oral, written and multimodal forms.

They will be able to develop and extend their own taste in literature during a weekly silent, sustained reading lesson.

They may also participate in Book Cup, a reading competition for all Year 8 students from all three schools on the campus.

### ESSENTIAL (SUPPORT) LITERACY (YEARS 8-10)

Full Year

#### ADVICE TO STUDENTS

Students will undertake a modified program to cater for individual literacy needs. One Plan and other identified students will have an individual negotiated program. Students will participate in a number of excursions related to specific topics of the courses.

#### CONTENT

- Functional Literacy
- Spelling, Grammar
- Creative Writing
- Reading a Variety of Texts
- Report Writing

Students will build on their existing knowledge, skills and experience to improve their English skills.

Assessment will be based on the completion of a range of tasks, assignments, investigations and projects.

# Year 8 Compulsory Subjects

## Health and Physical Education

### HEALTH & PHYSICAL EDUCATION

Full Year

#### ADVICE TO STUDENTS

Students studying Health and Physical Education will engage in learning in an experiential environment that is contemporary, relevant, and actively engaging. The practical component of this course will provide a focus on improving student knowledge and understanding of movement concepts, patterns and strategies through participation in a range of team and individual sports. Students will investigate, develop and improve movement skills and apply them to sporting situations. Students will engage in learning around how physical activity is an essential component of a healthy lifestyle and will develop an understanding of a range of ways that this can be incorporated into everyday life.

In the theory component of this course, students will study a range of relevant health topics enabling students to develop a core understanding of the 4 components of Health (physical, mental, social and spiritual health). Students will explore, investigate and propose strategies they can apply to their own lives which, providing them with the knowledge and understanding required to lead a safe and healthy lifestyle.

#### CONTENT

##### Practical Topics

###### Semester One:

- Athletics
- Badminton
- Netball
- Lifestyle Fitness
- Hockey

###### Semester Two:

- Volleyball
- Footy Codes
- Indigenous & Multicultural Games
- Softball
- Choice Topic

##### Theory Topics:

Health Benefits of Physical Activity- Exploration of the National Physical Activity Guidelines and how physical activity can benefit people in regards to their physical, mental, social and spiritual health.

Mental Health and Wellbeing- Investigation into the concept of Positive Mental Health and the development strategies students can employ to improve/enhance their own mental health

Alcohol and Other Drugs- Developing understanding of the different types and short/long term effects of drug use and workshopping assertive responses to scenarios involving drugs and alcohol.

Relationships and Sexuality- Introduction to the concepts of Healthy/Unhealthy relationships and gender diversity and exploring the impacts that puberty has on the lives of adolescents.

### HEALTH & PHYSICAL EDUCATION SPECIAL FOCUS TOUCH FOOTBALL

Full Year

**This course will be available to students selected through a series of trials in Year 7.**

#### CONTENT

Students engage in a modified Health and Physical Education course. Students selected will participate in two significant units throughout the year focussing on aspects of Touch Football. Practical and theory components are assessed evenly through participation, effort, tests, worksheets and assignments.

Students have the opportunity to be tested using talent identification protocols linked to the South Australian Institute of Sport (SASI). Skills and concepts can be transferred within the extensive VISTA sport and SSSSA competitions.

#### TOPICS COVERED

Touch Football, Athletics, Fitness and Fitness Testing, Badminton, Softball and Hockey.

#### THEORY

Health Benefits of Physical Activity, Mental Health and Wellbeing, Alcohol and Other Drugs, Relationships and Sexuality

## **HEALTH & PHYSICAL EDUCATION SPECIAL FOCUS GIRLS AFL**

1 Semester

**Invitation only, with students selected through a trial process (from Year 7 2022).**

24 girls will be selected and be placed in this class.

### **CONTENT**

This course follows a similar structure to the normal Year 8 Health & Physical Education course, however these students engage in a major focus around Australian Football, through both the theory and practical components.

There is an expectation that students will participate in Statewide Knockout and VISTA Carnivals, which will incur excursion costs.

### **THEORY COMPONENT**

- Elite lifestyle and training programs
- Mental Health and elite sportspeople
- Performance enhancing drugs in AFL

### **PRACTICAL COMPONENT**

- 2 x 8 week blocks of AFL
- 1 x 4 week blocks of: Badminton or Volleyball.

# Year 8 Compulsory Subjects

## Humanities and Social Sciences

### GEOGRAPHY

Geography is incorporated into the 2-semester Year 8 Global Perspectives course.

### CONTENT

#### Topics

##### *Landscapes and Landforms*

Students focus on investigating geomorphology through a study of landscapes and their landforms. They examine the processes that shape significant landforms, hazards associated with landscapes and management of landscapes. The values and meanings placed on landforms by diverse cultures, including First Nations Peoples of Australia are explored.

##### *Changing Nations*

Students investigate the changing human geography of countries, as revealed by shifts in population distribution. They explore how the process of urbanisation changes economies and societies. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. They investigate the reasons for urban concentration as well as how the redistribution of population resulting from internal and international migration reinforces urban concentration. The unit concludes with a focus on the effect of sustainability strategies on Australia's urban areas.

#### Inquiry Questions

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

#### Core Concepts

- Place
- Space
- Environment
- Scale
- Change
- Interconnection
- Sustainability

### HISTORY

History is incorporated into the 2-semester Year 8 Global Perspectives course.

### CONTENT

Students study history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

#### Topics

- The Asia Pacific World – Japan under the Shoguns (complements Year 8 Japanese)
- Expanding Contacts – South America (complements Year 8 Spanish)

#### Inquiry Questions

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- What were the perspectives of people from the time?
- Which significant people, groups and ideas from this period have influenced the world today?
- How and why have historians interpreted this period differently?

#### Core Concepts

- Evidence.
- Perspectives
- Interpretations
- Continuity and Change
- Cause and Effect
- Significance

## CIVICS AND CITIZENSHIP

Civics and Citizenship is incorporated into the 2-semester Year 8 Global Perspectives course.

### CONTENT

Students build understanding of how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. They consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity and how this contributes to active citizenship.

### Inquiry Questions

- What is the role and impact of elections and political parties in Australian democracy?
- How can citizens shape and influence Australia's political system?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

### Core Concepts

- Active Citizenship
- Democracy
- Global Citizenship
- Legal Systems
- Identity and Diversity

## ECONOMICS AND BUSINESS

Economics and Business is incorporated into the 2-semester Year 8 Global Perspectives course.

### CONTENT

Students focus on the nature of economic and business activity by considering how economic decision-making by consumers and producers influences the ways limited resources are allocated to produce goods and services in a market economy. They examine how different businesses respond to opportunities in the market through planning for short-term and long-term personal, organisational and financial objectives.

### Inquiry Questions

- How do markets facilitate economic decision-making and the allocation of resources?
- Why are markets needed and why are governments involved?
- How does Australia's taxation system support consumers and producers in relation to consumer and financial issues or events?
- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How do different businesses respond to opportunities in the market?

### Core Concepts

- Resource Allocation and Decision-Making
- The Economic and Business Environment
- Consumer and Financial Literacy
- Entrepreneurship

# Year 8 Compulsory Subjects

## Languages / EALD

### JAPANESE

Full Year

COST: \$30 for workbook (compulsory).

### BEGINNERS

ADVICE TO STUDENTS

Students are beginning their study of Japanese and typically have had little prior exposure to the language and associated culture or have limited proficiency of the language and culture. Students' textual knowledge developed through English literacy learning, supports the development of literacy in Japanese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

#### CONTENT

The Australian Curriculum for Languages outlines two strands, communicating and understanding. In Year 8 Japanese for beginners, students begin to build skills in speaking and understanding Japanese. Through exploration of Japanese culture, they develop empathy and intercultural understanding.

Topics may include:

- Teenage culture in Australia and Japan
- Geography of Australia and Japan
- The Japanese writing system (Hiragana and basic Kanji)
- Japanese food/dishes
- Introducing self and friends
- Family
- My town
- My week (after-school activities, likes and dislikes)
- Japanese traditional and pop culture

### CONTINUERS

ADVICE TO STUDENTS

Students in this pathway are continuing to study Japanese, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of Japanese speakers. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

#### CONTENT

Students work both collaboratively and independently in Japanese, exploring a variety of texts including songs/raps, and role-plays, with reference to their social, cultural and communicative interests. They will be assessed on current skill levels and the curriculum will focus on extension of language in vocabulary and writing. They will use existing knowledge of *katakana* and further understand the relationship in texts between *hiragana*, *katakana* and *kanji*. Cross-curricular connections will empower them to explore intercultural perspectives and experiences.

Topics may include:

- Teenage culture in Australia and Japan
- Geography of Australia and Japan
- The Japanese writing system (Hiragana, Katakana and Kanji)
- Japanese food/dishes
- Introducing self and friends
- Family
- My town
- My week (after-school activities, likes and dislikes)
- Japanese traditional and pop culture

## **SPANISH**

Full Year

COST: \$30 for workbook (compulsory).

### **ADVICE TO STUDENTS**

This course is available to all students.

### **CONTENT**

Spanish is one of the world's top 3 languages. It is phonetic and easy to learn with Latin based connections to English, French, Italian and Portuguese. Using the two strands of communication and understanding in Year 8, students build skills in speaking and understanding Spanish. They make connections between English and Spanish vocabulary and develop understanding of how language can change across cultural groups. Through exploration of Spanish culture, they develop empathy and intercultural understanding.

The main topics centre around communication about personal information, family and town as well as completing a cross curriculum unit.

Topics may include:

- Personal life
- School life
- Family/pets
- Town
- Hobbies
- History and culture of Spain and 2 Spanish speaking countries including USA
- Cultural celebrations
- Music (traditional and modern)
- Describing words
- Introducing self and others
- Money

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

### **OR DIALECT**

Full Year

### **ADVICE TO STUDENTS**

This course is available to students previously identified as learning English as an Additional Language or Dialect.

### **CONTENT**

This course will develop communicative competence in written and spoken English, particularly in preparation for senior school and future employment opportunities.

Students will learn to search for, extract, and analyse information from a wide range of text types. Students will read widely and write extensively for different purposes and audiences and present ideas and opinions on various issues in group discussion and extended talks.

Assessment will be based on the completion of a range of tasks, assignments, investigations and projects.

## **LANGUAGE PLUS (For Identified Students)**

Semester 2

Students identified as in need of extra literacy support may be offered the opportunity to participate in a specific literacy building class in Semester Two.

# Year 8 Compulsory Subjects

## Mathematics

### MATHEMATICS

Full Year

COURSE COST: \$40 Maths Pathway Program (compulsory)

COST: Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22 GST incl.).

### ADVICE TO STUDENTS

In Year 8 the Mathematics classes are structured so the students remain with their homegroups.

Students will use the Maths Pathway online model for this subject. This [link](#) will take you to the Mathematics page, which has more information about the Maths Pathway model.

Assessment will be based on regular fortnightly tests, rich learning tasks and investigations.

### CONTENT

Topics will include:

- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Using units of measurement
- Linear and non-linear relationships
- Geometric reasoning
- Chance
- Data representation and interpretation

### NUMERACY (One Plan)

Full Year

COST: Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl.)

### ADVICE TO STUDENTS

Students will be placed in the Numeracy class based on primary school recommendations and special needs testing.

Students will use Maths Pathway online program for this subject. This [link](#) will take you to the Mathematics page, which has more information about the Maths Pathway model.

Assessment will be based on regular fortnightly tests, rich learning tasks and investigations.

## Science

### SCIENCE

Full Year

COURSE COST: \$30 for Education Perfect online learning tool (compulsory)

### ADVICE TO STUDENTS

In Year 8, students will complete a full year of Science. Assessment tasks will include end of topic tests, Science as a Human Endeavour tasks and investigations.

The year involves studies in General Science covering Earth and Space Sciences, Biological Sciences, Chemical Sciences and Physical Sciences in preparation for Year 9 Science.

### CONTENT

Topics will include:

- Cells
- Matter and Elements
- Energy
- Rocks and Minerals
- Living Systems
- Chemical Reactions

# **Year 8 Compulsory Subjects**

# Technologies

## TECHNOLOGIES

Semester

### ADVICE TO STUDENTS

All Year 8 students undertake a one semester course of study in Technologies.

In each module, students will embrace knowledge and understanding with process and production skills in various disciplines through practical and written tasks.

### CONTENT

#### DESIGN TECHNOLOGY

This module introduces students to a workshop environment and workshop safety. Students will use various tools to manufacture and assemble a wooden product.

Students are also introduced to the design process and CAD software packages to assist them in the realisation of their product.

#### FOOD

Students introduced to the Australian Guide to Healthy Eating then they will explore a range of breakfast options, that are suitable for their age and dietary needs. They then create and make a range of these options introducing them to new skills in a kitchen setting such as measuring, baking, using knives safely and time management when cooking.

Students will be and will engage in a variety of practical and written activities that look at statistics and data to support healthy eating.

#### DIGITAL TECHNOLOGIES

This learning will be covered in the Design and Wood Technologies and Food Technologies modules.

This learning includes: Designing user experiences and algorithms, testing, modifying and implementing digital solutions. Also analysing data, using appropriate protocols when communicating and collaborating online.