

Curriculum

# *Handbook*

GOLDEN GROVE HIGH SCHOOL

2024 – Year 8



Respect – Equality – Pride – Integrity – Resilience

“Success for all”



Government of South Australia  
Department for Education

# 2024 Golden Grove High School Year 08 Curriculum Handbook

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# Year 08 Compulsory Subjects

## Global Perspectives

<b>Subject</b> <b>Learning Area</b> <b>Career Chart</b> <b>Course Outline</b>	Global Perspectives	Year Level	08
	English & HaSS		
	<a href="#">English &amp; Social Sciences</a>	Length	Full year
	<p>This course is an integrated approach to the disciplines of English, History, Geography, Civics &amp; Citizenship and Economics &amp; Business. Students will study these disciplines through working as a Global Citizen and enacting social action, developing their general capabilities and learner dispositions.</p> <p>Students will develop skills in language, literature and literacy throughout this integrated approach. The English component is inclusive of a diverse variety of literature through a combination of shared and individual studies on:</p> <ul style="list-style-type: none"> <li>• <b>Novels</b></li> <li>• <b>Films</b></li> <li>• <b>Poetry and/or Drama productions (Poetry in Action)</b></li> <li>• <b>Intertextual Study</b></li> </ul> <p>Language and literacy are explicitly developed through targeted functional English lessons through the Pearson Grammar books, as well as through independent reading and the feedback cycle. Students' language skills and literacy skills are further developed through the integrated approach of the two learning areas, specifically through the genre writing which has been mapped to align to the HaSS topics.</p> <p>Students will use a model of inquiry to develop a depth of knowledge and understanding about the following inquiry questions:</p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• How did societies change from the end of the ancient period to the beginning of the modern age?</li> <li>• What key beliefs and values emerged, and how did they influence societies?</li> <li>• What were the causes and effects of contact between societies in this period?</li> <li>• What were the perspectives of people from the time?</li> <li>• Which significant people, groups and ideas from this period have influenced and shaped the world today?</li> <li>• How and why have historians interpreted this period differently?</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• How do environmental and human processes affect the characteristics of places and environments?</li> <li>• How do the interconnections between places, people and environments affect the lives of people?</li> <li>• What are the consequences of changes to places and environments, and how can these changes be managed?</li> </ul> <p><b>Economics &amp; Business</b></p> <ul style="list-style-type: none"> <li>• How do markets influence decision-making about the allocation of resources to the production of goods and services?</li> <li>• How do businesses develop or adapt to opportunities in the market and changes in the workplace?</li> <li>• What is the role of Australia's taxation system and how does it support individuals and business?</li> <li>• Why are financial planning and budgeting important processes for individuals and businesses?</li> </ul> <p><b>Civics &amp; Citizenship</b></p> <ul style="list-style-type: none"> <li>• What is the role and impact of elections and political parties in Australian democracy?</li> <li>• How can citizens shape and influence Australia's political system?</li> <li>• How are laws made and applied in Australia?</li> <li>• What different perspectives are there about national identity?</li> </ul>		

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<b>Topics Included</b>	<p><b>Semester 1</b></p> <p><b>Film Study</b> - Shared class films are appropriately selected to explore film and the ways in which a director shapes and influences audiences to impact or entertain them. The film is chosen to be integrated with the Civics &amp; Citizenship course.</p> <p><b>Poetry in Action</b> - this whole-of-year-level event sees the performers come from NSW's Poetry In Action troupe to combine drama and poetry for a unique production. Students can experience and respond to the importance of performance and spoken words.</p> <p><b>Medieval Europe Historical Inquiry + Narrative</b> – The transformation of the Ancient World to the Early Modern World and the significance of individuals, events and ideas on society.</p> <p><b>Landforms &amp; Landscapes + Descriptive Writing</b> – The Geomorphic processes which shape the world we live in and human influence on their natural processes.</p> <p><b>Civics &amp; Citizenship + Media Study</b> – The important role of citizens in Australia's democracy and the ways in which laws are changed.</p> <p><b>Semester 2</b></p> <p><b>Novel</b> - Shared class novels are appropriately selected to explore narrative structures and the way in which authors shape and influence audiences to impact or entertain them.</p> <p><b>Intertextual Study</b> - this comparative study will be designed by teachers throughout the course, whether through the Independent Reading Program or Poetry to explore the influence of texts and their interrelationship to other texts.</p> <p><b>Spanish Conquest of the America's OR Shogunate Japan + Source Analysis</b> – The significant role of culture, language, religion and ideas in the development of an empire and the political, social and economic impacts of these Empires.</p> <p><b>Changing Nations + Information Report</b> – The reasons for and impacts of internal and international migration, including urbanisation and the changing distribution of populations and settlements.</p> <p><b>Economics &amp; Business + Persuasive</b> – The ways in which businesses respond to changes in the market and how markets influence decisions about the allocation of resources.</p>
<b>Assessment</b>	<p><b>Summative Assessments will include:</b></p> <ul style="list-style-type: none"> <li>• Historical inquiry</li> <li>• Source analysis</li> <li>• Field work</li> <li>• Information reports</li> <li>• Social action</li> <li>• Novel study</li> <li>• Film study</li> <li>• Poetry Creation and Analysis</li> <li>• Transforming text response</li> <li>• Comparative Study</li> </ul> <p><b>Please note a key difference is that formative assessment (for example bookwork) is used to inform these summative pieces which contribute to the semester grades.</b></p>
<b>Additional Cost</b>	<p>COST: \$10</p> <p>English subject charge (compulsory):</p> <ul style="list-style-type: none"> <li>• \$10 for performances</li> </ul>
<b>Recommendation /Prerequisites</b>	<p>Nil</p>

# Year 08 Compulsory Subjects

## STEM

<b>Subject</b>	<b>STEM</b>	<b>Year Level</b>	<b>08</b>
<b>Learning Area</b>	Mathematics and Science		
<b>Career Chart</b>	<a href="#">Many areas</a>	<b>Length</b>	Full year
<b>Course Outline</b>	<p>Students will complete a full year of both Science and Mathematics, with the integration of a STEM project once a semester.</p> <p>Students will use the Maths Pathway program for the mathematical component of this subject. Maths Pathway at Year 7 and 8 combines a range of teaching methods and classroom practices with an online learning environment to support individualised learning for each student. Students participate in individual work, teacher-led group work and open-ended whole class rich learning. Technology is used to provide every student with their own personalised program of learning, made up from the mathematics they need to learn in order to continue to make the most growth.</p> <p>Students in Science cover the general science topics of Earth and Space Science, Biological Sciences, Chemical Sciences and Physical Sciences. Students will cover the Australian Curriculum for both Science and Mathematics.</p>		
<b>Topics Included</b>	<p>Science topics include:</p> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Structure and function: organ and body systems</li> <li>• Elements, compounds and mixtures</li> <li>• Physical and chemical changes</li> <li>• Rock cycle</li> <li>• Plate tectonics</li> <li>• Energy</li> </ul> <p>Mathematics topic included:</p> <ul style="list-style-type: none"> <li>• Real Numbers</li> <li>• Decimals and Percentages</li> <li>• Index laws</li> <li>• Linear Expressions and Functions</li> <li>• Probability</li> <li>• Measurement</li> <li>• Rates and Ratio</li> <li>• Pythagoras' Theorem</li> <li>• Similarity and Congruence</li> <li>• Three-dimensional coordinate systems</li> <li>• Statistics</li> </ul>		
<b>Assessment</b>	<p>Students will be assessed in both formative and summative tasks across both Math and Science.</p> <p>In Science, assessment tasks will include end of topic tests, Science as a human endeavour (inquiry-based) tasks, and practical based investigations. Maths Pathway assessment will be based on regular fortnightly tests, rich learning tasks and mathematical investigations. Whole-class rich learning tasks and investigations provide</p>		

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	<p>students with opportunities to think like mathematicians, engaging in problem solving, reasoning, creative thinking, reflection and discussion. Through these tasks, students develop important real-world capabilities like resilience, taking calculated risks, willingness to experiment and explore, learning from mistakes and understanding other viewpoints.</p> <p>Once a semester, students engage in a STEM project. The purpose of the STEM project is to utilise the skills and knowledge learnt in science, technology, and mathematics. Students work collaboratively to plan an investigation which involves the creation of a solution to a real-world problem. Fields of investigation can be teacher directed or open and may include areas of interest such as humanitarian engineering or agricultural science.</p>
<b>Additional Cost</b>	<p>\$30 for Education Perfect (an online learning tool)</p> <p>\$40 Maths Pathway program (compulsory). Students also require a scientific calculator (the Casio fx 82AU PLUS is recommended, \$22 GST incl)</p>
<b>Recommendation /Prerequisites</b>	<p>Completion of Year 7 Science and Mathematics</p>



# Year 08 Compulsory Subjects

## Languages

Students will choose either Spanish or Japanese

<b>Subject</b>	Japanese	<b>Year Level</b>	08
<b>Learning Area</b>	Languages		
<b>Career Chart</b>	<a href="#">All charts</a>	<b>Length</b>	Full year
<b>Course Outline</b>	<p>Languages are a critical part of the school curriculum. Study of a second or even third language fosters multiple dispositions including improved critical thinking, reasoning, reflection, conceptualising, problem solving, plus improved written and oral communication in students first language. Students become creative, confident active individuals and informed citizens able to develop relationships across cultures due to deeper understanding of cultures other than their own. Study of the structure of the Japanese language both written and spoken develops a deeper understanding and skills in English.</p> <p>Students' textual knowledge developed through study of Japanese supports development of English literacy learning including analysing, comparing, and reflecting on how language is structured. Through exploration of Japanese culture, they develop empathy and intercultural understanding.</p>		
<b>Topics Included</b>	<p>Topics may include:</p> <ul style="list-style-type: none"> <li>• Teenage culture in Australia and Japan</li> <li>• Geography of Australia and Japan</li> <li>• The Japanese writing system (Hiragana and basic Kanji)</li> <li>• Japanese food/dishes</li> <li>• Introducing self and friends</li> <li>• Family</li> <li>• My town</li> <li>• My week (after-school activities, likes and dislikes)</li> <li>• Japanese traditional and pop culture</li> </ul>		
<b>Assessment</b>	<p>Assessment will consist of a range of formative and summative tasks within the strands of communicating and understanding.</p> <p>Assessment will include written, spoken and multi-modal tasks where students demonstrate their growing understanding of Japanese culture and language.</p>		
<b>Additional Cost</b>	<p>\$30 for workbook \$30 Education Perfect</p>		
<b>Recommendation /Prerequisites</b>			

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# Year 08 Compulsory Subjects

Students will choose either Spanish or Japanese

<b>Subject</b> <b>Learning Area</b> <b>Career Chart</b> <b>Course Outline</b>	<b>Spanish</b>	<b>Year Level</b>	08
	Languages		
	<a href="#">All areas</a>	<b>Length</b>	Full year
	<p>Languages are a critical part of the school curriculum. Study of a second or even third language fosters multiple dispositions including improved critical thinking, reasoning, reflection, conceptualising, problem solving, plus improved written and oral communication in students first language. Students become creative, confident active individuals and informed citizens able to develop relationships across cultures due to deeper understanding of cultures other than their own.</p> <p>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.</p>		
<b>Topics Included</b>	<p>The main topics centre around communication about personal information, family and town as well as completing a cross-curricular unit.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> <li>• Personal life</li> <li>• School life</li> <li>• Family/pets</li> <li>• Town</li> <li>• Hobbies</li> <li>• History and culture of Spain and 2 Spanish speaking countries including USA</li> <li>• Cultural celebrations</li> <li>• Music (traditional and modern)</li> <li>• Describing words</li> <li>• Introducing self and others</li> <li>• Money</li> </ul>		
<b>Assessment</b>	<p>Assessment will consist of a range of formative and summative tasks within the strands of communicating and understanding.</p> <p>Assessment will include written, spoken and multi-modal tasks where students demonstrate their growing understanding of Spanish culture and language.</p>		
<b>Additional Cost</b>	\$30 Education Perfect		
<b>Recommendation /Prerequisites</b>			

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<b>Subject</b>	<b>English as an Additional Language or Dialect (EALD)</b>	<b>Year Level</b>	08
<b>Learning Area</b>	Languages / EALD		
<b>Career Chart</b>	<a href="#">Languages English</a>	<b>Length</b>	Full Year
<b>Course Outline</b>	For those who come to the study of English as an additional language or dialect, this subject supports development in oral and written skills. This course will develop communicative competence in written and spoken English, particularly in preparation for senior school and future employment opportunities. <b>This course is available to students previously identified as learning English as an Additional Language or Dialect.</b>		
<b>Topics Included</b>	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.		
<b>Assessment</b>	Assessment is based on the completion of a range of tasks including both: <ul style="list-style-type: none"> <li>Formative tasks</li> <li>Summative tasks</li> </ul> in multiple formats including multi-modal		
<b>Additional Cost</b>	Education Perfect \$30.00		
<b>Recommendation /Prerequisites</b>	Nil		

# Year 08 Compulsory Subjects

## Health and Physical Education

Subject Learning Area Career Chart Course Outline	Healthy Lifestyles	Year Level	08		
	Health and Physical Education				
	Physical Education	Length	Full year		
	<p>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 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.</p> <p>In the Health 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.</p>				
Topics Included	<p><i>Practical Topics:</i></p> <table><tr><td><b>Semester 1:</b> Athletics Badminton Netball Lifestyle Fitness Hockey</td><td><b>Semester 2:</b> Volleyball Footy Codes Indigenous &amp; Multicultural Games Softball Choice Topic</td></tr></table>			<b>Semester 1:</b> Athletics Badminton Netball Lifestyle Fitness Hockey	<b>Semester 2:</b> Volleyball Footy Codes Indigenous & Multicultural Games Softball Choice Topic
	<b>Semester 1:</b> Athletics Badminton Netball Lifestyle Fitness Hockey	<b>Semester 2:</b> Volleyball Footy Codes Indigenous & Multicultural Games Softball Choice Topic			
<p><i>Theory Topics:</i></p> <ul style="list-style-type: none"><li>• Health Benefits of Physical Activity- Exploration of the National Physical Activity Guidelines and how physical activity can benefit people regarding their physical, mental, social and spiritual health.</li><li>• Alcohol and Vaping- Developing understanding of the ways that alcohol and vaping affects the body and the health implications of these behaviours</li><li>• Sexual Health- Build on knowledge of relationships from Year 7 and explore a range of sexual health topics</li><li>• Food &amp; Nutrition- Develop an understanding of the importance of a healthy diet and how to make positive nutritional choices</li></ul>					
Assessment	Assessment will be based on both practical and theory tasks aligned to the Australian Curriculum				
Additional Cost	Nil				
Recommendation /Prerequisites	This is a compulsory Year 8 course				

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## Year 08 'by recommendation' Subjects

### Mathematics

#### BY RECOMMENDATION

Subject	Maths Foundation	Year Level	08
Learning Area	Mathematics		
Career Chart	<a href="#">Mathematics</a>	Length	Full year
Course Outline	<p>Students will be placed in the Foundation class <b>based on recommendations</b> and special needs testing. <b>Students must have a One Plan or IEP.</b></p> <p>Students will use the Maths Pathway program for the mathematical component of this subject. Maths Pathway at Year 7 and 8 combines a range of teaching methods and classroom practices with an online learning environment to support individualised learning for each student. Students participate in individual work, teacher-led group work and open-ended whole class rich learning. Technology is used to provide every student with their own personalised program of learning, made up from the mathematics they need to learn in order to continue to make the most growth.</p>		
Topics Included	<p>Topics will include:</p> <ul style="list-style-type: none"> <li>• Real numbers</li> <li>• Money and financial mathematics</li> <li>• Patterns and algebra</li> <li>• Using units of measurement</li> <li>• Linear and non-linear relationships</li> <li>• Geometric reasoning</li> <li>• Chance</li> <li>• Data representation and interpretation</li> </ul>		
Assessment	<p>Maths Pathway assessment will be based on regular fortnightly tests, rich learning tasks and mathematical investigations. Whole-class rich learning tasks and investigations provide students with opportunities to think like mathematicians, engaging in problem solving, reasoning, creative thinking, reflection and discussion. Through these tasks, students develop important real-world capabilities like resilience, taking calculated risks, willingness to experiment and explore, learning from mistakes and understanding other viewpoints.</p>		
Additional Cost	<p>\$40 Maths Pathway program (compulsory). Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl.)</p>		
Recommendation /Prerequisites	<p><b>Students must have a One Plan or IEP.</b></p>		

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## English

### BY RECOMMENDATION

Subject	English Foundations	Year Level	08
Learning Area	English		
Career Chart	<a href="#">English</a>	Length	Full year
Course Outline	This is for students that have either a <b>One Plan</b> or an <b>Individual Education Plan</b> . 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.		
Topics Included	Topics included in this course: <ul style="list-style-type: none"> <li>• Functional Literacy</li> <li>• Spelling, Grammar</li> <li>• Creative Writing</li> <li>• Reading a variety of texts</li> <li>• Report Writing</li> <li>• Resume Writing</li> <li>• Application Writing</li> </ul>		
Assessment	Assessment consists of: <ul style="list-style-type: none"> <li>• Text Analysis 50%</li> <li>• Text Production 50%</li> </ul>		
Additional Cost	Nil		
Recommendation /Prerequisites	<b>Students will undertake a modified program to cater for individual literacy needs. Identified students will have either a One Plan or an Individual Education Plan.</b>		

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## Health and Physical Education

### BY RECOMMENDATION

Subject	Health and Physical Education Special Focus Touch Football	Year Level	08
Learning Area	HPE		
Career Chart	<a href="#">Physical Education</a>	Length	Full year
Course Outline	<p>This course allows students to develop their skills and knowledge of the sport of Touch Football. This course is available by invitation only, with students selected through a trial process (from Year 7 in 2022). <b>24 students will be selected and be placed in this class.</b> Students engage in an alternative Health and Physical Education course. Students selected will participate in two significant units throughout the year focussing on aspects of Touch Football. In the Health 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.</p>		
Topics Included	<p><i>Practical Topics:</i></p> <p>The practical component of the course focuses primarily on the development of a range of knowledge, understanding and skills specific to Touch Football. This will include areas such as:</p> <ul style="list-style-type: none"> <li>• Skill development: Catching &amp; Passing, Roll Balls/Taps, Effecting the touch/Making the touch</li> <li>• Gameplay and tactical development: Development of team and individual offensive and defensive strategies, field positioning and transitioning in both offence and defence</li> <li>• Fitness development: Knowledge and understanding of fitness factors required for successful performance, participation in aerobic and anaerobic fitness building exercises.</li> </ul> <p><i>Theory Topics:</i></p> <ul style="list-style-type: none"> <li>• Health Benefits of Physical Activity- Exploration of the National Physical Activity Guidelines and how physical activity can benefit people regarding their physical, mental, social and spiritual health.</li> <li>• Alcohol and Vaping- Developing understanding of the ways that alcohol and vaping affects the body and the health implications of these behaviours Sexual Health- Build on knowledge of relationships from Year 7 and explore a range of sexual health topics Food &amp; Nutrition-</li> <li>• Develop an understanding of the importance of a healthy diet and how to make positive nutritional choices</li> </ul>		
Assessment	Assessment will be based on both practical and theory tasks aligned to the Australian Curriculum		
Additional Cost	There is an expectation that students will participate in State-wide Knockout and VISTA Carnivals, which will incur excursion costs.		
Recommendation /Prerequisites	Nil		

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### BY RECOMMENDATION

<b>Subject</b>	<b>Health and Physical Education</b> <b>Special Focus Girls AFL</b>	<b>Year Level</b>	08
<b>Learning Area</b>	HPE		
<b>Career Chart</b>	<a href="#">Physical Education</a>	<b>Length</b>	One Semester
<b>Course Outline</b>	This course allows students to develop their skills and knowledge of the sport of Australian Football. This course is available by <b>invitation only</b> , with students selected through a trial process (from Year 7 in 2022). 24 girls will be selected and be placed in this class.		
<b>Topics Included</b>	<p>The practical component of the course focuses primarily on the development of a range of knowledge, understanding and skills specific to AFL Football. This will include areas such as:</p> <ul style="list-style-type: none"> <li>• Skill development: <ul style="list-style-type: none"> <li>○ Kicking, marking, groundballs and handball development</li> <li>○ Application of skills to game situations</li> <li>○ Performing skills under game like pressure</li> </ul> </li> <li>• Gameplay and tactical development: <ul style="list-style-type: none"> <li>○ Development of team and individual offensive and defensive strategies and structures.</li> <li>○ Field positioning and transitioning in both offence and defence</li> </ul> </li> <li>• Fitness development: <ul style="list-style-type: none"> <li>○ Knowledge and understanding of fitness factors required for successful performance</li> <li>○ Participation in aerobic and anaerobic fitness building exercises</li> </ul> </li> <li>• Umpiring and officiating training: <ul style="list-style-type: none"> <li>○ Effective positioning &amp; Effective decision making</li> </ul> </li> </ul> <p>The theory component of this course focuses on developing an understanding of:</p> <ul style="list-style-type: none"> <li>• How Identities and Cultures are a source of strength and resilience for Aboriginal Peoples and Torres Strait Islander Peoples.</li> <li>• The different types of racism, myths and subtleties of racism, and linking these concepts back to the booing of Adam Goodes during his playing days.</li> <li>• How participation in Australian Rules Football can provide a sense of purpose and direction for young people recovering from the traumas of the refugee experience or the impact of racism. As well as promoting ethnic and cultural harmony and stronger communities.</li> <li>• How to train with intention and implement strategies to effectively prepare your mind and body for matches and training. How to effectively use the following strategies to prepare: mindfulness, nutrition, sleep, visualisation, mindset, feedback, goal setting, injury prevention, fitness and strength programs, hydration etc.</li> <li>• Individual fitness analysis and goal setting to improve performance output.</li> <li>• How to embrace and establish a football teams culture of tolerance, diversity, inclusion and equality for all, and the impacts these values, or lack thereof can have on a community (such as a sports club or team).</li> <li>• How effective individual development plans facilitate self-reflection and encourage students to take ownership of their own journey in the game. How to use an IDP to help them to develop as both players and people.</li> <li>• Developing self-awareness, self-reflection, personal and social skills to establish and maintain respectful relationships and promote safety and fair play.</li> </ul>		
<b>Assessment</b>	Assessment will be based on both practical and theory tasks aligned to the Australian Curriculum		
<b>Additional Cost</b>	There is an expectation that students will participate in State-wide Knockout and VISTA Carnivals, which will incur excursion costs.		
<b>Recommendation /Prerequisites</b>			

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# Year 08 Choice

## The Arts

Students will select one semester of the following (except those in the SE Dance program)

Subject	Special Interest Dance (Special Entry)	Year Level	08
Learning Area	The Arts		
Career Chart	<a href="#">Performing Arts</a>	Length	Full year
Course Outline	<p>Students will be involved in refining and extending their compositional skills, dance technique and performing. Dance appreciation will include safe dance practices, history and dance styles, stagecraft and contemporary issues in Dance.</p> <p>Full details regarding this course are outlined in the Special Interest Dance brochure. Application and entry to this course is by audition only.</p> <p>Appropriate clothing will be required. Black leggings and a t-shirt are recommended. Performance component <b>will</b> require evening attendance.</p>		
Topics Included	<p>Topics students will cover in this course include:</p> <ul style="list-style-type: none"> <li>• History of Dance</li> <li>• Composition</li> <li>• Performance</li> <li>• Technique</li> </ul>		
Assessment	<p>Assessment for the year as follows:</p> <ul style="list-style-type: none"> <li>• Performance 25%</li> <li>• Reflection 25%</li> <li>• Analysis 25%</li> <li>• Composition 25%</li> </ul>		
Additional Cost	Nil		
Recommendation /Prerequisites	<p><b>*Students who have completed the Year 7 Special Interest Dance course may continue in Year 8. Other interested students may audition to secure a place in this course.</b></p> <p>This course is a prerequisite for Year 9 Special Interest Dance or can lead to general Year 9 Dance.</p>		

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Students will select one semester of the following (except those in the SE Dance program)

Subject Learning Area Career Chart Course Outline	Drama	Year Level	08
	The Arts	SACE Credits	Nil
	<a href="#">Performing Arts</a>	Length	2 Semester
Topics Included	<p>This course focuses on skill development for performance, stage craft, the history of Drama and distinctive styles of Drama over time.</p> <p>Students will contribute and participate in small group or full class performances for invited audiences. Focus in all areas will be on the student as both a performer and a spectator. The course may culminate in a class production.</p> <p>Written assessment includes responding and reviewing live and recorded performances, directed research, script interpretation and an introduction to scripting.</p>		
	<p>In this course, students will learn skills in the following areas:</p> <ul style="list-style-type: none"> <li>• movement</li> <li>• voice</li> <li>• improvisation</li> <li>• basic stagecraft</li> <li>• script writing</li> <li>• study of a theatrical historical period</li> <li>• performance</li> </ul>		
	<p>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.</p>		
Assessment	Nil		
Additional Cost Recommendation /Prerequisites	<p>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.</p>		

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## 2024 Golden Grove High School Year 08 Curriculum Handbook

<b>Subject</b>	<b>Dance</b>	<b>Year Level</b>	08
<b>Learning Area</b>	The Arts		
<b>Career Chart</b>	<a href="#">Performing Arts</a>	<b>Length</b>	One Semester
<b>Course Outline</b>	Students will be involved in composition tasks, performance and developing appropriate dance technique.		
<b>Topics Included</b>	Dance appreciation will include <ul style="list-style-type: none"><li>• exposure to stage craft</li><li>• safe dance practices</li><li>• variety of dance styles</li></ul>		
<b>Assessment</b>	Assessment for the year as follows: <ul style="list-style-type: none"><li>• Performance 25%</li><li>• Reflection 25%</li><li>• Analysis 25%</li><li>• Composition 25%</li></ul>		
<b>Additional Cost</b>	Nil		
<b>Recommendation</b>	Appropriate clothing will be required. Black leggings and a t-shirt are recommended. Performance component will require evening attendance.		

## 2024 Golden Grove High School Year 08 Curriculum Handbook

Subject Learning Area Career Chart Course Outline	Music	Year Level	08
	The Arts	SACE Credits	Nil
	<a href="#">Music</a>	Length	One Semester
	<p>Take the opportunity to begin a journey as a contemporary creator in the world of musical performance and production. You will learn a musical instrument through instrumental lessons and experience the world of music-making via ensemble participation. Along the way explore music history and develop your knowledge of basic music theory.</p> <p>All students will have 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.</p> <p>INSTRUMENTS:</p> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Piano</li> <li>• Guitar</li> <li>• Bass</li> <li>• Drums</li> <li>• Saxophone</li> <li>• Trumpet</li> <li>• Trombone</li> </ul> <p>Please note that <b>keyboard, drums and vocal</b> are <b>not</b> available with instrumental lessons.</p> <p>Concert, Rock &amp; Choir Ensembles are open to all year levels.</p>		
Topics Included	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Undertake instrumental lessons</li> <li>• Participate in class ensemble</li> <li>• Cover music theory basics</li> <li>• Explore music history</li> </ul>		
Assessment	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Music in context theory basic review</li> <li>• Class ensemble participation</li> <li>• Curated playlist of Australian music history</li> <li>• Individual skills assessment</li> </ul>		
Additional Cost Recommendation /Prerequisites	<p>Instrumental hire fees may apply.</p>		

## 2024 Golden Grove High School Year 08 Curriculum Handbook

<b>Subject</b> <b>Learning Area</b> <b>Career Chart</b> <b>Course Outline</b>	<b>Art</b>	<b>Year Level</b>	08
	The Arts	<b>SACE Credits</b>	Nil
	<a href="#">Arts</a>	<b>Length</b>	One Semester
	This subject is designed for those students who enjoy creating visual based art that may include drawing, painting, sculpture, and printmaking.		
<b>Topics Included</b>	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.		
<b>Assessment</b>	Topics students will cover in this course include:		
	<ul style="list-style-type: none"><li>• Visual Elements</li><li>• Media/material exploration</li><li>• Practical skill development</li><li>• Art analysis skill development</li><li>• Reflection and evaluation of own artwork</li></ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Assessment as follows:		
	<ul style="list-style-type: none"><li>• Analysis</li><li>• Practical artmaking</li><li>• Visual Thinking/Evaluation</li></ul>		
<b>Additional Cost Recommendation /Prerequisites</b>			
	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.		

# Technologies Pathway

## Design and Technologies & Food Technologies

<b>Subject</b>	<b>Design and Technology and Food Technology</b>	<b>Year Level</b>	8
<b>Learning Area</b>	Technologies		
<b>Career Chart</b>	<a href="#">Food technologies</a> <a href="#">Metal work and Engineering Construction</a>	<b>Length</b>	1 Semester
<b>Course Outline</b>	<p>Students in year 8 will complete a semester course in Technologies.</p> <p>The semester will be split into two disciplines, 1 term of Food Technology and 1 Term of Design and Technology.</p> <p>Students will explain factors that influence technologies, they will create solutions to problems, students will also develop markers for success, students will create and adapt ideas apply project management skills and independently and safely participate within the learning area.</p>		
<b>Topics Included</b>	<p>Topics within Food Technologies include:</p> <ul style="list-style-type: none"> <li>• Kitchen Safety and Hygiene</li> <li>• Food Handling</li> <li>• Creating meals using the Australian Guide to Healthy Eating</li> <li>• Mexican and Australian food Comparison</li> <li>• Pastry</li> <li>• Australian Produce</li> </ul> <p>Topics within Design and Technologies include:</p> <ul style="list-style-type: none"> <li>• Computer Aided Design</li> <li>• Drawing and Developing</li> <li>• Workshop introductions</li> <li>• Workshop Safety</li> <li>• Safe Operating Procedures</li> <li>• Machine use</li> <li>• Woodwork Construction</li> </ul>		
<b>Assessment</b>	<p>Assessment within Food Technology includes:</p> <ul style="list-style-type: none"> <li>• Australian Guide to Healthy Eating Task</li> <li>• Using Technology in the Kitchen</li> <li>• Sustainability</li> <li>• Knife Skills</li> <li>• Pastry Skills</li> <li>• Practical Skills Evaluation</li> </ul> <p>Assessment within Design and Technology includes:</p> <ul style="list-style-type: none"> <li>• Computer Aided Design Skills Task</li> <li>• Computer Aided Design Creating Task</li> <li>• Practical Skills in a workshop setting</li> <li>• Sustainability</li> </ul>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	Nil		