



**GEE LONG
HIGH SCHOOL**

**Year 8
Curriculum
Handbook
2024**

Prepares us for Life.

WELCOME

The Geelong High School motto, Vitae Nos Parat, means We Are Preparing for Life. Our motto and school vision and values provide the basis for our comprehensive school curriculum.

At Geelong High School our curriculum programs and teaching are designed to prepare students for life and is delivered in a manner that supports and promotes the principles and practice of Australian democracy, including a commitment to elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association, and the values of openness and tolerance. We aim to provide a learning program that gives all students the opportunity to flourish. In this, we value each individual in our community and provide a positive, challenging learning environment that is also caring and respectful.

Learning at Geelong High School is designed to develop the full potential of all students, as well as pride, grit and purpose. We challenge students to be their best, to grow socially and intellectually and to fully prepare them as productive global citizens in an ever-changing society. Geelong High sees challenge, choice and motivation as key drivers of all Learning Programs, where students feel good about what they learn and their achievements, personal growth and successes.

The Geelong High School Learning Program offers a balanced and comprehensive curriculum based on the Victorian Curriculum delivered through Geelong High School's teaching and learning instructional framework. It also addresses the Curriculum Goals and Priorities as described in the current School Strategic Plan:

- To ensure that all students are challenged in their learning and are supported by appropriate learning and teaching programs so that they are able to maximise their learning potential
- To improve learning outcomes across all year levels through quality teaching, reliable assessment and responsive curriculum

We trust that this Handbook provides you with a valuable resource of information that, when combined with conversations with parents/carers, classroom teachers and school leaders, will enable you to choose a learning pathway that is right for you.

We wish you all the best as you prepare for life.



Davin Reid
Principal



Davin Reid
Principal



Julianna Garcia
Assistant Principal



Steven Brown
Assistant Principal



Andrew Mcconchie
Assistant Principal

Our Vision: Geelong High School is a positive and creative learning community that embraces its history and prepares students for life.

We are committed to: Developing caring and respectful relationships;
Empowering people to realise their potential through effort, responsibility and teamwork;
Building healthy, resilient and productive global citizens.

Our values: **RESPECT**
Responsibility, Effort, Service, Positivity, Excellence, Creativity, Teamwork

The Victorian Curriculum F-10

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. It is a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teacher to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F-10 is organised into Learning Areas. At Geelong High School this means that students are taught by specialised subject teachers in English, Maths, Science and Humanities, alongside a wide range of Art and Technology subjects from Year 7 through to the Senior Years.

The design of the Victorian Curriculum:

Learning Areas

The Arts

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Visual Communication Design

English

Health and Physical Education

The Humanities

- Civics and Citizenship
- Economics and Business
- Geography
- History

Languages: Japanese

Mathematics

Science

Technologies

- Design and Technologies
- Digital Technologies (STEM)
- Food

THE YEAR 8 PROGRAM

In Year 8 subjects build breadth and depth of academic experience and ensure development and extension in the core subjects as well. English, Humanities, Science, Health and Physical Education (HAPE) and Mathematics are taught by specialised teachers in lessons dedicated to that subject. Japanese continues to be compulsory for all students until Year 9. In Year 8 at Geelong High School students also have a core Literacy session each week where they study key literacy skills such as Spelling, Grammar, Writing and Reading skills. Through Home Group sessions once per week, students further build relationships with their peers and develop their awareness of themselves as learners and members of the school community. Year 8 students must complete all core subjects and choose four Art or Technology subjects.

Weekly Year 8 Core Program

English	Maths	Science	Humanities	Health and PE	Languages: Japanese	Literacy	Home Group
4 Lessons	4 Lessons	3 Lessons	3 Lesson	3 Lessons	2 Lessons	1 Lesson	1 Lesson

Arts and Technology Electives

In Year 8 students choose from these subjects as electives. They will have four lessons per week in each elective they choose, and each subject runs for one term.

Visual Arts

Art Marking and Exhibiting

Visual Communication and Design

Performing Arts

Dance

Drama

Music

Technology

Foods

Product Design – Wood

STEM: Science Technology, Engineering and Mathematics

Elective Selection Process

Year 8 electives are selected in Term 4 during Home Group time. Students need to choose one from each of the domains of Visual Arts (Art or Design), Performing Arts (Dance, Music, Drama) and Technology (Foods, Product Design, STEM), and 1 free choice. Whilst students are given this choice it is important to recognise that they will be asked to provide some back up subjects as well as almost all students cannot be allocated their top four due to timetable constraints.

YEAR 8 – CORE SUBJECTS

YEAR 8 MATHEMATICS

At the Year 8 level, students build on the fundamental Mathematical skills developed in their previous years of schooling. All students have the opportunity to improve their abilities in the following topics:

- Measurement
- Geometry
- Real Numbers – fractions, decimals, percentages and ratios
- Statistics and Probability
- Linear Relationships
- Patterns and Algebra
- Integers and Index Laws

Students will make use of the resources available to them at school and within the region. They will also use technology to assist their learning, using programs such as MathSpace and Essential Assessment to further develop their skills. Students will also develop their calculator skills to assist their improvement in Maths. Assessments are performed using a range of measures, such as tests, problem solving activities and Essential Assessment pre and post assessment tasks.

YEAR 8 HAPE – HEALTH & PHYSICAL EDUCATION

This compulsory Year 8 course is allocated 5 periods each week and is studied for the school year. The course is divided into a single period of Health and two double periods of Physical Education and Sport each week.

The Health course focuses on topics derived from the Victorian Curriculum such as the benefits of physical activity, harm minimisation and the changes occurring during adolescence.

Students will also involve themselves in two double periods of practical activity each week. The major focus in Year 8 Physical Education is on the development and improvement of skills learned the previous year. Emphasis continues to be based on participation and encouraging students to complete activities to the best of their ability. Students will participate in sports such as athletics, football, netball, basketball and table tennis, to name a few. They will also participate in a block of swimming usually in Term 3, and work on improving their own personal fitness.

YEAR 8 LANGUAGE: JAPANESE

In Year 8 Japanese, students expand upon their knowledge of Japanese culture learning about food, traditional sports such as sumo wrestling, 'matsuri' or annual festivals and the shinkansen bullet trains of Japan. Students will work towards becoming proficient at the Hiragana writing system as well as be introduced to the Katakana and Kanji symbols.

YEAR 8 HUMANITIES

In Year 8 Humanities, students will build on the skills developed in Year 7. In Civics and Citizenship students will examine the responsibilities and freedoms of citizens and how citizens can participate in Australia's democracy. In Geography, students will investigate different types of landscapes, how landforms are changed by natural processes and the impact of human activity. In History the students will learn to sequence significant events in chronological order and create open ended questions. The students will investigate, analyse and evaluate historical sources. In Economics the students explain the rights and responsibilities of consumers and businesses and describe the characteristics of entrepreneurs and successful businesses.

YEAR 8 SCIENCE

In Year 8 Science, students continue the development of their skills in science inquiry. In Biology, they study cells and learn how to use a light microscope. They explore Body Systems, including the structure and function of the skeletal, muscular and cardiovascular systems. In Chemistry, students examine elements, compounds and mixtures and how changes can be classified as physical or chemical. They plan and conduct chemical experiments and investigate reaction rates. Students explore different forms of energy and energy transformations. They examine different rock types and how they are formed as part of the Rock Cycle.

YEAR 8 ENGLISH

This unit extends students' language, literature and literacy knowledge, understanding and skills from Year 7. Text and issues allow students to learn across the three interrelated strands of Reading and Viewing, Writing and Speaking and Listening. Through the reading, viewing and creation of a variety of texts, students will explore themes and issues such as culture, societal values, conflict and relationships. Common Assessment Tasks include:

- Analytical Interpretation
- Analysing Argument
- Presenting Argument (speeches)
- Crafting and Creating Texts

Students in Year 8 also spend one lesson a week working on foundational Literacy skills such as written complexity, grammar and vocabulary.

YEAR 8 LITERACY

In Year 8 Literacy, a single dedicated Literacy session each week with their English Teacher, students work explicitly on core skills and knowledge including the etymology of words, spelling and vocabulary, writing skills and reading skills. They also work on foundational and extension grammar and conventions of language skills using the student workbook from Insight: Practise and Achieve. Students will also develop their comprehension, inference and reading to learn skills through modelled reading, engagement with the library and the Reading Plus platform.

YEAR 8 – ELECTIVES

YEAR 8 ARTS

ART MAKING AND EXHIBITION

Students will make and respond to artworks independently and with their classmates. They will use and apply appropriate visual language and visual conventions, building upon their knowledge from Year 7. They will complete art works with a view to exhibiting their work to the public in an appropriate manner. They will design, create and evaluate visual solutions to selected exhibition themes. They will develop an appropriate vocabulary for use when discussing art works. They will continue to develop a knowledge of the various principles and elements of art and design.

DANCE

The Year 8 elective Dance falls under the Art/Tech rotation. Students will participate in 10 weeks of Dance studies. Building upon their knowledge from Year 7 Dance, students will further develop their skills in technique and choreography. As they respond to dance, students explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance. They evaluate choreographers' intentions and expressive skills in dances they view and perform. They explore choreography at a deeper level, as they create and perform dance works with specific style, form and intention.

DRAMA

This term-long study revises and builds upon the practices learned in Year 7 Drama while playing in a safe, accepting and non-judgemental environment. Story and character are developed through workshop stimulus, sharing stories and ideas, improvising, and scriptwriting. Students learn to use impulse to embody ideas and feelings and to explore both naturalistic and non-naturalistic theatre. They expand their use of the dramatic elements, in particular time, space, movement, symbol and mood. Students are introduced to voice production and incorporate text in poetic and narrative ways. Students are expected to participate in all development work as they prepare to perform solo and as part of an ensemble.

MUSIC

In Year 8 Music, students explore approaches to composition and performance. Students make use of Music Technology to experiment with and create music for film. Students also rehearse and perform popular music of their choice in a group setting. Throughout the term, students gain experience in using compositional software, as well as performing on a number of instruments. Year 8 Music is suitable for students with any level of experience and opportunities are offered for beginners as well as those who are already experienced in one or more instruments.

VCD VISUAL COMMUNICATION & DESIGN

Year 8 Design builds on the skills and knowledge taught in Year 7 Design. Students will be introduced to technical drawing, rendering, design elements and principles and the design process. The unit is a practical subject that identifies problem-solving using graphic techniques, with students developing imaginative solutions to set tasks. Students experiment with different materials, techniques, media and equipment. All work is presented in the form of a folio.

This unit uses graphic techniques for the training of visual literacy in students. Students will be introduced to technical drawing, rendering, design elements and principles and the design process. Student development is fostered by projects that experiment with different materials, techniques, media and equipment. The unit is a practical subject that identifies problem-solving using graphic techniques, with students developing imaginative solutions to set tasks. All work is presented in the form of a folio.

YEAR 8 TECHNOLOGY

FOODS

In Foods, students develop their cooking skills through producing a range of modern cafe-style recipes that can be made in the home. During the production process students learn to effectively and safely use a broad range of materials, ingredients, tools, equipment and techniques to produce food products. Students use criteria for success to evaluate their products.

PRODUCT DESIGN WOOD

This unit is designed for students who have had some limited experience with materials - wood technology. Students will develop an understanding of the design process by constructing simple models using timber products. They will develop “working drawings” whilst considering all safety aspects and develop work-plans to construct their models. Students will learn to master the use of hand tools and simple wood construction techniques. They will produce several practical projects such as a pencil case and carry tray.

STEM – SCIENCE TECHNOLOGY ENGINEERING AND MATHS

In this term long subject, students will extend their knowledge to create more complex spreadsheets and slideshows using Google Docs. They will learn more about block-based coding and extend this to a text-based programming language. They will continue to learn about and apply the principles of the ‘Engineering Process’ and work in teams to complete a project involving the building of a maze, then coding Sphero’s to travel through these mazes. They will also apply their coding skills to get Drones to complete a variety of tasks. As part of this course, students will also travel out to the Geelong Tech School to undertake a program involving VR.

YEAR 8 KEY INFORMATION

Assessment in Year 8

Students will participate in a variety of assessment practices and tasks. Across years 7-10 Geelong High School operates continuous assessment through Compass. In Compass, families and students can see specific feedback on all Learning Tasks in all their subjects. These assessments are known as Common Assessment Tasks (CATs) across the school, and all are in line with the Victorian F-10 Curriculum. Most assessments at Geelong High School are completed with a pen and paper in timed conditions, from which teachers and students derive short and long-term learning goals.

Throughout the semester, parents and carers will receive updates as to how their child is progressing through the Learning Tasks in Compass, Progress Reports and Parent Teacher Interviews. Semester Reports will provide a more comprehensive overview of student learning and development at the end of each semester.

Homework

All students at Geelong High School receive regular homework across all their subjects to help support learning and develop strong, independent learning and study skills. Extra support with homework is available each Wednesday after school in the Year 7 and 8 Homework Support Session. Teachers are on hand to support students in these sessions. Please see our website for more information on our school Homework Policy. All students must purchase a school diary to help them organise and prioritise their homework.

BYOD Program

The purpose of this program is to allow students to thrive as global citizens in the 21st Century. This program runs across years 7 to 12, and it requires students to bring a digital device which they feel best suits their learning although it cannot be a Chromebook or Android device. Students are able to collaborate with their peers and access a range of learning resources using their device, including electronic text books, online resources, learning platforms such as Education Perfect, Essential Assessments and Reading Plus, and the Google Workspace for Education Fundamentals suite of learning tools. Google tools are regularly used by teachers to enhance learning through Google Classroom and Google Drive as well. It is a school requirement that all students have a charged device for every lesson. There are longer term loan devices available to families although numbers are limited.

Booklists and Curriculum Contribution Charges

Subjects regularly provide essential resource collections to students in order to support their learning. To assist with keeping these resources up to date and available to students, there is a Curriculum Student Learning Bundle charge associated with each unit. Materials charges, subscriptions charges, stationery requirements, planned activities and other approximate costs for each unit are outlined in the handbook and are correct at the time of publication but may vary. Financial assistance and payment plans are available for families who should contact the front office if need be.

Activity Costs

Many units are enhanced through student participation in special activities including excursions, camps, guest speakers and special performances. Indicative costs of these planned activities are listed on the Resource/Materials Charge for each year level.

The detailed information regarding activities including parental approval and final costs will be distributed by the classroom teacher as appropriate throughout such units. The Camps Sports and Excursions Fund (CSEF) payment may assist with the costs related to activities identified.

TEACHERS WITH RELEVANT LEADERSHIP RESPONSIBILITIES

Curriculum Leaders	Mr Lachlan Envall Ms Trudy Cameron Ms Kelly Montano Ms Lauren Chapman	Years 7 - 9 Years 10-12 Literacy Coordinator Numeracy Coordinator
English	Ms Vanessa Shipp (7-12)	
Mathematics	Ms Lauren Chapman (7-12)	
Arts	Mr Matthew Crowe	
HAPE	Ms Sonia Kinsey	
Languages	Ms Julie Pateras	
Science	Ms Sarah Normington	
Humanities	Mr Nick Ayerbe	
Technology	Ms Katherine Talbot	
Senior Years Team	Mr Chris Gemmill	VCE Coordinator
Assistant Principal	Mr Steven Brown	Student Management
Assistant Principal	Ms Julianna Garcia	School Operations
Assistant Principal	Mr Andrew McConchie	Curriculum

YEAR 8 GHS CURRICULUM CONTRIBUTIONS

Curriculum Contributions: <i>You are invited to make a contribution for the full amount of \$420.00 or a portion of this amount covering any of the following items.</i>	
<p>Curriculum Online Subscription Package: \$130.00</p> <p>This package includes online subscriptions that are required by students for their learning in each core curriculum area:</p> <ul style="list-style-type: none"> • Education Perfect (Languages) • Essential Assessments • Reading Plus • STILE (Science) • World Book Encyclopaedia, Click View, & The Age Newspaper <p>Curriculum Learning Items: \$150.00</p> <p>This covers provision of all essential resources and materials necessary to help students meet their learning outcomes, including access to class sets of textbooks if needed by students.</p> <p>Art / Technology Rotation: \$100.00</p> <p>This comprises of all essential resources and materials necessary to help students meet their learning outcomes in the Arts (Art, Dance, Drama, Music, and Visual Communication & Design) and for Technology (Food, Metal & Wood). Art and Technology will rotate each term.</p> <p>Positive Education Program: \$40.00</p> <p>Curriculum learning items for the Positive Education Program delivered in Home Group. An additional amount may be charged if students are required to attend an incursion/excursion.</p>	\$ 420.00
Extra-Curricular Items and Activities: <i>Including items Students Own and User Pay Items.</i>	
<p>Student ID Card: The Student ID Card enables students to access the COMPASS Kiosk for late arrival/early departure passes, top-up printing credit and to check their timetable and includes a \$10.00 printing credit. (Replacement cost is \$10.00 for the ID Card only)</p>	\$10.00
<p>Student Study Planner: It is strongly encouraged that students utilize the planner to enhance their learning ability. If a replacement planner/diary is required there will be an extra charge of \$10.00.</p>	\$10.00
<p>Combination Lock – Only select if you require a new lock. The lock is retained from Year 7.</p>	\$ 20.00
<p>School Yearbook: The Geelong High School Annual Student Yearbook (Flotsam) is a written and photographic Record of the school year, produced for the students. The 2024 Student Yearbook will be distributed early 2025.</p>	\$ 25.00
Other Contributions: <i>These are suggested amounts; any contribution is welcome)</i>	
<p>Building Fund (Tax Deductible): Supports Building Improvements (Tax Deductible Contribution). We have suggested an amount \$50.00 or units of \$10.00 however, any contribution is welcome.</p>	\$ 50.00
<p>Community Support Fund: This fund is to assist Geelong High School families in crisis situations with food and essential items. We have suggested an amount of \$35.00 or units of \$5.00 however, any contribution is welcome.</p>	\$ 35.00
<p>HAPE Equipment Replacement Contribution: Supports the ongoing replacement of necessary sporting equipment provided to all students. Your contribution is welcome.</p>	\$ 10.00
<p>Parents and Friends: Parents' and Friends Association meets monthly prior to the School Council meeting at the school and is open to all parents, carers and friends of Geelong High School. Everyone is encouraged to join this group which is actively involved in various school activities ranging from discussions about policy and directions, through to fundraising. We have suggested an amount of \$20.00 or units of \$5.00 however, any contribution is welcome.</p>	\$ 20.00

All contributions are correct at the time of printing.