



# Huonville High School

## Course Handbook - 2025

### Grade 8



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# Year 8 Course Handbook 2025



Welcome to the Huonville High School's Year 8 Course Handbook for 2025. We are excited to offer students a range of learning opportunities within our Year 8 program to build upon foundational skills developed through 'tasters' of each learning area within the Australian Curriculum during Year 7.

Huonville High teaching staff are highly skilled and have access to world class resources to support student learning. Teachers regularly engage in professional learning to ensure they deliver best-practice teaching, with a relentless focus on high levels of learning for all students. Our teachers also work alongside other southern Tasmanian schools to ensure curriculum and assessment are appropriately aligned to the Australian Curriculum and to moderate student work samples, ensuring outcomes are valid and consistent.

All students in Year 8 will study a core educational program with the core subjects being:

- English
- Maths
- HASS
- Science
- Health and Physical Education

In addition, all students study three specialised subjects to allow them to personalise their pathway.

The Arts, Technologies and Languages have a range of subjects that fall within each Australian Curriculum learning area. From Year 8, these areas are included within our option subjects, alongside extension and enrichment courses.

**Option subjects include:**

<b>The Arts</b>	Visual Arts
	Drama
	Rock Music
	Instrumental Music
<b>Technologies</b>	Design and Technology - Wood
	Textiles
	Food Technologies
	Digital Technologies
	Media Studies
<b>Extension and enrichment courses across all other learning areas</b>	STEM (Science, Technology, Engineering, Maths)
	Kitchen Garden
	HASS – Economics and Business, Civics and Citizenship
	HPE "All Stars"
	Writer's Workshop
	Firefighting Operations Program

Where option subjects are listed as “half or full year courses” this means students can select to study a course for a half year only or take the full year option. A half year selection will mean students can have access to more options throughout the year.

Parents and carers can access curriculum information at:

<http://www.australiancurriculum.edu.au/Home>

Huonville High strives to deliver the best educational experience possible to all Year 8 students. The vast experience and expertise of the teaching team means that we can offer your child a high-quality education. In order to achieve this:

- We know our students and how they learn
- We have high expectations for all students
- We create predictable and consistent learning environments, aligned to our school values of growth, respect, responsibility and safety
- We maintain a restorative approach to student behaviour, within which the Year 8 team led by the Grade Coordinator works with students and parents to rectify problems and share mutual concerns
- Our learning program is engaging, purposeful and relevant
- We use the Australian Curriculum in our planning, implementation and assessment

## Reporting and Assessment

Reporting and assessment are tools used by teachers to help inform parents and carers of students’ progress. The process provides students with ways in which they can improve or consolidate their learning.

The way in which teachers report student progress changed in 2023 and will continue to evolve over the next couple of years as we move towards providing parents and students with ‘Evidence of Learning’ for each subject. More details will be provided during the year.

Parents and carers are encouraged to make contact with the school at any time throughout the year to have a phone conversation or to meet in person with teachers to discuss their child’s progress. Grade Coordinators can also collate a summary of your child’s progress.

## Year 8 Curriculum Time Allocation

Subjects	Number of 50-minute sessions per week
English	5
Maths	5
HASS	4
Science	3
Health and Wellbeing	3
Personalised Learning	2 lessons per option (4 different options will be selected)
Home room	2 plus 5 x 10 min every morning

## Core Learning Curriculum Descriptions

### English

Length of course: Full year – five x 50-min lessons per week

In Grade 8 English, you will dive into a variety of texts and learn how to analyse them in detail. You will look at how authors use different techniques to tell their stories and share their messages, exploring things like character development and themes.

You will also focus on improving your writing. You will work on crafting clear and well-organised essays, stories, and other types of writing. Revising and editing your work will be a big part of this, with lots of feedback to help you to polish your writing.

You will learn more advanced vocabulary and grammar to help make your writing and speaking more precise. The goal is to help you become a more confident and skilled communicator, preparing you for more challenging texts and assignments ahead.

#### **Learning experiences will include:**

- How to be a skilled communicator
- A book study
- Suspense writing
- Crazy Poetry
- A Film study



## Mathematics

Length of course: Full year – five x 50-min lessons per week

The study of Mathematics supports students to become numerate, gaining understanding about number sense, patterns, measurement, data and spatial awareness to connect and apply to contexts outside the classroom. It provides opportunities to acquire the mathematical vocabulary to use in all curriculum areas. It allows students to engage with numeracy opportunities and experiences and to ignite their willingness to use skills and understandings gained throughout life.

Huonville High School endeavours to personalise the learning to reflect the student's needs, strengths and interests. Classrooms offer a flexible, dynamic context for learning that focusses on the learning aspects of 'content, process, product and environment', to develop each student's independence, whilst building strong learning communities.

Students engage in Mathematics for five 50-minute periods a week. They continue to use efficient mental and written strategies to apply to index laws and rational number. Terminating and recurring decimals are investigated. Problem solving addresses rates and ratios, percentage and profit and loss. Pattern and Algebra continues into expanding, factorising and simplifying to find values, and plotting and reading linear graphs. Application of Algebra extends into Measurement to find the perimeter and area of 2-dimensional shapes (parallelograms, kites and circles) and the volume of prisms. Duration and 24-hour time is covered. Geometric reasoning is applied to 2D shapes. The effects on data collection, mean and median are explored. Probability situations are represented, described and solved.

A strong emphasis is placed on developing the proficiencies of understanding, fluency, problem solving and reasoning through the content described above.

Greater detail about the Mathematics Curriculum and definitions can be accessed at:  
<http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10>



## History and Geography (HASS)

Length of course: Full year – four x 50-min lessons per week

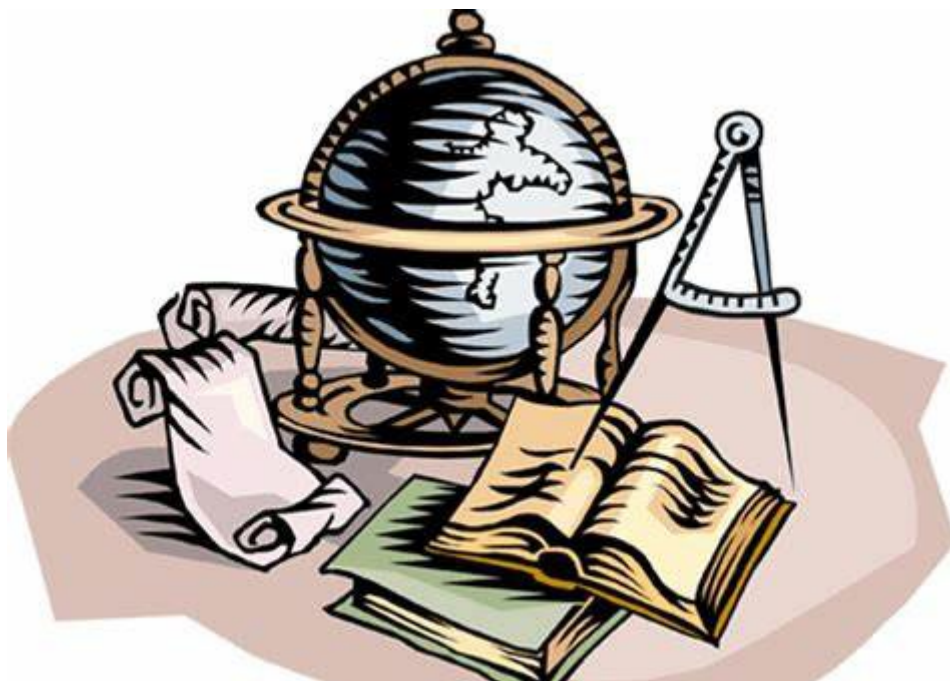
HASS is the combination of two individual areas of study:

- History
- Geography

**History** is a disciplined inquiry into the past. It develops understanding of cultural, social and political events as well as processes and issues that have shaped humanity from earliest times. It enriches our appreciation of how the world and its people have changed and the significant continuities that exist into the present. In this way, the study of History enables students to contribute more effectively to creating the future.

The Year 8 curriculum covers history from the end of the Ancient period to the beginning of the Modern period (c. 500-1750). This span of human history was marked by significant social, economic, religious and political changes.

**Geography** uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry, collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. Students conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including digital technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.



## Science

Length of course: Full year – three x 50-min lessons per week

Science systematically questions, investigates, predicts and explains events in the universe. It uses logical processes based on observation, experimentation and modelling to gather evidence and develop explanations. These explanations are rigorously peer-reviewed, resulting in scientific knowledge – an accepted, robust and soundly established body of processes, principles and facts.

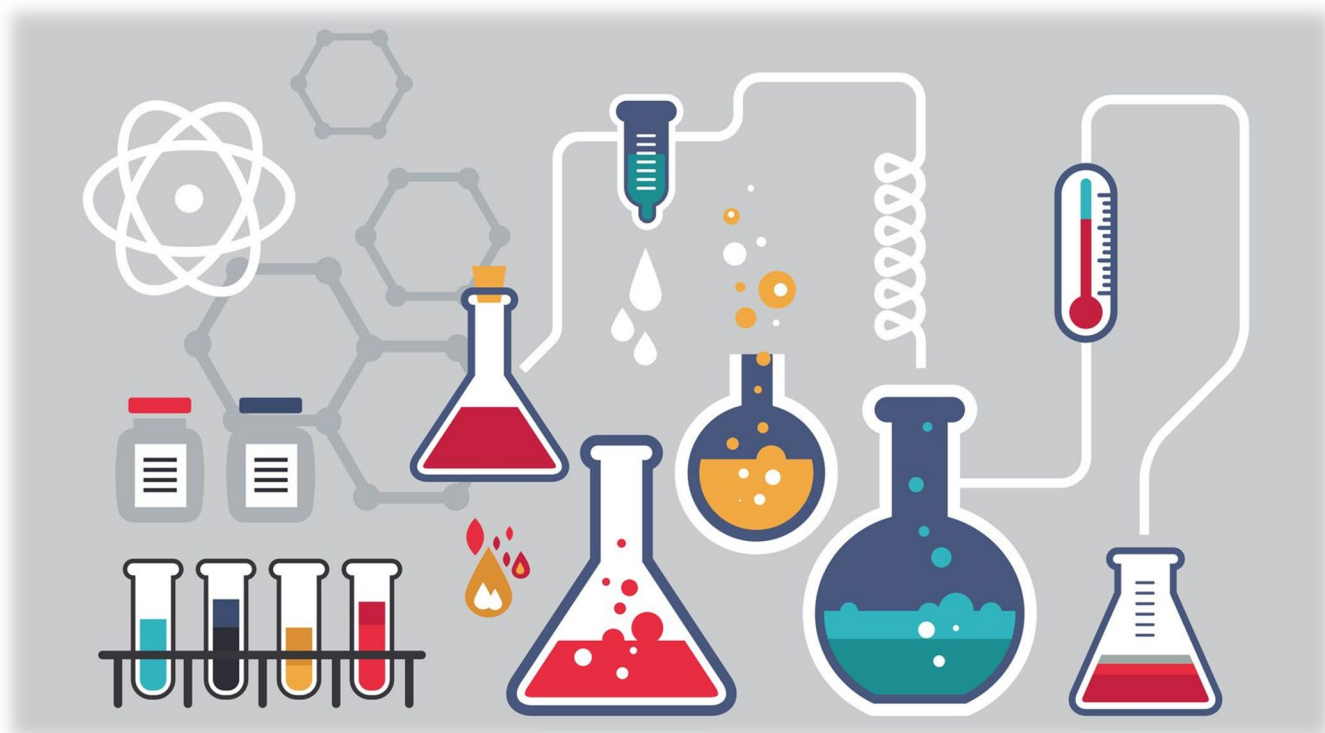
Year 8 students at Huonville High School are guided through the application of scientific inquiry. They participate in investigations which include fair testing, controlled experiments, fieldwork, models and simulations and examine existing data and information. They learn to incorporate creativity, insight, imagination and hunches into their work in a balanced way.

Areas studied in Science are drawn from the following key areas:

- Science inquiry skills
- Science as a human endeavour
- Science understanding

Specific topics include:

- Cells
- Biological classification
- Ecosystems
- Rocks
- Geology of ecosystems
- Geological evidence of change
- Mechanical systems
- Forces
- Particles
- Types of substances
- Chemical properties





## Health and Physical Education

Length of course: Full year – three x 50-min lessons per week

Students learn how health related knowledge, skills and understanding can contribute to their own and others' wellbeing. Students will examine the dimensions of wellbeing, being physical, mental, emotional, social and spiritual aspects that contribute holistically to the overall wellbeing of themselves and others. Students participate in individual and team practical experiences, as well as health and fitness activities.

Theory classes cover a wide variety of issues including:

- dimensions of wellbeing
- bullying
- nutrition
- sexual health
- coping skills
- risk management



### Personalised Learning Curriculum Descriptions

## Visual Arts

Length of course: Full year – two x 50-min lessons per week

Year 8 Visual Art is a creative and practical subject that builds on the skills developed in Year 7. Students who undertake this course will engage in a variety of tasks aimed at developing their creative thinking while exploring areas of production - painting, drawing, printmaking, sculpture, mixed-media, digital art, and digital photography. In Term 4 students have an opportunity to choose a specific medium of interest to produce a major artwork during the term.

### Students will:

- Build their awareness of how and why artists, craftspeople and designers realise ideas
- Further develop their understanding of design elements and principles
- Extend their thinking, understanding and use of materials by responding to visual arts
- Document their progress using a visual arts journal to plan and experiment how their work aligns with established art styles, theories or ideas
- Continue to apply their understanding of arts vocabulary by reflecting on their work
- Learn how to create artworks using a range of materials or based on themes or subject matter
- Learn how to complete and display their artworks appropriately to strengthen their work.



## Drama

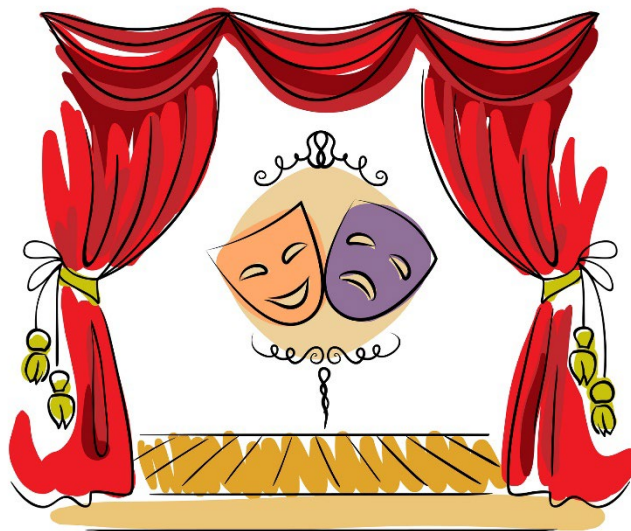
Length of course: Full year – two x 50-min lessons per week

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. It challenges students to develop deep critical thinking skills as they investigate the world around them and respond through their own artistic practice, reflecting critically on their own experiences and responses.

Making in Drama involves improvising, devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, practising, rehearsing, presenting and performing.

Students use movement and voice along with language and ideas to explore roles, characters, relationships and situations. They learn to shape and structure drama including use of contrast, juxtaposition, dramatic symbol, cause and effect, and linear and episodic plot forms.

Responding in Drama involves students being audience members and listening to, enjoying, reflecting on, analysing, appreciating and evaluating their own and others' drama works.



Students will build on the foundational skills to:

- Explore different performance styles and related cultural, historical and social contexts. These styles may include: Improvisation, Comedy, Australian Drama (including works of Aboriginal and Torres Strait Islander people), Surrealism.
- Work positively with others
- Perform for their peers and others
- Build confidence, creative thinking, initiative and self-expression
- Learn how to use lighting
- Learn how to create backdrops
- Develop an understanding of how to apply theatrical makeup and face paint
- Have an opportunity to design costumes and set pieces

## Rock Music

Length of course: Full year – two x 50-min lessons per week

The Rock Music course aims at providing opportunities for students to gain knowledge and skills of music in practical and theoretical activities. The emphasis is on practical activities through which students listen, create and perform classic rock songs, and write original works which are recorded at our own professional recording studio. We encourage students to enter into the Triple J Unearthed High competition, where we have been successful in the past.

Students perform live in class, at school events, in assemblies and in our local community.

The course will involve integrated activities from listening, creating, and performing aligned to the Australian Curriculum, including:

- Imagining and creating new works
- Using skills, techniques and standard musical processes
- Using codes and conventions (notation)
- Interpreting and appraising the work of others
- Making aesthetic choices
- Reflecting cultural, social and historical contexts
- Presenting with purpose
- Expressing personal voice
- Theoretical and compositional analysis



## Instrumental Music

Length of course: Full year – two x 50-min lessons per week

The Instrumental course sources material from concert band ensembles to modern pop. Students will learn to perform on at least one musical instrument (predominantly Brass/Woodwind) to cater for students who prefer these instruments. We organise in-school event performances such as assemblies and end of year concerts.

The course will involve integrated activities from listening, creating and performing aligned to the Australian Curriculum, including:

- Imagining and creating new works
- Using skills, techniques and standard musical processes
- Using codes and conventions (notation)
- Interpreting and appraising the work of others
- Making aesthetic choices
- Reflecting cultural, social and historical contexts
- Presenting with purpose
- Expressing personal voice
- Theoretical and compositional analysis

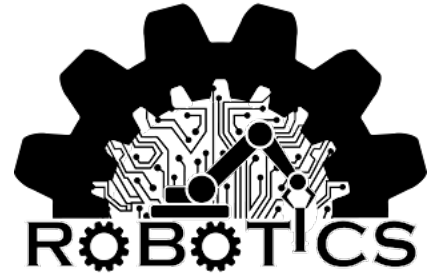


## Digital Technologies

Length of course: Full year – two x 50-min lessons per week

In this course students will cover some Australian Curriculum topics and may negotiate access to any or all of the following:

- robotics
- 3D printing
- image manipulation
- computational and systems thinking
- claymation and related techniques
- coding from beginner and beyond
- a project based on personal interest



Students will also have the opportunity to participate in national and global challenges and competitions such as the Bebras Challenge, the STEM Video Game Challenge and the NCSS Competition. Elements of participating in a Esports team with the associated soft skills of being a supportive member and learning team specific skills such as creating team logos will also form part of the program.



## Media Studies

Length of course: Full year or Semester – 3 x 50-minute lessons per week

Learning in Media or Film Studies involves students developing the skills to interpret, describe and create live action and animated, as well as podcasts, and photography.

Throughout the semester they will work on multiple mini projects that will teach them basic animation skills, as well as editing and filming abilities.

The class will also include watching 1-2 films where students will learn to identify, understand, and apply both production and narrative codes and conventions.



## Design and Technology: Wood

Length of course: Full year – two x 50-min lessons per week

In this subject students will be given the opportunity to develop an understanding of the properties and uses of a range of natural and manufactured materials and products. Emphasis will be directed towards familiarity with basic tools, machines, processes and systems by which energy and materials are used to create required solutions. Students will evaluate designed solutions. An opportunity will exist to incorporate state of the art technology as part of the design and construction process. The school has access to a CNC router that can be directly applied to projects using a laser. Students will become familiar with the program Vcarve Pro, to facilitate this.

Year 8 projects typically include:

- Bookshelves
- Foot stools
- Mixed media projects e.g., incorporating plastics/metal into wood
- Veneering
- Wood turning
- Design processes

Students will learn:

- Design process
- Design briefs
- Working drawings/cutting lists
- Hand tool recognition and use
- Occupational Health and safety
- Wood defects
- Finishing techniques
- Incorporating of latest technology in design and manufacture process (including the CNC router)

Students will develop skills in design, problem solving, decision making, researching and the application of information to undertake practical tasks. They will develop personal confidence, self-reliance and the satisfaction of solving practical problems, while working co-operatively with peers and producing well-designed and useful articles.



## Textiles

Length of course: Semester – three 50-minute lessons per week

Students who are interested in craft of all kinds and making things for themselves and others will be drawn to this program. This elective could be a good starting point for students who want to explore their creative skills or possibly follow a path into the world of art, design or fashion.

This program offers students the opportunity to study fabrics and their characteristics leading into creating craft items such as bags and cushions or embarking on pattern work and construction of garments.

No previous skills are necessary. The course will involve learning how to use a sewing machine if you don't already know.

During the course students will be challenged by design briefs allowing them to use problem solving skills and creativity to produce original pieces of work.

Having a hobby like crafting is great for your wellbeing and a useful skill to see you through life's ups and downs. Give it a go!



## Food Technologies

Length of course: Full year – two x 50-min lessons per week

Students will learn:

- basic cooking skills and techniques
- food safety
- different ways to use local produce in season
- how to make healthy food choices
- how to complete an inquiry project with a design brief
- food specific vocabulary
- measurement skills in a practical context

Students will:

- be involved in the planning and making of quality, safe and nutritious food items, using a range of food preparation tools, equipment and techniques
- examine the relationship between food preparation techniques and the impact on nutrient value
- investigate how a recipe can be modified to enhance health benefits, and justify their decisions
- analyse food preparation techniques used in different cultures.





## STEM (Science, Technology, Engineering, Mathematics)

Length of course: Full year – two x 50-min lessons per week

STEM is a hands-on learning experience that allows students to develop and utilise a diversity of skills and knowledge and apply it to real world problems. Students can develop their practical skills by tackling a problem and finding innovative solutions, for example, investigating challenges to the Tasmanian salmon industry, including predation and net design. Students can also be involved in an enterprise of their choice, which could range from developing beeswax wraps to sell within the school to services, like a car wash. Short term challenges will also be set throughout the subject, such as 3D rocket building and sustainable chair design. These challenges allow students to develop a range of practical skills, including teamwork, communication and leadership.

Students are encouraged to engage with a passion project where they explore their own interest in a particular area or problem.

## Writer's Workshop

Length of course: Full year – two x 50-min lessons per week

Writers' Workshop creates a space for students to explore writing as a passion and tool for thinking, learning and reflection. Students will learn about how to control their use of language to target their audience for a specific purpose, with a particular emphasis on creativity.

The course will cover ideas generation, planning and drafting, writing, editing and publishing across a range of genres with scope for students to be guided by their own interests. As part of the workshop model, students will critically engage with their peers' work and provide feedback to facilitate one another's ongoing improvement in literature circles. They will reflect on their own writing and create a portfolio of work throughout the year.

Students in Writers' Workshop will be encouraged to seek opportunities to engage with industry organisations and publications to showcase their work. Writers' Workshop students will also have the opportunity to bring writing tasks from other subjects to incorporate guidance from their peers and teacher.



## Business and Economics, Civics and Citizenship (HASS)

Length of course: Full year – two x 50-min lessons per week

This course has been developed to allow students to extend their understanding of the HASS curriculum into both areas of:

- Civics and Citizenship
- Economics

The ***Civics and Citizenship*** curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students 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 and influences that shape national identity.

***Economics and Business*** gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, including the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.



## Kitchen Garden Project

Length of course: Full year – two x 50-min lessons per week

This practical course will be focussed on using Huonville High School's Kitchen Garden to develop hands-on skills. Students will have the scope to focus on projects that interest them. There will be a mix of practical and classroom-based activities. We will also be involved in developing enterprise initiatives to market produce grown.

Students will develop the following cross curricular skills/concepts:

- Planning, designing and implementing projects
- Understanding how seasons impact outdoor work projects
- Marketing skills
- Leadership by working with Huonville Primary School students
- Resource management
- Incorporating art into the gardens



## HPE All Stars

Length of course: Full year – two x 50-min lessons per week

This course focusses on developing and improving students' sports skills, coordination, sportsmanship, teamwork and physical fitness. Through these physical contexts, students are also provided the opportunity to build motivation, emotional regulation and healthy competitiveness.

This program provides introductory level content in preparation for Year 9/10 subjects such as Athlete Development and Sport Studies. There is a high level of practicality throughout, designed in particular for students who are highly motivated, enthusiastic and passionate about sport. Sessions will include individual and group work with an emphasis on communication and social skills.

By the end of the course, students will have a greater understanding of how both technical and tactical aspects of sport improve performance, and how they can improve them. Though not essential, it is highly recommended for those looking to progress their learning in future physical subjects.

Students will be expected to engage in lessons with a willingness to participate to create a positive learning environment for all in this topic.

### **Requirements**

- Give 100% to each lesson
- Demonstrate positive, respectful behaviour throughout all sessions.



## Firefighting Operations Program

Length of course: Full Year, 2 x 50 minute periods per week

The *Fire Fighting Operations* program is a challenging, meaningful and purposeful program with a high level of responsibility, which requires the student to participate, train and maintain a highly skilled and professional level within the class. The team of class members are expected to be diligent, respectful, engaging and honest as this program will be within the local community and businesses, and will require students to engage with local and career firefighters.

The program provides an ideal opportunity to cement a robust partnership between the student, school, and their local community.

There are several significant benefits that arise from the program including:

- Providing an opportunity to educate young people about fire risk and its management.
- A recruiting pathway of skilled individuals into a brigade's adult firefighter ranks.
- Fostering the development of young people and focusing their energies into positive community activities.
- Developing the confidence of young people and teaching them life skills that they will carry with them throughout their adult life.



The principal goal of this program is to deliver a quality training program that is fun, interactive and skills based. Huonville High School recognises the importance of developing the next generation of volunteers for our broader community. The program is an options subject that no other school has ever run. To join, anyone from Grades 8, 9 and 10 can apply to come along to student-only training sessions to learn basic firefighting skills, have fun and benefit from the development opportunities that participation in such a program provides.

Within the class training there are several skill areas that will be covered - the list below identifies these:

Basic skills induction	Introduction to Hazmat
Injury prevention	Response to wildfire
Prepare, maintain and test response equipment	Respond to urban fire/remote isolated structure fire
Operate communications systems and equipment	Provide emergency care
Navigate in urban and rural environments	Operate pumps

## Personal learning selection process

Students will be required to select their ‘top three’ subjects, followed by nine reserves. **It is highly recommended that options should include subjects from the Arts and Technologies learning areas.**

<b>The Arts</b>	Visual Arts
	Drama
	Rock Music
	Instrumental Music
<b>Technologies</b>	Design and Technology - Wood
	Textiles
	Food Technologies
	Digital Technologies
	Media Studies
<b>Extension and enrichment courses across all other learning areas</b>	STEM (Science, Technology, Engineering, Maths)
	Kitchen Garden
	HASS – Economics and Business, Civics and Citizenship
	HPE “All Stars”
	Writer’s Workshop
	Firefighting Operations Program

All optional subjects are subject to sufficient student numbers and the staffing capacity of the school. Senior staff will discuss learning programs with students in the event that a subject option does not run.

**Use the table on the following page to draft your preferences.**

## Year 8 Course Selection for 2025

Please rank your subjects in order of preference and indicate if a half (3) or full year (6) course length is preferred.

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Home Group: \_\_\_\_\_

Core Study	Choice Priority	Choices	Half or Full
English	Auto	English (automatically placed in year level)	
Maths	Auto	Maths (automatically placed in year level)	
Science	Auto	Science (automatically placed in year level)	
HASS	Auto	HASS (automatically placed in year level)	
Health & Physical Education	Auto	Health and Physical Education (automatically placed in year level)	
Personalised Learning Selections  Semester/Full year course selection  Must include an Arts or Technologies Option  <b>Please note: Students will be assigned a minimum of four of these options over 2025.</b>	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
	12		