



# STRATHMORE SECONDARY COLLEGE

**YEAR 8 -2025**  
CURRICULUM BOOKLET



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<p><b>Please note:</b> College Council reviews and updates fee schedules annually in September. The fees will be published on the college website shortly afterwards.</p>
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# INDIVIDUAL PROGRAMS FOR YEAR 8 STUDENTS

The aim of Year 8 is for students to continue to broaden and build their skill base by participating in individual program units that allow students to experience a variety of subjects and learning environments. Alongside this, students will continue in their core subjects to ensure they develop proficiency in these critical areas.

## WHAT YOUR CHILD WILL STUDY IN 2025

Our program for Year 8 students is divided into two parts.

1. The core program that all students will study

- English
- Mathematics
- Science
- Humanities (History, Geography, Economics & Business, and Civics & Citizenship).
- Health & Physical Education and Sport
- Languages (Greek, Italian, or Japanese)

2. The individual program that students will select into so that they can specialise in subjects that suit their individual abilities, interests and needs. Students will study three subjects per semester (six per year) within this Individual Program.

- All students will have access to studies in a number of subjects within Arts and Technology
- Students in need of support will be able to take part in a Literacy Intervention Program for the whole year.
- Advanced English, Advanced Maths, and STEAM are aimed at extending students with high ability in this particular area, giving them more engaging and challenging activities.

Counsellors will support students in the design of their programs. The full range of subjects available to students in 2025 is shown on page 6

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## HOW YOUR CHILD'S PROGRAM WILL BE DEVELOPED

Each class will have a counsellor to assist all students in the process of developing their individual program for 2025. The counsellor will meet with your child's class to fully discuss the program and answer their questions.

A brief description of all subjects in the Individual Program is provided for you and your child to read.

Students and families need to enter course preferences into the Edval Choice portal, using "How to complete your child's individual preferences" on p.6 of this booklet as a guide

**The online submission to Edval Choice will be completed in Term 3.** It's important to ensure that preferences are submitted on time. Late submission will limit the choices in your child's program. Current students and their families are contacted early in Term 3 to advise of the process and due dates.

All students will also complete a career action plan, which must be discussed with a parent and should then be shown to the counsellor at the Preference Confirmation early in Term 3

Once you have entered course preferences on the Edval Choice portal, you may print or email your preferences for your records. If your child has any questions about this process, they should see their counsellor to discuss their individual program.

Please note that once courses are finalised, **changes of subjects will generally not be made**, so it is important that you and your child consider the preferences entered carefully.

If you require more information, please contact:

- Your Team Coordinator
- Mr Rohan Nicholls, Assistant Principal and Teaching & Learning Leader

## EXAMPLES OF POSSIBLE INDIVIDUAL PROGRAMS

All Year 8 students will study a set of core subjects, but a part of their course will include Individual Program Units.

### THE PROGRAM FOR ALL STUDENTS EACH SEMESTER

English	Health & Physical Education & Sport
Mathematics	Languages or Literacy Intervention Program
Humanities	Individual Program Unit
Science	Individual Program Unit

### EXAMPLES OF INDIVIDUAL PROGRAMS

#### Example 1: A student with a particular interest in English

Year 8	Semester 1	Italian	Digital Technology	Advanced English
	Semester 2	Italian	Drama	Design & Technology

#### Example 2: A student with a particular interest in Art

Year 8	Semester 1	Japanese	Art 1	Artist in Residence
	Semester 2	Japanese	Art 2	Media

#### Example 3: A student requiring Literacy Intervention

Year 8	Semester 1	Support for Literacy	Artist in Residence	Design & Technology

	Semester 2	Support for Literacy		Systems Technology		Art 2
<b>Example 4: A student with mixed interests</b>						
Year 8	Semester 1	Greek		Systems Technology		Food Technology
	Semester 2	Greek		Art 2		Drama

<b>Example 5: A student with mixed interests</b>						
Year 8	Semester 1	Japanese		Music		Media
	Semester 2	Japanese		Music		Performance Project

# HOW TO COMPLETE YOUR CHILD'S INDIVIDUAL PROGRAM PREFERENCES

Preferences will be entered online using the Edval Choice portal. Each student will be allocated a unique webcode to access this portal.

To ensure that all students gain a broad range of skills and knowledge, students will be expected (as a general rule) during Year 8 to study a minimum of:

- Two units of Languages
- Two units of Arts [Visual or Performing]
- Two units of Technology

## 1. Languages

Students studying Greek, Italian or Japanese will continue that same language in Year 8.

## 2. Visual, Performing Arts & Media Units

- Art 1: Pop Art
- Art 2: Real or Unreal?
- Artist in Residence
- Dance
- Drama
- Performance Project- Broadway
- Music Ensemble- Strings/Wind & Brass/Voice
- Media
- Visual Communication Design

## 3. Technology

- Design and Technology
- Food Technology
- Systems Technology
- Digital Technology

## 4. Enrichment

- Advanced English
- Advanced Maths
- STEAM Project: Diving beneath the Surface: Aquatic Robots

Please note that students may not select both Advanced English and Advanced Maths.

## 5. Literacy Intervention Program

- Support for Literacy

Recommendations for the Literacy Intervention Program will be given to the student by their counsellor.



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## ENTERING YOUR PROGRAM PREFERENCES

After reading the unit descriptions, please login to Edval Choice using your individual webcode and nominate your course preferences from the drop-down lists provided. All preferences should be entered in your order of preference, with your most favoured selections being entered first.

When constructing your course, Edval will attempt to fulfil your higher-listed preferences first.

The preferences are arranged in Edval Choice as follows:

Preference category	Description
Languages or Support for Literacy	This selection must remain consistent with your Year 7 study. This selection will be part of your course in 2025.
Arts Preference	All students must preference at least one subject from the range of Arts subjects
Technology Preference	All students must preference at least one subject from the range of Technology subjects
Course Preferences	These should be your next most favoured preferences
Reserve Preferences 1-3	Reserve preferences will be utilised if your higher preferences are not able to be fulfilled.

**Please ensure all preferences are completed online by Monday 26<sup>th</sup> August 2024.**

**Late returns will limit the choices in your child's program.**

# BRIEF DESCRIPTION OF SUBJECTS

## Languages

### Greek

#### **YEAR-LONG**

Language covered in year 7 will be consolidated and further developed in year 8. Class work will involve the communicative skills of speaking, listening, reading, and writing. Cultural content will be covered in class through coursework, class discussion, and the use of audio-visual content. Students will participate in excursions and/or incursions to enhance their language learning and cultural awareness.

### Italian

#### **YEAR-LONG**

Language covered in year 7 will be consolidated and further developed in year 8. Class work will involve the communicative skills of speaking, listening, reading, and writing. Cultural content will be covered in class through coursework, class discussion, and the use of audio-visual content. Students will participate in excursions and/or incursions to enhance their language learning and cultural awareness.

### Japanese

#### **YEAR-LONG**

Language covered in year 7 will be consolidated and further developed in year 8. Class work will involve the communicative skills of speaking, listening, reading, and writing. Cultural content will be covered in class through coursework, class discussion, and the viewing of audio-visual content. Students will participate in excursions and/or incursions to enhance their language learning and cultural awareness.

## Visual Arts

### Art 1: Pop Art

#### **STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

This unit gives students an insight into how art relates to everyday life and popular culture. They develop skills in 3D lettering, painting, and sculpture. Students learn about Pop Art by studying the key characteristics and applying them to their own work. By the end of this unit students will create two Pop Art inspired artworks; acrylic painting and 3D sculpture. Students learn to reflect on their own artworks and consider their effective display. They will also discuss and write about different Pop artists whose works they have studied.

### Art 2: Real or Unreal?

#### **STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

In this unit, students learn about the difference between realistic and abstract art, creating artworks using both traditional and experimental methods. They look at how portraiture is represented in art, developing skills to draw realistically. Portraits are later abstracted using collage and mixed media techniques. This will lead to exploration of materials and new ways to communicate personal ideas inspired by key artists. Following this, texture, form and colour will be used to design a conceptual artwork. By the end of this unit, students will create both a realistic and abstracted portrait as well as a conceptual artwork. Additionally, students will evaluate their artworks and consider ways of presenting them. They will also analyse and interpret artists' works related to their practical studies.

### Artist In Residence

#### **STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

'Artist in Residence' is a unit that offers students who have a strong interest in Art an opportunity to engage in challenging activities beyond the general art courses. An artist works with students in the class for up to 10 sessions, involving them in tasks related to their own art practice, with the expectation that students can use a

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higher level of initiative and enquiry. This subject is suitable for any student willing to extend their personal ideas and approach to art-making.

### Visual Communication Design

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

Visual Communication Design allows students to investigate the world through the practices of designers (product design, architecture/interior design, and graphic design). Students will be introduced to design and explore manual and digital methods to create visual communications.

Students build on their awareness of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices and viewpoints. They refine their personal aesthetic by developing skills in rendering, drawing techniques (freehand, technical, and computer), layout, composition, product design, and promotion, using various materials, methods, and media.

## **Performing Arts and Media**

### Dance

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

In Year 8 Dance, students explore different ways of choreographing to communicate meaning. They use a range of themes, both independently and in groups, to create dance sequences. Throughout the unit, there is also a focus on developing their dance technique, coordination, and flexibility. Students perform their dances to an audience as a culmination of their learning in the unit. Students analyse their own and others dance works and write responses to these in order to complete the Dance Analysis work requirement.

### Drama

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

In Year 8 Drama, students select and structure elements of drama to produce plays. They collaborate to explore the contexts of characters and situations. Students use their performance skills to effectively communicate their products. They analyse group work and develop stagecraft elements such as props, costumes, lighting, and sound to enhance their performances. They also begin to make judgments about the purpose and qualities of drama from different periods and cultures. Drama students are required to attend a major school production and write a response to complete the Performance Analysis work requirement.

### Performance Project- Broadway

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

In this unit students observe and research the convention and traditions of Musical Theatre. They then apply this knowledge to their own works. Through a series of practical activities, students will develop their music, drama, and dance skills. This unit is designed for students who have an interest in theatre and musical performance projects and who enjoy the challenge of rigorous skill development activity in this genre. Students are required to attend a professional performance and write a response to complete the Performance Analysis work requirement.

### Music Ensemble- Strings, Wind & Brass, Voice

**STUDENTS LEARNING AN INSTRUMENT/VOICE AT SCHOOL WILL TAKE THIS UNIT AS A YEAR-LONG STUDY.**

In this subject, students continue to learn and develop technical proficiency on their chosen instrument. They explore the elements of music and stylistic conventions to improvise, compose and perform music. They use

evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.

Students may also play in a variety of ensembles and will be required to take part in school concerts. Rehearsals may be held after school and during lunchtime.

The prerequisite for this subject is the successful completion of Year 7 Band Ensemble, String Ensemble or Voice. Students who did not study Year 7 Music will be required to audition to be considered for entry into Year 8 Music.

### Media

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

In this unit students learn about the three stages of film production: pre-production, production, and post-production. They view several iconic films from a wide range of genres and periods, analysing key elements such as direction, cinematography, storyboarding and screenwriting. There is an emphasis on how the director has used production elements to communicate the story to the audience. They will also work collaboratively to produce their own short film.

## Technology

### Design & Technology (Wood & Textiles)

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

In this unit, students use textiles, wood and plastic as materials to design and make products. Students will use critical and creative thinking techniques to solve problems related to the aesthetics and the production of 3D products. There will be an emphasis on design thinking, drawing and skill development.

### Food Technology

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

In this unit students develop their knowledge and skills about preparing and cooking food using safe and hygienic work practices. They study the importance of making healthy food choices and use a variety of strategies to analyse their food intake which assists them in making informed choices. The design process is used to create new food products systematically.

### Systems Technology

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

In this unit, students investigate how electronics work and make solutions to set problems. Students will problem solve, using creative and critical thinking skills and the design process.

### Digital Technology (Solving Problems with Digital Technology)

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

In this unit, students learn about computer systems by building a desktop computer and working with the binary code that forms text, images, and sounds. Students will also learn to use cloud-based collaborative tools and follow problem solving processes used in the IT industry. They will apply these skills in a collaborative project where they will analyse a problem, then design, develop, and evaluate a solution that involves the use of emerging technologies such as cloud systems and robotics.

## Enrichment

### Advanced English: Investigations into Spoken Language

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

This unit is aimed at extending students with high ability and enthusiasm in English. Students deepen their understanding of oral skills and language techniques. They develop their own inquiry topic and use core skills to create a wide range of spoken texts on their chosen topic. In addition, students learn to work collaboratively,

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discussing the team's stance and the most advantageous way to present their point of view. They also learn to anticipate and effectively refute a line of argument.

### Advanced Maths

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

This subject aims to challenge students with high ability and curiosity in mathematics. Students will have the opportunity to engage in exploratory and open-ended tasks that encourage questioning, visualisation, formulating conjectures, articulating explanations, generalisation, and justification. This unit will have a strong focus on peer collaboration, creativity, and reflection to allow a deep exploration into a variety of mathematical concepts. An emphasis on valuing mistakes to cultivate a growth mindset will be at the forefront of all tasks completed. In their final project, students will undertake an in-depth investigation where they will employ numerical, abstract, and visual approaches to problem solving.

**STUDENTS MAY NOT CHOOSE BOTH ADVANCED ENGLISH AND ADVANCED MATHS.**

### STEAM Project: Diving beneath the Surface: Aquatic Robots

**STUDENTS MAY STUDY THIS SUBJECT FOR ONE SEMESTER ONLY.**

This subject aims to apply concepts related to the science, technology, engineering, arts, and mathematics curriculum through an integrated student-based project.

Students will work on projects that are meaningful and relevant to their everyday life and their future. They will learn deeply, think critically and creatively, and strive for excellence by collaborating with other students.

Students will learn to use a project management process that enables them to progress effectively from initiation to completion. Students will reflect on their work and learning throughout the project focusing on growth, improvement, and potential applications. A focus will be placed on the development of appropriate language to effectively convey researched concepts and justification for design elements.

Students will present their final submission to teachers and peers for discussion and critique.

## **Literacy Intervention Program**

### Support for Literacy

**STUDENTS STUDY THIS SUBJECT THROUGHOUT THE YEAR.**

This intervention program is aimed at assisting students with their literacy skills. Students are allocated to this program by the Learning Needs Coordinator in consultation with the student's Coordinator. Students are provided with the opportunity to develop their literacy skills. In this program two teachers work with students using various teaching strategies, to target individual literacy needs.