



DAKABIN
STATE HIGH SCHOOL

The future lies within

Year 8 Curriculum Handbook

Commencing 2027



LEARNING | DISCIPLINE | COMMUNITY





DAKABIN
STATE HIGH SCHOOL
The future lies within

At Dakabin State High School, our vision is to be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century.

Our Values – Junior Secondary

Our school offers a variety of learning opportunities to ensure that all students can excel. We have a strong academic and artistic focus, as well as an excellent reputation in our extra-curricular and sporting activities. In fact, our spacious land and Agricultural Farm are unique features of our school.

Our school has developed strategies that build on the core philosophy of **Learning, Discipline and Community** which provides each student the opportunities for success within Dakabin State High School through a variety of pathways.

Our Staff Community

We are an understanding and highly experienced organisation. We are committed to providing all students with quality learning experiences and opportunities.

Our teachers build strong relationships with students and families that foster success, improve performance and enhance wellbeing.

Our wide range of programs offer every student experiences in academic and extra-curricular activities within the school and wider community. In collaboration with our staff, a dedicated Parents and Citizens Association encourages and supports students and families to reinforce a sense of community at Dakabin State High School.



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The Mission, Vision and Values of Dakabin State High School underpin all that happens across the school, including Junior Secondary.

At Dakabin SHS **Our Mission** is to:

- Provide a quality education to all students and be inclusive and supportive of diversity
- Promote an understanding within the school community that education is the key to success in a student's chosen pathway after school
- Utilise current research-based pedagogy to provide quality educational practices for all students in a supportive environment to improve learning outcomes

At Dakabin SHS **Our Vision** is:

- To be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century

At Dakabin SHS **Our Values** are:

- **Learning**
I am responsible and accountable for my learning
- **Discipline**
I am positive in my attitude and approach toward learning
- **Community**
I communicate and collaborate respectfully with others to enhance my learning



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Our Mission, Vision and Values are reflected in the Junior Secondary context at Dakabin State High School.

For all subjects, students move to specialist classrooms for their subjects. We maintain high expectations with respect towards students and staff, how students apply themselves to their learning, abiding by school rules, uniform and academic achievement. Teachers are able to collaboratively plan to best meet the needs of their students, ensuring learning opportunities are maximised. There is a common approach between teachers, providing clear, consistent routines for the students and the opportunity to work on the development of persistence, resilience and general social skills, all while meeting the needs of the learners.

Our staff have a clear understanding of the needs of the adolescent learner. This is reflected in the pedagogy they use within their classes, aiming to engage the students by making learning relevant, interactive and collaborative. Teachers set high expectations for their students and opportunities are provided to celebrate success.



Year 8 Curriculum Overview

Mainstream Timetable

Year 8	
Semester 1	Semester 2
English	
Mathematics	
Science	
Humanities	
Technology	
Pathways	
HPE	
Year 8 Subject Taster	Year 8 Subject Taster



Year 8

Dakabin State High School's Year 8 curriculum represents a sequence of carefully planned and balanced learning experiences designed to meet the current and future needs of our students. Our curriculum is focused around a student's active investigation of our world. Through investigation, students will interpret, interact and influence the world they live in. At the core of our curriculum is the focus on literacy, numeracy and ICTs with an alignment to the Australian Curriculum.

Year 8	Semester 1	Semester 2
Core Subjects	English	English
	Science	Science
	Mathematics	Mathematics
	Humanities	Humanities
	Pathways	Pathways
Alternate Semesters	Health and Physical Education or Subject Taster	Health and Physical Education or Subject Taster

Subject Tasters

Subject Tasters	LOTE	Japanese			
	Technology	Agricultural Science		Home Economics	
		Industrial Technology and Design			
	The Arts	Dance	Drama	Visual Arts	
		Music		Media Arts	



Year 8 Curriculum Overview

English

Subject Information

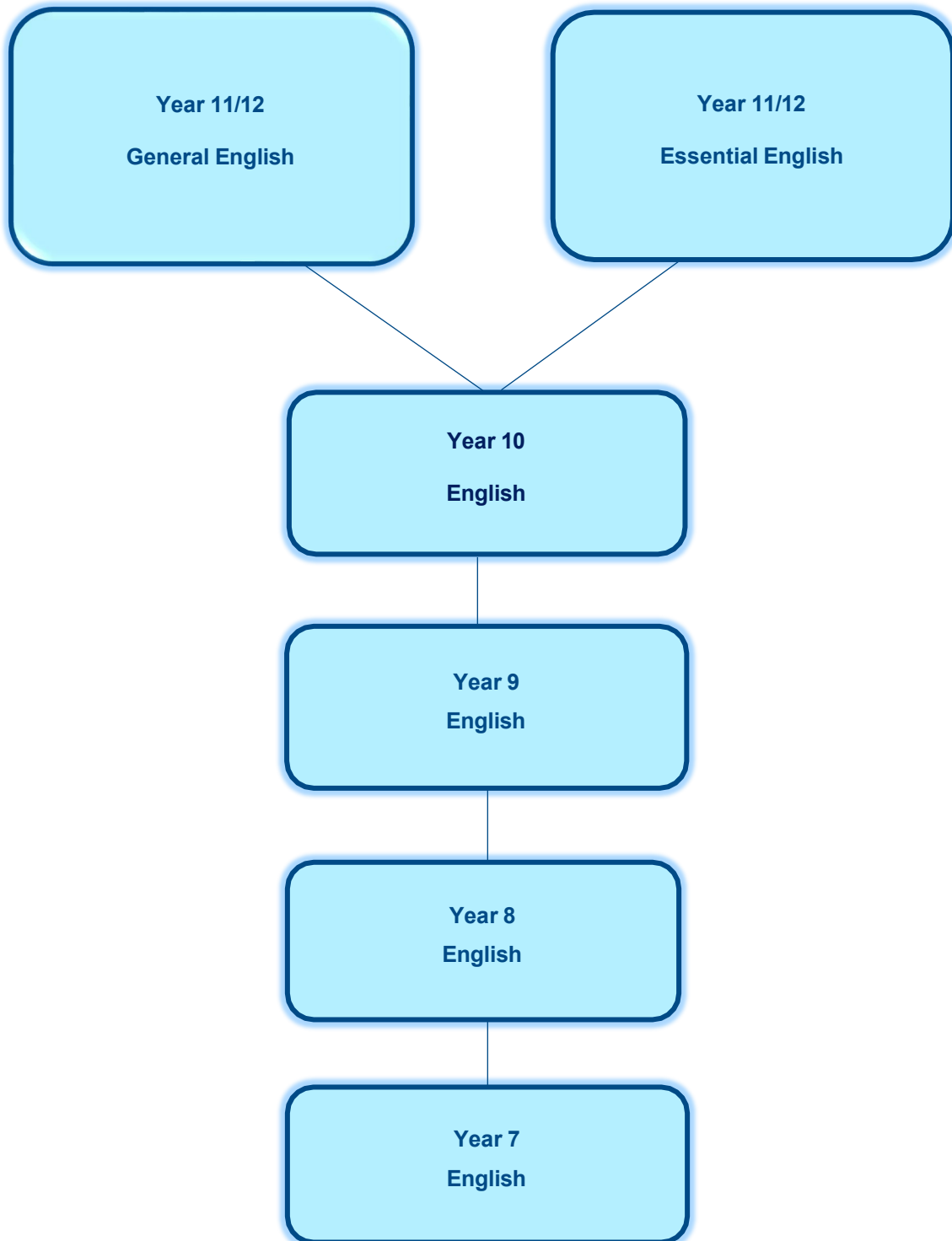
Participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The study of English also helps students to engage imaginatively and critically with literature from a range of cultures. In English, students will learn to listen to, read, view, speak, write, create and reflect on a range of texts. They will appreciate, enjoy and use the English language to evoke feelings, convey information, form ideas, entertain, persuade and argue. Furthermore, students will understand how Standard Australian English works in its spoken and written forms to create meaning

	Brief Description	Assessment Requirements
Unit 1	'Shark Tank'	Persuasive multimodal presentation 3-5 mins
Unit 2	'How to Train Your Dragon'	Examination – Extended and short written response
Unit 3	Creative Writing	Creative written 400 – 600 words
Unit 4	Gender Representations	Analytical written 400-600w

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



English Pathways





Mathematics

Subject Information

Year 8 Mathematics course at Dakabin SHS is aligned to the Australian Curriculum and is developed to prepare students for success for Mathematics during their Junior Secondary years of education.

Students will take part in current units of work that include:

- Number and Algebra
- Measurement and Space
- Statistics and Probability

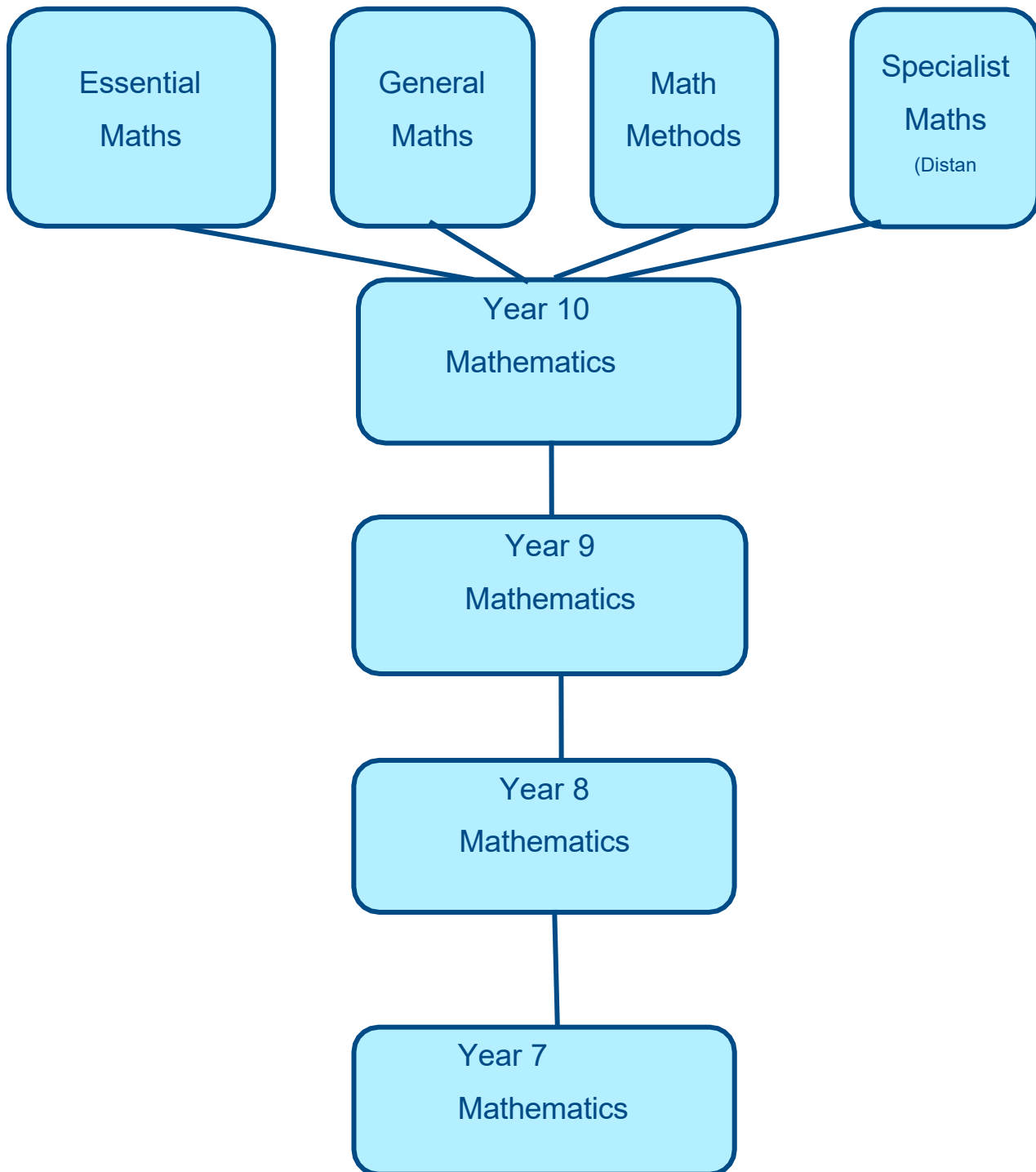
The Australian Mathematics curriculum has four proficiency strands. These are understanding, fluency, Reasoning and Problem Solving. These strands enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

	Brief Description	Assessment Requirements
Unit 1	Probability – Chance, Determining Probabilities Statistics - Data Representation and Interpretation,	Formative Assessment: What do you Know? Mathematical Investigations Summative Assessment: Examination
Unit 2	Measurement - Using Units of Measurement and Geometric Reasoning	Formative Assessment: What do you Know? Summative Assessment: Examination
Unit 3	Number and Place Value, Real Numbers Money and Financial Mathematics	Formative Assessment: What do you Know? Mathematical Investigations Summative Assessment: Examination
Unit 4	Patterns and Algebra - Linear and Non-Linear Relationships	Formative Assessment: What do you Know? Summative Assessment: Examination

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Mathematics Pathways





Science

Subject Information

In Year 8 students are introduced to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs. They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales. They classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere.

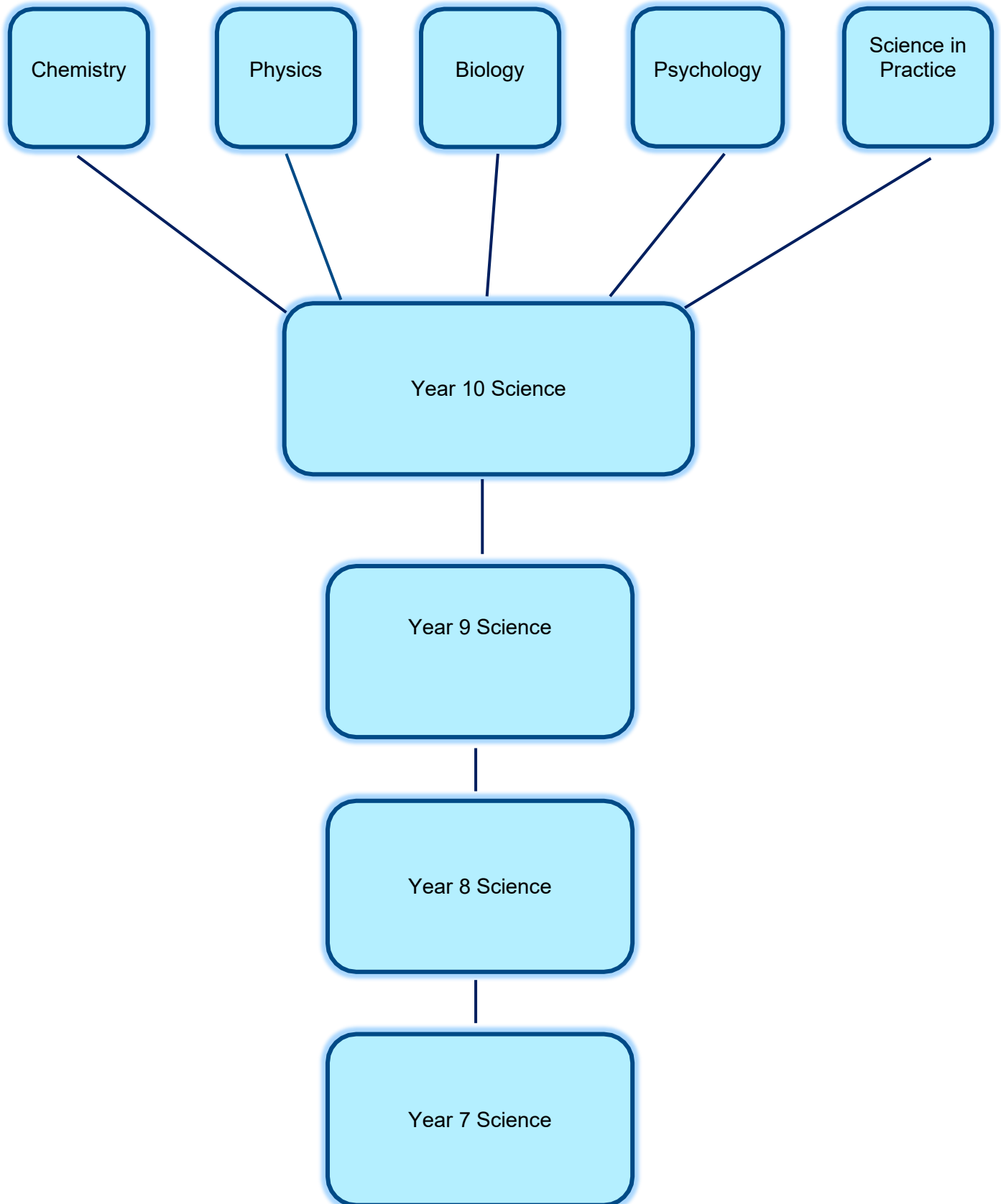
They learn to classify matter at the atomic level and distinguish between chemical and physical change. They understand that chemical reactions also involve energy. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They consider the magnitude of properties and events and use appropriate units to describe proportional relationships.

	Brief Description	Assessment Requirements
Unit 1	Biological Sciences: Discovering the wonders of Cells	Research Investigation
Unit 2	Chemical Sciences: Molecule Mastery	Exam
Unit 3	Physical Sciences: Energy Plummet	Student Experiment Report
Unit 4	Earth and Spaces Sciences: Rock the World	Portfolio of work

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Science Pathways





Humanities: History, Geography and Civics & Citizenship

Subject Information

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. Humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. In year 8, students study History, Geography and Civics and Citizenship.

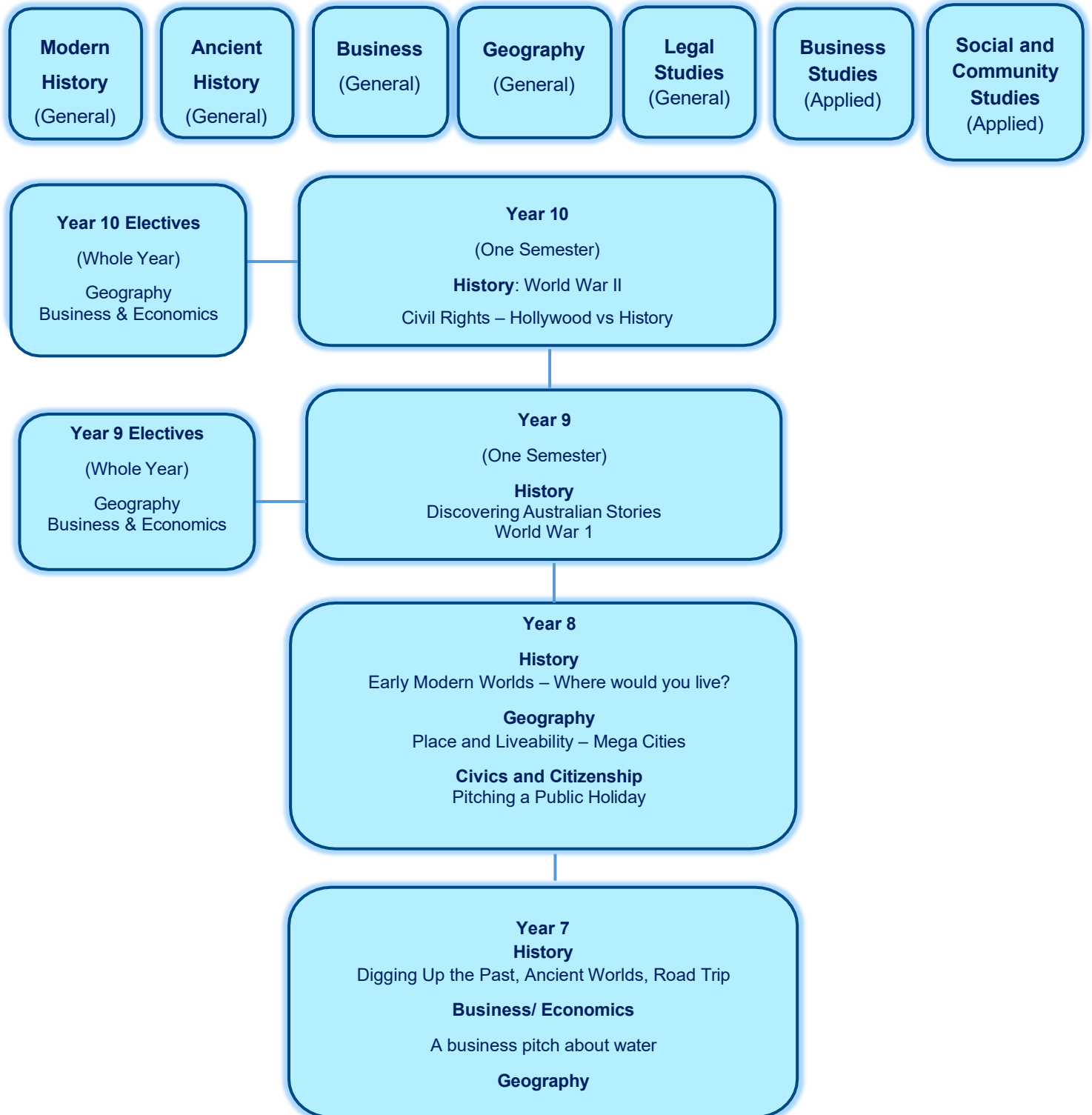
Year 8 will explore a range of different Early Modern Societies exploring expanding worlds via evidence and investigation. In Geography students will examine the changes and impacts that occur to our natural landscapes and landforms across Australia as well as exploring and tracking data using Geography skills. Students also learn about government via civics and citizenship, through proposing a governmental structure.

	Brief Description	Assessment Requirements
Unit 1	Geography: Landscapes & Landforms	Investigation of landscapes: Report on survival in extreme environments
Unit 2	Geography: Mega Cities	Portfolio: Planning a perfect living space
Unit 3	Civics: Understanding Government	Project: Judiciary and Government Design Report
Unit 4	History: The Middle Ages, Mongols and the Black Death	In class short response Independent Source Analysis – podcast
Unit 5	History: The Middle Ages, Mongols and the Black Death	Multimodal: Historical investigation

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Humanities Pathways





Health and Physical Education

Subject Information

Year 8 Health and Physical Education develops knowledge, understanding and skills for students to take positive action to protect, enhance and advocate for regular movement-based activity, personal identity and wellbeing, and respectful relationships. Students develop specialised movement skills and understanding in a range of physical activity settings.

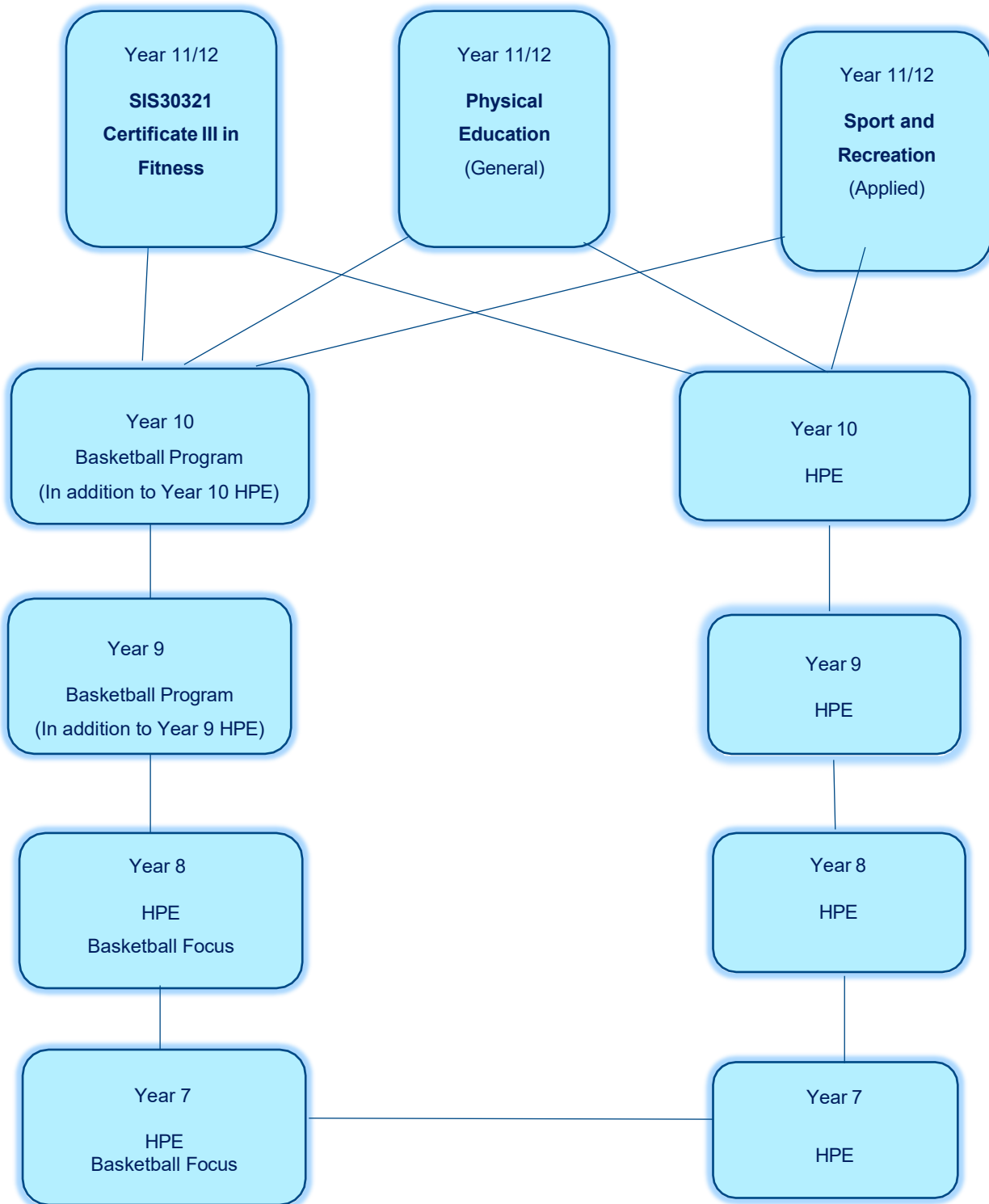
They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. They reflect on and refine personal and social skills as they participate in a range of physical activities. Students analyse health information and messages to propose strategies that enhance their health and wellbeing.

	Brief Description	Assessment Requirements
Unit 1	Motor Skills	Performance
Unit 2	Invasion Games & Teamwork	Performance & Reflective Journal
Unit 3	Super Snacks	Examination

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Health and Physical Education Pathways





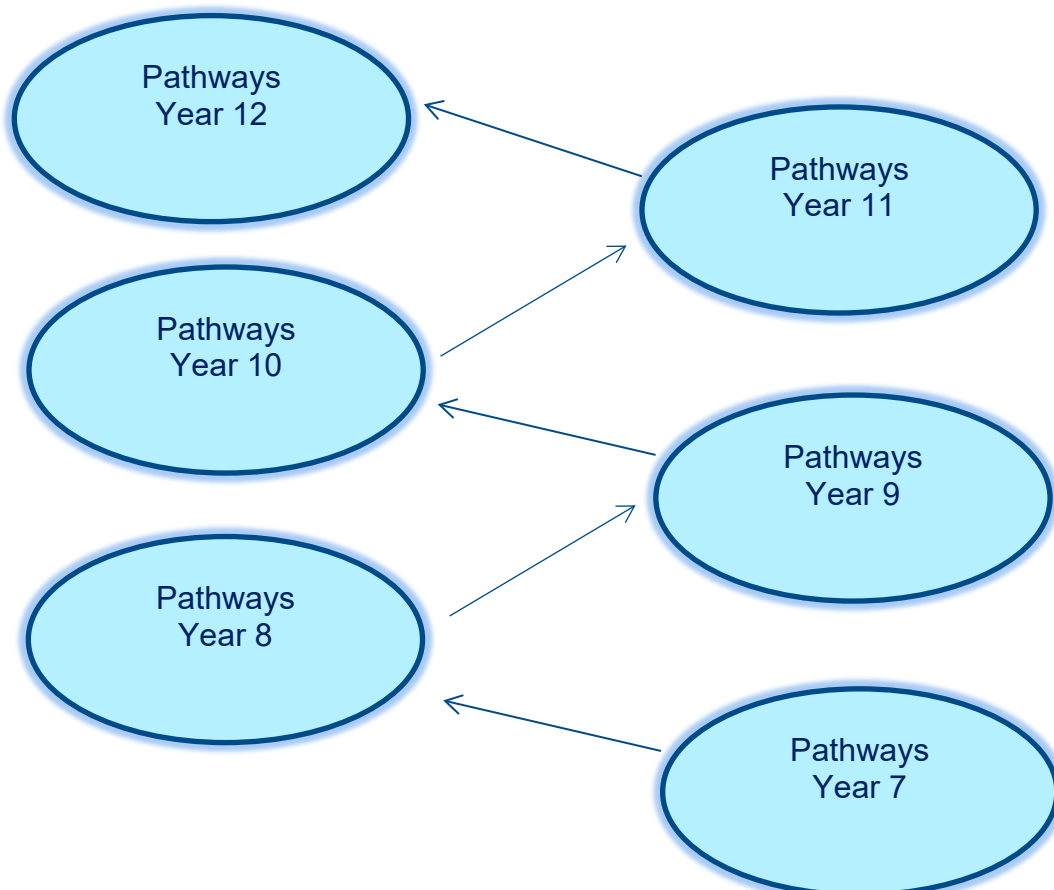
Pathways

Our students engage in a variety of learning experiences that incorporate developing their knowledge of topics that are relevant to them one day per week. This ranges from knowledge to keep students healthy, looking to the future and career pathways.

	Brief Description	Assessment* Requirements
Unit 1	Varies – Dependent on cohort needs	No Assessment Requirements
Unit 2	Varies – Dependent on cohort needs	No Assessment Requirements
Unit 3	Varies – Dependent on cohort needs	No Assessment Requirements
Unit 4	Varies – Dependent on cohort needs	No Assessment Requirements
Additional details	*Students in pathways do not receive a level of achievement for the subject; however, students will receive a grade for their effort and behaviour.	

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.

Pathways



Subject Tasters



Design and Technologies: Agricultural Science

Subject Information

Students will be studying animal and plant related topics and take part in practical activities on our working farm. This course contains both theory and practical components.

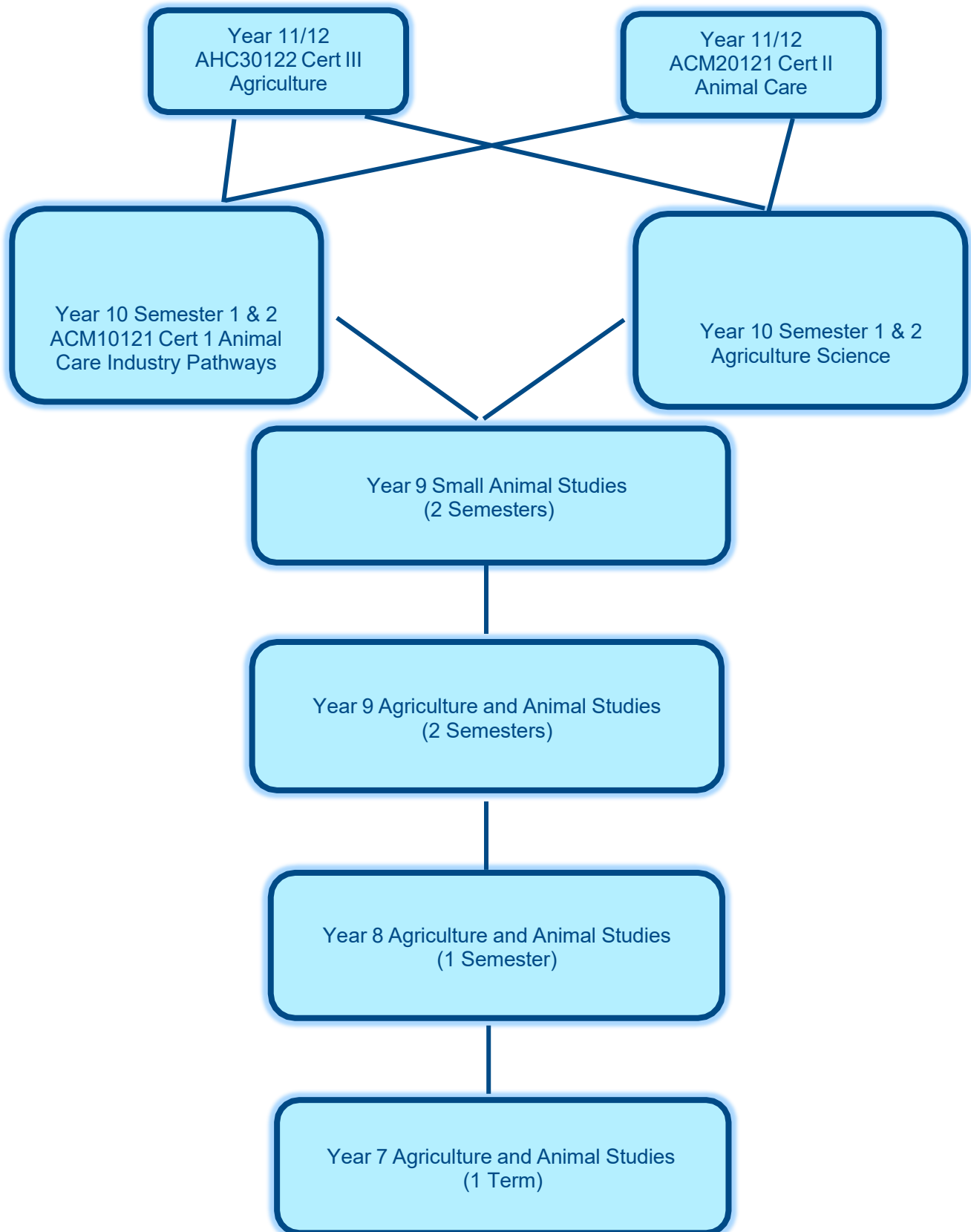
	Brief Description	Assessment Requirements
Unit 1	Animal Growth and Production	Students will create a husbandry calendar for sheep or cattle.
Unit 2	Hydroponics	Students will be required to design their own kitchen hydroponics system to suit a selected plant product based on the needs of that plant.
Unit 3	Poultry Production	Students will design and create a prototype of their own backyard poultry housing system.
Unit 4	Farmers Market	Students will plan and design an advertising package to promote the sale of their products.

Please note that the Units are subject to change based on student interests and seasonal resource availability.

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.
Other Information:	Students must be willing to: <ul style="list-style-type: none">• wear their Dakabin hat when working on the school farm.• follow instructions and work safely as directed.• get their hands dirty and work with animals, plants, soil and small machinery.



Agricultural Science Pathways





Design and Technologies: Home Economics

Subject Information

Year 8 Home Economics places emphasis on developing students' knowledge and independent skills in design processes, cookery, textiles, safety and hygiene. Students aim to gain an understanding of appropriate work methods and the use of equipment and utensils. Students will create, adapt and judge design ideas and products and will investigate how technologies impact on food and/or textiles products

The Feast unit allows students to explore reducing food waste and sustainability. Students will design, produce and create a digital recipe of their selected dish which will be used to create a collection of Dakabin State High School recipes.

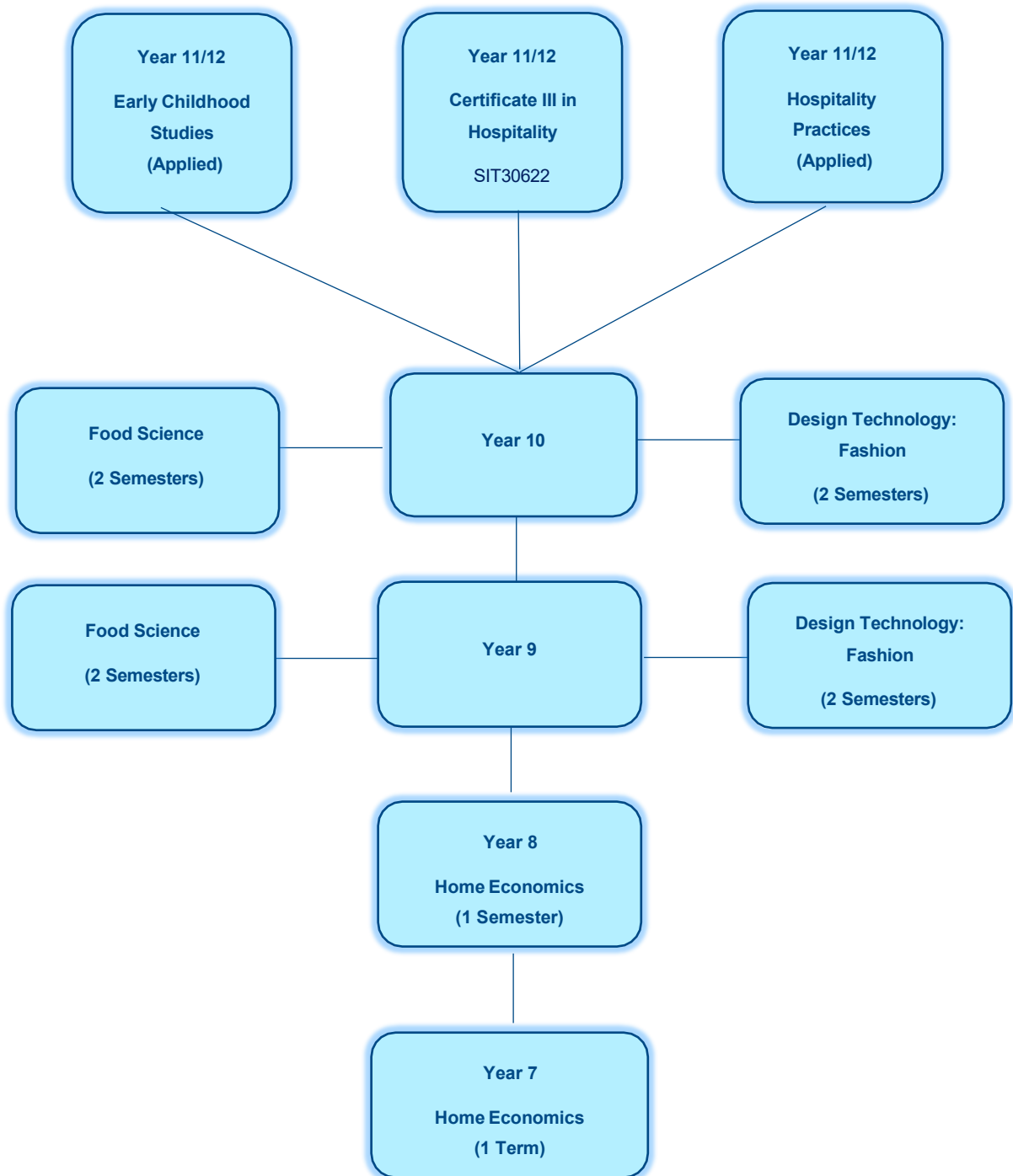
The Kids in the Kitchen unit provides students with the opportunity to investigate the Australian Guide to Healthy Eating. They will learn how to cook with different types of produce in the Home Economics class and create a digital presentation demonstrating how to produce their healthy snack food.

	Brief Description	Assessment Requirements
Unit 1	Expressive Threads	Project: Written and Practical
Unit 2	Feast	Project: Written and Practical

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme, however students may be required to provide extra textiles or ingredients for assessment items.
Required Materials	Please see SRS and stationery booklet for further details.



Food Science / Hospitality / Design and Technology Pathways





Design and Technologies: Industrial Technology and Design

Subject Information

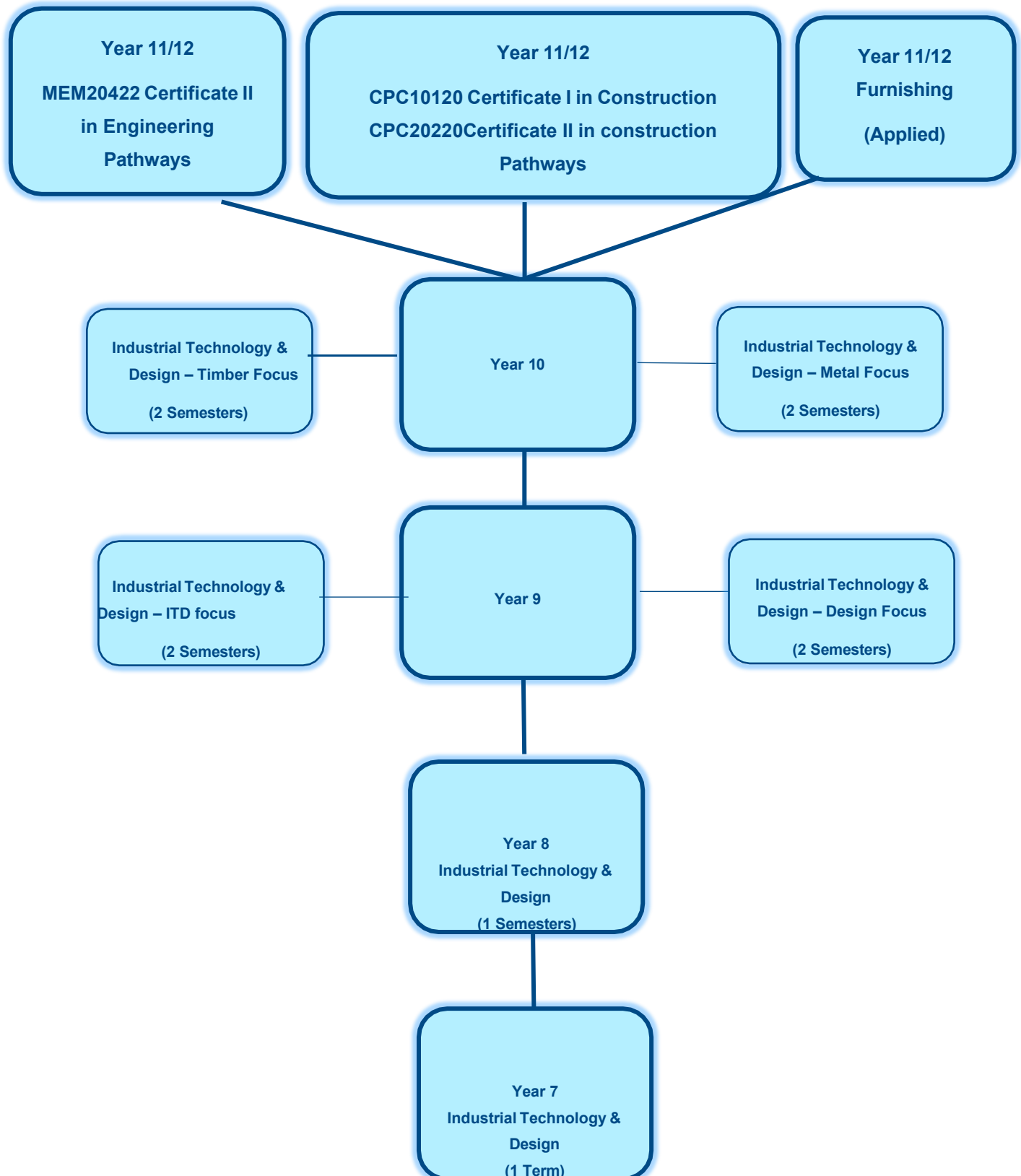
This course of study builds on elementary skills and learning from year 7 in industrial technology and design principles. Studies commence with workshop health and safety units and utilise skills in design to produce products from many different materials including timber, metals, plastic and recyclables. Students are given guidance working through design booklets and investigative studies to make prototype and final products, whilst investigating technology, design factors, sustainability, project management skills and safety in the workshop.

	Brief Description	Assessment Requirements
Unit 1	Design a Game – Snakes and Ladders	Practical projects and workbooks
Unit 2	Serving Tray	Practical projects and workbooks

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Industrial Technology and Design Pathways





The Arts: Dance

Subject Information

In dance, students will develop knowledge, understanding and skills to communicate ideas using the elements of dance; including space, time, dynamics and relationships. They will work with the body as the instrument and movement as the medium of dance, using dance composition processes to explore, organise and refine movement for choreography and performance.

	Brief Description	Assessment Requirements
Unit 1	Through the form of Learning Dances, choreographic exercises and visual examples, students will be introduced to the fundamentals of Dance. Each of the Elements of Dance will be explored in different lessons. Students will be exposed to the power of production elements to impart meaning in dance. This unit is designed to give students a fundamental understanding of Dance as a whole to build upon in junior years. It is a Term long unit. By the end of Term 1 they can analyse a dance with teacher scaffolding and perform several short dances in various styles that explore different aspects of choreography.	<ol style="list-style-type: none">1. Responding – Folio Booklet2. Performance – Teacher Devised Choreography

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



The Arts: Drama

Subject Information

An exploration of the basic elements of drama in order to prepare students to speak and act on-stage with confidence; as well as develop skills to think of ideas quickly and build resilience and confidence as they work in teams. This program is designed to be a preparation for future Performing Arts subject areas in the areas of performing, creating their own work, and developing written skills in analysing performance art works.

	Brief Description	Assessment Requirements
Unit 1	This unit is a foundation exploration of the Elements of Drama. Exploring narrative structure and managing tension, focus, symbolism, and characterisation. Students will learn to perform on-stage, create scenes, and reflect on their knowledge and understanding in a folio of work.	Making – short improvisation scene Knowledge and Understanding – Short answer booklet and reflections

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



The Arts: Media Arts

Subject Information

In Media Arts, communication, storytelling, and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works.

Through the creative use of materials and technologies to convey meaning, students manipulate still and moving images, text, sound and interactive elements. They construct representations and communicate or challenge understandings, ideas and positions.

	Brief Description	Assessment Requirements
Unit 1	Students will investigate film genres and learn how technical and symbolic codes and genre conventions shape meaning for an audience. They will identify and analyse how filmmakers manipulate media arts techniques and practices to construct representations of people, places, ideas, and events. Students will then design, produce, and evaluate their own short films.	<ol style="list-style-type: none">1. Design and produce a short film (45sec-1min)2. Reflective statement which analyses and evaluates the completed short film (200-250 words)

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



The Arts: Music

Subject Information

Students will explore the keyboard, guitar and drum kit, voice and, of course, any other instrument which they already play. Being a practical subject, the focus is 'hands-on' experience, while identifying and analysing how the elements of music are used in different styles of music. Students also have opportunities to manipulate the elements of music and stylistic conventions to compose music using digital audio-based software such as GarageBand.

	Brief Description	Assessment Requirements
Unit 1	In this unit, Students analyse and reflect on key features of a popular music genre from different cultures within a modern context. They analyse two songs, create and notate a composition, and perform on a selected instrument.	Analysis Composition Performance

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



The Arts: Visual Arts

Subject Information

Creative Compositions'- In this unit, students will have fun exploring the elements of art and the principles of design in both their making and responding tasks. In making, they will create a 2D folio consisting of a drawing, painting and a print. Students will also make a ceramic sculpture. They will create both representational and non-representational artworks. In responding, students will explore how other artists have used the elements of art and the principles of design to create effective compositions and communicate meaning. They will describe, analyse, interpret and evaluate artworks by others, looking at artworks from a range of times, places and cultures.

	Brief Description	Assessment Requirements
Unit 1	Creative Composition- 2D Media	Folio of 2D artworks (drawing, painting and print) and a work booklet
Unit 2	Creative Composition- 3D Media	Ceramic sculpture and a work booklet

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Performing Arts Pathways

Year 11/12
Drama
(General)
Drama in Practice
(Applied)

Year 11/12
Dance
(General)
Dance in Practice
(Applied)

Year 11/12
Music
(General)
Music in Practice
(Applied)

Year 10
Drama
(2 Semesters)

Year 10
Dance
(2 Semesters)

Year 10
Music
(2 Semesters)

Year 9
Drama
(2 Semesters)

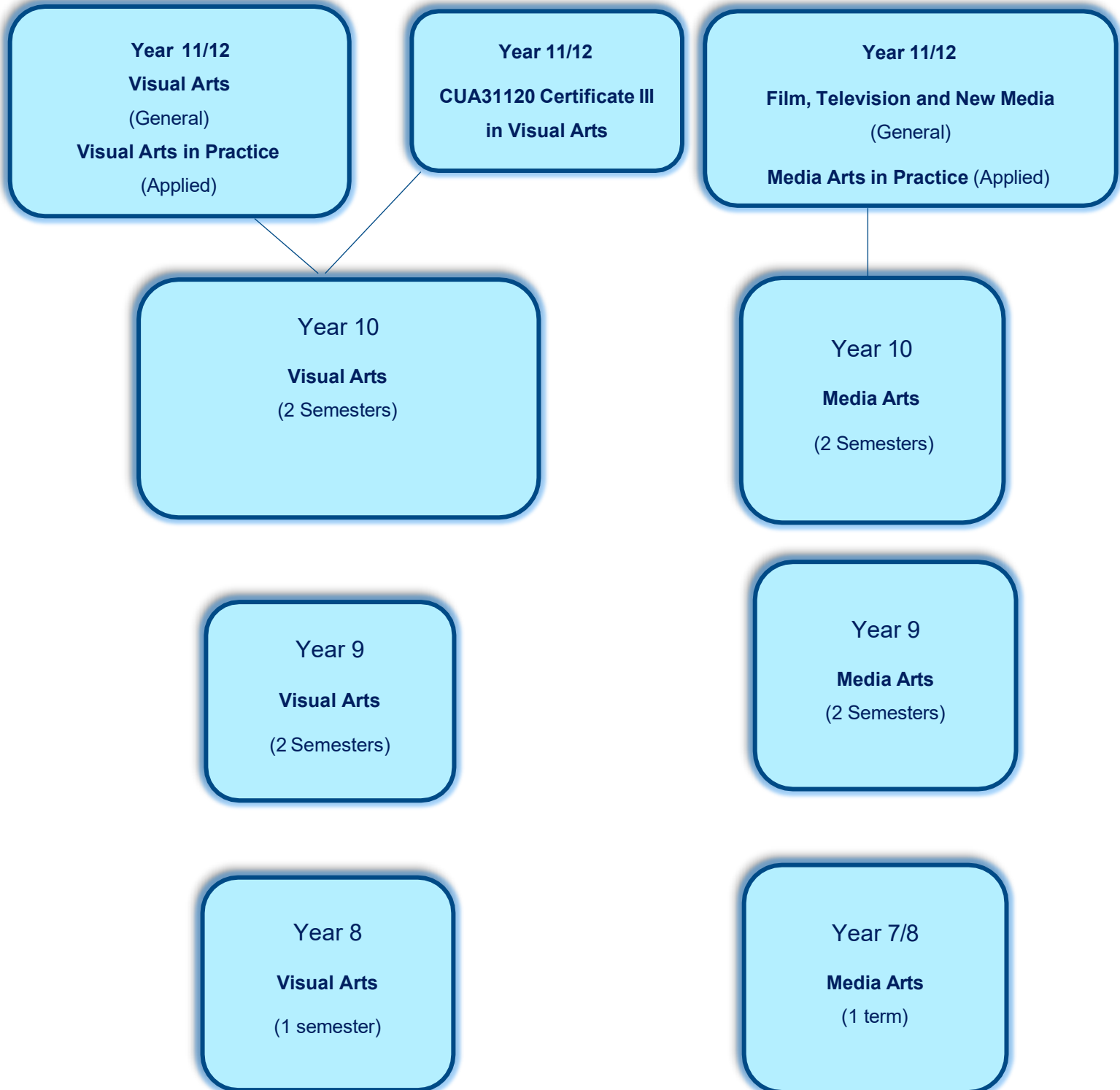
Year 9
Dance
(2 Semesters)

Year 9
Music
(2 Semesters)

Years 7 & 8
Performing Arts
(1 Term per strand)



Performing Arts Pathways



Note: Different combinations are possible upon meeting pre-requisites. Individual circumstances will be considered.