WONGAN HILLS
DISTRICT HIGH SCHOOL

TERM OUTLINES

Semester 2 2025

YEAR 8

Wongan Hills District High School

Cultivate

Year 7-8
Health Education
Term 4

Students will be working through the Department of Education Protective Behaviours unit. This has ongoing assessment tasks that students will be completing throughout the term.

Wongan Hills District High School

Cultivate

Year 8/9 HASS GEOGRAPHY

Week	Content/Teaching Points	Assessment
	Landscapes and Landforms	
1 - 2	Landscapes and Landforms • Differences between landscapes and landforms • Valuing landscapes • Aboriginal and Torres Strait Islanders and landscapes/landforms Case Study	
3-4	• World's major biomes • Australia's major biomes	**ASSESSMENT:** Biomes broadsheet
5-7	Changing face of the Earth • Earthquakes • Tsunamis • Volcanoes • Mass movement	
8-9	Coasts • Processes forming • Erosional landscapes • Depositional landscapes • How do we manage coastal landscapes?	**ASSESSMENT:** Coastal Landscape Sketch
10	**DHS COUNTRY WEEK**	

Wongan Hills District High School

Year 8/9 HASS
ECONOMICS AND BUSINESS

Week	Content/Teaching Points	Assessment

1/2	• Urbanisation in Australia
	• Migration
	  ○ International
	  ○ Australian
		ASSESSMENT :
		Photo Essay

3	• Review of Economic Problem • Factors of Production • Renewable and non-renewable resources • How businesses decide what to produce, how to produce and for whom to produce	
4-6	• Traditional Indigenous markets • Types of markets • Interactions between buyers and sellers and the influence on the allocation of resources and pricing	**ASSESSMENT:** Australia's Health Care System Case Study
6 -8	• Influence of the government in the provision of goods and services • Which level of government is responsible for providing certain services	**ASSESSMENT:** Australia's Trade Relationships
9	**CADET CAMP**	
10	• Tax.	

Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities.

Wongan Hills District High School

Cultivate

Year 8/9 HOME ECONOMICS
Semester 2, 2025

Wk	Content/Teaching Points	Assessment
1	PROJECT SELECTION/CONTINUATION (if students choose to continue a project from 2024 or SEMESTER 1)	
2	BASIC SKILLS REVISION/LEARNERS PERMIT INDIVIDUAL PROJECTS	
3	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
4	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
5	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
6	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
7	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce • Evaluation/Feedback	
8	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce • Evaluation/Feedback	**ASSESSMENT:** Design process, evaluating, revision, etc
9	REVISION OF SKILLS • Evaluating	**ASSESSMENT:** Self-Management Mark (Textile project production and working safely)
10	DHS COUNTRY WEEK	

Wongan Hills
District High School

Cultivate

	Learning Activities	***Assessment***
1	Rules and responsibilities *Safety rules*	
2	Food preparation safety	
3	Food preparation safety	
4	Measuring terminology and equivalences Cooking terminology	
5	Introduce the concept of nutrition for healthy living. Discuss Australian Guide to Healthy Eating, and Food Pyramid	
6	Healthy Burger Students are to complete "Healthy Burger" design task (written components)	***ASSESSMENT:*** *Self-Management Mark (Food Production skills and working safely)*
7	Healthy Burger Students are to complete "Healthy Burger" design task (practical components)	***ASSESSMENT:*** *Healthy Burger. After working with a variety of different healthier versions of traditional foods, students will design and create their own healthy burger.*
8	My Design My Pie Students are to complete "Healthy Burger" design task (complete all practical and written components)	
9	**CADET CAMP**	
10	CHRISTMAS COOKING	

Wongan Hills District High School

Cultivate

Year 8 Science
Term 3 2025

Biological Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	**Animal and Plant Cells** The names and functions of the different structures and organelles. ○ Nucleus ○ Cell wall (plants) ○ Cell membrane ○ Cytoplasm/ Cytosol ○ Mitochondria ○ Rough and Smooth Endoplasmic Reticulum ○ Ribosomes ○ Chloroplasts (plants) ○ Vacuole • Compare the labelled diagrams to micrographs of real cells and have students identify the structures. • Compare the structure of animal cells, plant cells and fungal cells. • Examine the function of cell structures and organelles that are unique to plant cells. ○ Word Equation for Cellular Respiration and Photosynthesis **Viewing Cells** • Parts of a microscope • Practice preparing slides and viewing small objects under a microscope. **Single Celled Organisms** • Examine different types. • Look at the importance of singled celled organisms as decomposers, how they cause disease, how they can help cure diseases. • Define mitosis as a form of reproduction in singled-celled organisms and growth and repair in multi-cellular organisms. **Students do not need to know the stages of mitosis** **The Digestive System** • Examine the organs involved in the human digestive system and discuss the role of each component.	Test 1
5-8	**The Respiratory System** • Examine the organs involved in the human respiratory system and discuss the role of each component. o Mouth and Nose o Trachea o Bronchi o Bronchioli o Alveoli • Examine the components and process of gas exchange ○ Concentration gradient **The Reproductive System** • Sexual Reproduction • Examine the organs involved in the male and female human reproduction systems. **Asexual Reproduction** • Explore ○ binary fission ○ vegetative propagation ○ budding ○ spores ○ fragmentation	Test 2
9-10	Research Investigation Week	Research Assessment

Homework:
There is no set homework for the Year 8 students this term, however, it is recommended that students aiming for an ATAR pathway consolidate their learning at home.
Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities.
Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level are met.

Wongan Hills District High School

Cultivate

High School Physical Education
Term 3 2024

Term 3 Week	Key Concepts	Assessment
1 Understanding movement	**Jumps** • Long Jump • Triple Jump	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
2 Understanding movement	**Team Games/Individual** • Team Flags • Team Games • Individual Flag Race	**Practical Assessment** - Participation - Sportsmanship
3 Understanding movement	**Throws:** Discuss • **Lesson 1: Explicit Teaching of the Skill** • **Lesson 2: Interhouse Athletics Discuss event**	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
4 Understanding movement	**Throws:** Shot Put • **Lesson 1: Explicit Teaching of the Skill** • **Lesson 2: Interhouse Athletics Shotput event**	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
5 Understanding movement	**Running Events** • 100,200,400m/Relays **Team Games** • Team Flags • Team Games Interhouse Athletics Carnival: August 25th	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
6 Learning through movement	**Country Week Sport Option: Basketball**	Practical Assessment
7 Learning through movement	**Country Week Sport Option: Basketball**	Practical Assessment
8 Learning through movement	**Country Week Sport Option: Basketball** **Lesson 1: Hockey** **Lesson 2: Designing a modified game for Week 9**	Practical Assessment
9 Learning through movement	**Modified Game**	Practical assessment on effective leadership, including teamwork and motivation. The students will be delivering a modified game to another class based on the sports played during Weeks 6-8.
10	**Country Week**	

Wongan Hills District High School

Cultivate

Year 8 Mathematics
Term 3 2025

Wk	Learning Intentions	Assessment
1	Rules and Tables	
2/3	Plotting straight line graphs and finding a and y intercepts Finding rules using tables Basic gradients and direct proportion Application of linear graphs Non-linear graphs	
4/5	Reflections, translations and rotations Congruent figures and triangles Congruence and quadrilaterals	Mid Term Test
6/9	Basic Statistics: Collecting, classifying and summarising data Dot plots, column graphs, line graphs, stem and leaf plots Frequency tables, range and measures of central tendency Surveying and sampling Interpreting data from tables and graphs	Statistical Investigation
10	Students not attending Country week will be provided with a program of work consolidating the term's learning.	

Homework:
There is no set homework, however it is recommended that those students considering pursuing an ATAR pathway consolidate their learning at home. An additional text book can be provided for this.
The information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities.
Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure those students working at level in each year are provided with the necessary content and level of difficulty.

Wongan Hills District High School

Cultivate

Year 8 Design & Technologies
Semester 2 2025

Wk	Content/Teaching Points	Assessment
1-3 **Induction, Safety Design and Investigation**	Workshop induction and safety procedures outlined. Investigates and comprehensively describes a given need or opportunity for a specific purpose. Describes in detail, relevant constraints when considering and selecting components/resources. Uses a range of appropriate technical terms and technology to design, develop and evaluate a variety of alternative solutions that are communicated in a comprehensive manner. Produces a simple, problem-solving plan through a detailed and logical sequence of steps. Explains the creativity, innovation and enterprise of individuals and groups that develop products, services and environments. Explains social, ethical and sustainability factors in the design and development of technologies and designed solutions to meet community needs for economic environmental and social sustainability.	Students will undertake a series of design tasks and submit a selected task for assessment. Students will develop a unique design within parameters and communicate ideas and concepts. The developed design will be produced using sustainable materials and processes. Products and designs will undergo summative assessment on the conclusion of production and design processes. Students will undertake ongoing assessments on machine and machine tool safe practices.
4-5 **Design Continuum and Production**	Selects and consistently applies safe and appropriate techniques to make solutions, using a wide range of relevant components and equipment, explaining reasons for selection of appropriate techniques. Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology. Follow a plan designed to solve a problem, using a sequence of steps. Material and technology decisions and processes influence the selection and combination of materials, systems, components, tools and equipment.	Students will continue to produce, refine, evaluate and redirect their design and production works. Students will justify decision-making factors of selecting and combining materials, applicable systems, components and relevant tools and equipment.
6-7 **Design Continuum and Production**	Consistently work independently, and collaboratively, to plan, develop and effectively communicate detailed ideas and logical information when managing projects. Safely make solutions using a range of components, equipment and techniques.	Students will continue to produce, refine, evaluate and redirect their design and production works using a feedback cycle. Finishing techniques may be evaluated and incorporated at this stage.
8-9 **Production and Evaluation**	Independently develops and applies contextual criteria to comprehensively examine design processes and solutions, providing a detailed and logically sequenced evaluation on design processes and solutions.	Finished production models and design briefs will be assessed. Designs requiring continued production in Term 2 will be evaluated and assessed formatively.

Assessments completed in Term one will be combined with assessments from Term 2 to determine a grade for the Semester.

Please note that the information above is a guide only. The course content and assessment dates may change over the term. Work will also be differentiated to account for individual student needs and stages of learning.

Wongan Hills District High School

Cultivate

Wk	Content/Teaching Points	Assessment
10-12 **OSH refresher, Design and Investigation**	Workshop refresher and safety procedures outlined. Investigates and comprehensively describes a given need or opportunity for a specific purpose. Describes in detail, relevant constraints when considering and selecting components/resources. Uses a range of appropriate technical terms and technology to design, develop and evaluate a variety of alternative solutions that are communicated in a comprehensive manner. Produces a simple, problem-solving plan through a detailed and logical sequence of steps. Explains the creativity, innovation and enterprise of individuals and groups that develop products, services and environments. Explains social, ethical and sustainability factors in the design and development of technologies and designed solutions to meet community needs for economic environmental and social sustainability.	Students will either continue with a current design project or develop a new project for the Term or a series of smaller projects in collaboration with the teacher. Students will develop a unique design within parameters and communicate ideas and concepts. The developed design will be produced using sustainable materials and processes. Products and designs will undergo summative assessment on the conclusion of production and design processes. Students will undertake ongoing assessments on machine and machine tool safe practices.
13-14 **Design Continuum and Production**	Selects and consistently applies safe and appropriate techniques to make solutions, using a wide range of relevant components and equipment, explaining reasons for selection of appropriate techniques. Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology. Follow a plan designed to solve a problem, using a sequence of steps. Material and technology decisions and processes influence the selection and combination of materials, systems, components, tools and equipment.	Students will continue to produce, refine, evaluate and redirect their design and production works. Students will justify decision-making factors of selecting and combining materials, applicable systems, components and relevant tools and equipment.
15-16 **Design Continuum and Production**	Consistently work independently, and collaboratively, to plan, develop and effectively communicate detailed ideas and logical information when managing projects. Safely make solutions using a range of components, equipment and techniques.	Students will continue to produce, refine, evaluate and redirect their design and production works using a feedback cycle. Finishing techniques may be evaluated and incorporated at this stage.
17-18 **Production and Evaluation**	Independently develops and applies contextual criteria to comprehensively examine design processes and solutions, providing a detailed and logically sequenced evaluation on design processes and solutions.	Finished production models and design briefs will be assessed.

Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.

Please note that the information above is a guide only. The course content and assessment dates may change over the term. Work will also be differentiated to account for individual student needs and stages of learning.

Wongan Hills District High School

Cultivate

Year 8/9 English
Term Three 2025

TERM THREE		
Wk	**Content/Teaching Points**	**Formal Assessment**
1 – 9	**Novel Study – The Giver** • Reading comprehension strategies • Characterisation – direct vs indirect • Plot profile – exposition, rising action, climax, falling action, resolution • Point of view • Genres • Literary Conflict types • Mood vs tone • Figurative language • Theme • Film and novel comparison • Utopia vs Dystopia Daily development of vocabulary, grammar, spelling and language conventions / literary devices	**1.Analytical writing** **2. Re-writing an excerpt of The Giver from another POV**
10	Country Week	

Please note that the information above is a guide only. The course content and assessments may change over the term depending on student needs, interests and abilities. Students will be graded based on all independent tasks which are not limited to the formal assessment task. Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level, as well as ability levels amongst students, are met.

Homework:
Students may have independent homework tasks that support their learning. These tasks could be one of the following:

1. **Reading reflection -** To reinforce your child's reading and comprehension skills, they will be working towards reflecting on texts read in class or at home. Reflection activities should not take more than ten minutes.
2. **Learning preparation. -** At times, your child will be asked to investigate a text or resource outside of class. This may require them to use a computer for research or read a text from the class. It may also include writing, especially if there is drafting to be done for publishing some writing. None of these activities should take more than 30 minutes.

Wongan Hills District High School

Year 8/9 Visual Arts
Semester 2 2025

Surrealism: Papier Mache and Kabuki

Wk	Learning Intentions	Success Criteria
1-3	**Unmasking Tradition: Exploring Japanese Kabuki and Mask Culture** - Understand the role of masks in Japanese culture, especially Kabuki theatre. - Identify aesthetic conventions and symbolic meaning of Kabuki masks. - Begin visual research and annotation.	- Students can describe the cultural and theatrical role of Kabuki masks. - Students can identify and analyse features (colour, expression, symbolism) of various traditional masks. - Students can compile a visual reference board with annotations.
4-6	**Sustainable Sculpting: Making Papier Mâché Pulp from Recycled Paper** - Learn how to create paper pulp using shredded recycled paper. - Understand environmental impacts of material choices in art. - Experiment with papier mâché recipes using agents like plaster powder and PVA glue.	- Students can successfully create paper pulp using recycled materials. - Students can explain why sustainable practices are important in artmaking. - Students can compare recipe variations and select appropriate mixes for sculptural strength and detail.
7-9	**Moulding Meaning: Constructing the Mask Form** - Design and sketch a Kabuki-inspired mask design with symbolic features. - Use moulding and layering techniques to shape masks from pulp. - Refine structure, symmetry, and form.	- Students can produce a design drawing showing clear links to Kabuki traditions. - Students can apply sculptural techniques to build a papier mâché mask form. - Students can identify ways to improve strength, form, and balance in their sculpture.
10-12	**Paint and Persona: Mask Decoration and Identity** - Explore colour symbolism and facial expression in Kabuki mask art. - Learn acrylic and mixed media techniques (e.g. layering, dry brushing, linework). - Apply these to paint and decorate the mask.	- Students can use appropriate colours and symbols to represent character or emotion. - Students can demonstrate skill in applying paint and mixed media for decorative effect. - Students can justify their aesthetic choices based on cultural and personal meaning.
13-15	**Reflection and Display: Finishing Touches and Artist Statement** - Complete final presentation of masks for display. - Write an artist statement explaining design influences, techniques, and personal reflection. - Participate in peer evaluation and critique.	- Students can present a complete, well-crafted mask ready for display. - Students can articulate their creative process, technique, and cultural inspiration in writing. - Students can give and receive peer feedback respectfully using visual art vocabulary.Students can submit a written artist statement describing their process and meaning.

Formative Assessments:
Cultural research and visual planning in journals, recipe testing and experimentation notes, peer critiques during the construction process, and self-assessment of technique and design development.

Summative Assessment:
Completed papier mâché Kabuki mask incorporating cultural symbolism and mixed media decoration, accompanied by a written artist statement explaining creative decisions, materials used, and cultural influences.

Final Grade:
Determined by a combination of formative and summative assessments, measured against the Western Australian Curriculum Visual Arts Judging Standards for Years 8 and 9.

Note: The course content and assessment dates may change. Work will be differentiated to meet individual student needs and learning stages. Students are encouraged to use AI-generated artworks from their prompts as a reference to extend their creativity and conceptual development.

Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.
Please note that the information above is a guide only.

Wongan Hills District High School

Year 8/9 Digital Technologies
Semester 2 2025

From Imagination to Tabletop – Designing a 3D Character Miniature

Wk	Learning Intentions	Success Criteria
1	Unlocking the World of Miniatures Understand the project goal and explore character aesthetics using digital inspiration tools.	✅ I can describe the purpose of a 3D character miniature. ✅ I can explore different character design features using HeroForge. ✅ I can articulate initial ideas for my own design.
2	My Character, My Story Plan a unique character by sketching and defining its features, backstory, and function.	✅ I can sketch my character's silhouette, gear, and pose. ✅ I can write a short backstory and describe the character's role. ✅ I can begin developing a mood board or reference sheet.
3	Building Basics in Tinkercad Learn basic 3D modelling techniques in Tinkercad to construct simple objects.	✅ I can navigate the Tinkercad workspace confidently. ✅ I can create a basic 3D item (e.g., sword or shield). ✅ I can use alignment, group, and resize tools correctly.
4	Precision Design in Tinkercad Develop accuracy in modelling detailed hard-surface objects.	✅ I can design a symmetrical object (e.g., base or armor plate). ✅ I can apply the align, duplicate, and snap tools effectively. ✅ I can explain why precision matters in 3D printing.
5	Blender Basics Bootcamp Understand Blender's interface and perform basic object manipulations.	✅ I can navigate Blender's 3D viewport using shortcut keys. ✅ I can move, scale, and rotate objects. ✅ I can import/export objects in Blender.
6	Sculpting the Body Use mesh editing tools in Blender to build a character base or torso.	✅ I can use tools like extrude, loop cut, and subdivision. ✅ I can shape a basic figure with torso and base. ✅ I can save my progress in Blender files.
7	Adding the Details Add anatomical and character-specific details like limbs, armour, or accessories.	✅ I can model distinct body parts using Blender's mesh tools. ✅ I can add accessories relevant to my character design. ✅ I can explain the design choices I made.
8	Combining Design Tools Import and integrate objects between Tinkercad and Blender.	✅ I can import a model from Tinkercad into Blender (or vice versa). ✅ I can position and combine separate components into one model. ✅ I can ensure model elements are grouped logically.
9	Make It Printable Optimise 3D models for successful printing by considering technical limitations.	✅ I can check for manifold errors and overhangs. ✅ I can simplify or restructure my model if needed. ✅ I can explain the importance of printability features.
10	Slicing Like a Pro Use slicing software to prepare STL files for 3D printing.	✅ I can use slicer settings such as layer height and infill. ✅ I can position and scale my model effectively for printing. ✅ I can export a working GCODE file
11	Print Test & Feedback Test-print a prototype and analyse the result.	✅ I can inspect a printed model and identify strengths/weaknesses. ✅ I can provide and receive constructive peer feedback. ✅ I can note areas for improvement in my design.
12	Evaluate and Iterate Review and revise the character design based on peer and self-assessment.	✅ I can identify what worked and what didn't in my design. ✅ I can apply feedback to refine my 3D model. ✅ I can articulate design changes made.
13	Final Submission: Digital Masterpiece Finalise and export the complete digital model for printing.	✅ I can prepare a final, complete STL file. ✅ I can ensure the file is printable and follows naming conventions. ✅ I can explain how the model represents my original concept.

14	Character Showcase Prep Develop a visual presentation and backstory for the final miniature.	✅ I can create a short slide presentation featuring renders, sketches, and story. ✅ I can include screenshots and describe my design process. ✅ I can use layout and text tools in Canva or Slides.
15	Showcase & Peer Reflection Present the miniature and story to the class and reflect on project outcomes.	✅ I can clearly present my character and design process. ✅ I can reflect on what I learned and what I'd do differently. ✅ I can give and receive thoughtful feedback.
16	Digital Portfolio Wrap-Up Compile and submit a complete portfolio documenting the design journey.	✅ I can organise digital files: screenshots, renders, reflections, STL files. ✅ I can submit a well-structured portfolio using OneNote, Canva or Drive. ✅ I can evaluate my own learning using a rubric or checklist.

Assessment Overview – Digital Technologies: 3D Character Miniature Project

Formative Assessments:
Character concept sketches and planning in design journals, experimentation with 3D modelling tools (Tinkercad and Blender), technical trials including slicing and test printing, ongoing peer critiques during the design and refinement stages, and self-assessments evaluating design progression and technical accuracy.

Summative Assessment:
Completed 3D printable character miniature (STL file and/or printed model), incorporating considered form, function, and detail, supported by a digital portfolio. The portfolio includes a written design statement outlining the creative process, modelling tools used, design revisions, and the narrative or context behind the character.

Final Grade:
Determined through a combination of formative and summative assessment tasks, evaluated using the Western Australian Curriculum Judging Standards for Technologies (Years 8 and 9), including criteria related to creativity, digital design skills, and iterative problem solving.

Note: The course content and assessment timelines may change based on class needs. Learning will be differentiated to support diverse abilities and learning stages. Students are encouraged to use AI-generated concept images and digital inspiration platforms (e.g., HeroForge) as references to expand their design thinking and creativity.

Assessment tasks completed in Term 3 will be considered alongside Term 4 evidence to determine the overall Semester grade. The above is intended as a guide only and may be adjusted at the teacher's discretion.