



WONGAN HILLS  
DISTRICT HIGH SCHOOL

# TERM OUTLINES

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YEAR 8



# Wongan Hills District High School

8 HASS

Semester 1, 2026

WEEK	TEACHING POINTS	ASSESSMENT TASKS
<b>HISTORY</b>		
1	<ul style="list-style-type: none"> <li>Revision of History Skills eg timelines</li> </ul>	
<b>INVESTIGATING MEDIEVAL EUROPE</b>		
2-6	<ul style="list-style-type: none"> <li>The way of life in a feudal society and the roles and relationships of different groups in society</li> <li>Continuity and change in society: crime and punishment; defence systems; towns, cities and commerce</li> <li>A significant individual, event and/or development in the medieval period</li> <li>The transformation of the medieval world to the early modern world, including the causes, impacts and significance of the Black Death on European society.</li> </ul>	<p><b>ASSESSMENT:</b> Diary entries of various characters in different groups in society (e.g. noble or serf). (Week 4)</p> <p><b>ASSESSMENT:</b> Profile of a significant Medieval individual (Week 6)</p>
<b>INDUSTRIAL REVOLUTION (1750–1914)</b>		
7 - 9 Term 1 1-3 Term 2	<ul style="list-style-type: none"> <li>The social, economic, political, technological and/or environmental causes of the Industrial Revolution in Europe in the late 18th and 19th centuries</li> <li>The different experiences of men, women and/or children during the Industrial Revolution</li> <li>The short- and long-term effects of the Industrial Revolution</li> </ul>	<p><b>ASSESSMENT:</b> In class Source Analysis examining the experiences of men, women and children during the Industrial Revolution. (Week 2)</p>

OFFICIAL

<b>CIVICS AND CITIZENSHIP</b>		
<b>FREEDOM AND DEMOCRACY</b>		
4 - 7	<ul style="list-style-type: none"> <li>• The freedoms that enable active participation in Australia’s democracy within the bounds of the law, including freedom of speech, association, assembly, religion and movement</li> <li>• The election process and how government is formed</li> <li>• How citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action</li> </ul>	<b>ASSESSMENT:</b> How Do We Make Change? Investigation (Week 6)
<b>LAW AND ORDER</b>		
8-10	<ul style="list-style-type: none"> <li>• How statute law is made in Australia through parliaments</li> <li>• How common law is made in Australia through the courts</li> <li>• The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander peoples’ customary law</li> <li>• Young people’s rights and responsibilities when interacting with law enforcement</li> </ul>	<b>ASSESSMENT:</b> Topic Test (Week 10)
11	<b>BIVOUAC</b>	

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### Chemical Sciences

Wk	Content/Teaching Points	Assessment
1-4	<p><b><u>The Particle Model</u></b></p> <ul style="list-style-type: none"> <li>Introduce the Particle Model as an example of a scientific model.</li> <li>Discuss particle models of solids liquids and gases and how the particle model explains certain properties of solids liquids and gases.</li> </ul> <p><b><u>Changes of State</u></b></p> <ul style="list-style-type: none"> <li>Explain how heat affects the particles in the particle model and therefore how the particle model can be used to explain various changes of state.</li> </ul> <p><b><u>Elements and Compounds and Mixtures</u></b></p>	Test 1
5-8	<p><b>Physical and Chemical change</b></p> <ul style="list-style-type: none"> <li>Contrast physical and chemical changes. Have students identify physical and chemical changes.</li> <li>Revise the particle model for changes of state then use the particle model to describe other physical changes such as expansion and contraction, mixing, dissolving and diffusion.</li> <li>Discuss what chemical change means and the evidence that a chemical change has taken place.</li> </ul> <p><b>Chemical reactions</b></p> <ul style="list-style-type: none"> <li>Use the Atomic Theory of Matter to explain what is happening to the atoms in during a chemical reaction. Define reactants, products and the Law of Conservation of Mass.</li> </ul> <p><b>Chemical properties of metals and non-metals</b></p> <p>Compare some of the physical properties of non-metals with metals. Look at the distribution of metals and non-metals on the periodic table</p>	Test 2

**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.

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Physical Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	<p><b>Gravitational Potential Energy</b></p> <ul style="list-style-type: none"> <li>Introduce the concept of gravitational potential energy and explain the formula <math>E_p = mgh</math>.</li> <li>Students to rearrange formula to calculate m, g and h</li> </ul> <p><math>h = E_p/mg</math> <math>m = E_p/gh</math> *Gravity to be taught as <math>9.8ms^{-2}</math></p> <p><b>Kinetic Energy</b></p> <ul style="list-style-type: none"> <li>Revise the scientific definition of 'energy' and that it is measured in Joules (J)</li> <li>Introduce the concept of kinetic energy.</li> <li>Define mass (kg) and velocity (<math>ms^{-1}</math>)</li> <li>Relate the <math>E_k</math> of an object to both its mass and velocity. Introduce the equation <math>E_k = \frac{1}{2}mv^2</math>.</li> </ul> <p>**Students are not required to rearrange this equation to find m or v**</p> <p><b>Total Energy</b></p> <ul style="list-style-type: none"> <li>Examine the scenarios of dropping a ball and throwing a ball straight up. Introduce the concept of energy transformation and conservation in terms of <math>E_T = E_p + E_k</math> (do not go too deep into transformation and conservation as it is covered later in the term- simply base it around Potential and Kintetic)</li> </ul> <p>Student practice calculating KE and PE at different points in the ball's motion.</p>	Test 1
5-8	<p><b>Chemical and Heat Energy</b></p> <ul style="list-style-type: none"> <li>Introduce the concept of Chemical Energy as a form of Potential Energy.</li> <li>Introduce the concept of Heat Energy and how it is different but related to temperature.</li> <li>Highlight that often energy is lost from a system in the form of heat and find examples.</li> <li>Discuss the ways that heat can be transferred <ul style="list-style-type: none"> <li>Conduction</li> <li>Radiation</li> <li>Convection.</li> </ul> </li> </ul> <p><b>Electrical</b></p> <ul style="list-style-type: none"> <li>Introduce the concept of Electrical Energy</li> </ul> <p>Discuss other ways energy can be stored as potential energy e.g. elastic potential energy, chemical potential energy.</p> <p><b>Energy Transformation and Loss</b></p> <ul style="list-style-type: none"> <li>Introduce the concept of the Law of Conservation of Energy "Energy cannot be created nor destroyed, it can only be transferred or transformed."</li> <li>Introduce the concept of energy transformation and loss</li> <li>Introduce the concepts of useful energy and wasted energy</li> <li>Analyse mechanical and electrical systems to identify energy transformations and loss.</li> <li>Students identify energy transformations and loss from pictures of simple mechanical and from pictures of simple mechanical and electrical systems.</li> <li>Students are able to complete flow diagrams showing to show the transformations and loss of energy of simple mechanical and electrical systems.</li> </ul>	Test 2
9-10	<p><b>Power Plants</b></p> <ul style="list-style-type: none"> <li>Explore different types of power generation plants e.g. coal, nuclear, solar, wind, hydro, geothermic, tidal.</li> </ul> <p><b>Research Project:</b> Have students research one form of power generation plant and construct a flowchart to show the energy transformations when the power is used in a household</p> <p><b>Energy in Sustainable Living</b></p> <ul style="list-style-type: none"> <li>Discuss how homes can be made more energy efficient by reducing the need for heating and cooling. What other ways can a home be more energy efficient</li> </ul> <p>EnergyHogs</p>	Assignment

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## Year 8 Health

## Semester 1

	<b>TOPIC</b>	<b>CONTENT</b>	<b>ASSESSMENT &amp; HOMEWORK</b>
<b>1 – 4</b>	<b>Alcohol &amp; Drug Education</b>	Students will the revise impact of alcohol on developing brains. They will be exposed to challenging situations and risks for young people related to alcohol use e.g., out of control parties, drink spiking, damage to reputation. The students will also identify external influences such as peers and social norms and expectations as well as the difficulties managing external influences related to one or more challenging situations (as above). Finally, be equipped with the strategies for avoiding and reducing harm related to one or more challenging situations.	<b>Assessment 1:</b> Drug & Alcohol Posters
<b>5</b>	<b>Drug &amp; Alcohol Education</b>	<ul style="list-style-type: none"><li>- Virtual Reality based around alcohol &amp; other drugs</li><li>- The human brain, it's functions and alcohol and other drug use</li></ul>	
<b>6 - 9</b>	<b>Respectful Relationships</b>	Students will explore the impact of relationships on their own and others wellbeing. They will explore the rights and responsibilities they as individuals have in a relationship.	<b>Assessment 2:</b> Rights and responsibilities research task and questionnaire.

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WEEK	TOPIC	CONTENT	ASSESSMENT & HOMEWORK
1-3	<b>Respectful Relationships</b>	<p>Students will gain a deeper understanding of the impact that physical changes have on gender, cultural and sexual identities.</p> <p>Year 8 will also explore identity – what makes people different, changes to identity (assuming more responsibility, greater independence from family, greater reliance on and connection to peers, developing sexual feelings). The students will research ways to manage transitions, including strategies such as self-talk.</p>	<b>Assessment 3:</b> Infographics - Identity
4	<b>Respectful Relationships</b>	Students will learn strategies for managing the changing nature of peer and family relationships.	
5-9	<b>What influences me?</b>	<p>Students will learn how different influences on decision-making and behaviour (the media, behaviour of role models, beliefs, attitudes, prior experience, social norms and expectations) impacts their health. They will also gain an understanding of the beliefs and values and how they can be different. As a group, they will explore personal beliefs and clarify attitudes towards a health behaviour such as physical activity, healthy eating or sun protection.</p>	<b>Assessment 4:</b> PowerPoints – Decision making
9-11	<b>What influences me?</b>	<p>Factors that shape identities and adolescent health behaviours, such as the impact of:</p> <ul style="list-style-type: none"> <li>- Cultural beliefs and practices</li> <li>- Family</li> <li>- Societal norms</li> <li>- Stereotypes and expectations</li> <li>- The media</li> <li>- Body image</li> </ul> <p>Students will look at common things that young people are personally concerned about e.g., school, body image, bullying/conflict, living up to stereotypes and expectations etc. They will analyse case studies.</p>	<b>Assessment 5:</b> Case Studies: Questionnaire and bullying scenario resolutions.



		<p>Students will identify and link the positive impact of factors influencing health to students own personal health concerns e.g. how can the media support positive body image? how can families support young people to stress less about their future?</p>	
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## Year 8 Physical Education

## Semester 1 2026

	<b>TOPIC</b>	<b>CONTENT</b>	<b>ASSESSMENT &amp; HOMEWORK</b>
<b>1 – 3</b>	<b>Movement Skills</b> Net Sports	Students will be actively involved in volleyball.  They will learn the fundamental skills required as well as be given opportunities to demonstrate these skills into game play situations.	<b>Assessment 1:</b> Volleyball skill assessment
<b>4</b>	<b>Movement Skills</b> Water-based activities	<b>Water Confidence &amp; Introduction</b>  Students focus on getting comfortable in the water, learning body position, treading water, and understanding safety rules. Simple passing activities and a light game help them ease into the program.	
<b>5</b>	<b>Movement Skills</b> Water-based activities	<b>Passing &amp; Catching Skills</b>  Students learn how to pass and catch the ball with one hand while staying afloat. Activities emphasise accuracy, teamwork, and moving after passing.	
<b>6</b>	<b>Movement Skills</b> Water-based activities	<b>Shooting &amp; Aiming</b>  Students practise basic shooting techniques, learn how to rotate their body for power, and develop goal awareness through target games and shooting drills.	<b>Assessment 2:</b> Water-based assessment
<b>7</b>	<b>Movement Skills</b> Water-based activities	<b>Movement &amp; Team Play</b>  Students learn how to move into space, support teammates, and apply simple tactics. Modified games introduce teamwork and strategy while staying non-contact.	<b>Assessment 2:</b> Water-based assessment (continued)
<b>8</b>	<b>Movement Skills</b> Net Sports	Students will be actively involved in volleyball.  They will learn the fundamental skills required as well as be given opportunities to demonstrate these skills into game play situations.	<b>Assessment 1:</b> Volleyball skill assessment (continued)
<b>9</b>	<b>Movement Skills</b> Water-based activities	<b>Applying Skills in Game Play</b>  Students rotate through skill stations and then participate in small-sided, non-contact games to apply everything they've learned. The focus is on teamwork, confidence, and enjoyment.	<b>Assessment 2:</b> Water-based assessment (continued)



WEEK	TOPIC	CONTENT	ASSESSMENT & HOMEWORK
1	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Endurance</li><li>• Touch Rugby</li></ul>	Cross Country Prep <ul style="list-style-type: none"><li>• Design a fitness Program</li><li>• Fitness testing</li></ul> Touch Rugby <ul style="list-style-type: none"><li>• Safety</li><li>• Passing</li><li>• Game set up</li></ul>	
2	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Endurance</li><li>• Touch Rugby</li></ul>	Cross Country Prep Touch Rugby <ul style="list-style-type: none"><li>• Agility Skills</li><li>• Passing</li></ul> Game set up	
3	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Endurance</li><li>• Touch Rugby</li></ul>	Cross Country Prep Touch Rugby <ul style="list-style-type: none"><li>• Agility Skills</li><li>• Umpire</li><li>• Attacking and Defending</li></ul>	<b>Assessment 3:</b> Game Skills Teamwork Leadership
4	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Endurance</li><li>• Touch Rugby</li></ul>	Cross Country Prep Touch Rugby <ul style="list-style-type: none"><li>• Agility Skills</li><li>• Umpire</li><li>• Attacking and Defending</li></ul>	<b>Assessment 3:</b> Umpiring Strategies Tactics (continued)
5	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Endurance</li><li>• Touch Rugby</li></ul>	Cross Country Prep Touch Rugby <ul style="list-style-type: none"><li>• Game Play</li><li>• Umpiring</li></ul>	<b>Assessment 3:</b> Game Skills Knowledge of Rules (continued)
6	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Hockey</li></ul>	Hockey <ul style="list-style-type: none"><li>• Prior Knowledge</li><li>• Diagnostic Skill Assessment</li><li>• Ball handling</li></ul>	



7	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Hockey</li></ul>	Hockey <ul style="list-style-type: none"><li>• Passing &amp; Trapping</li><li>• Ball Movements</li></ul>	
8	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Hockey</li></ul>	Hockey <ul style="list-style-type: none"><li>• Ball Movements</li><li>• Field Positions</li><li>• Attacking and Defending</li></ul>	<b>Assessment 4:</b> Game Skills Knowledge of Rules
9	<b>Learning Through Movement</b> <ul style="list-style-type: none"><li>• Hockey</li></ul>	Hockey <ul style="list-style-type: none"><li>• Game Play</li></ul>	<b>Assessment 4:</b> Game Skills Knowledge of Rules
10	<b>Alternate Program</b>	Bivouac Camp <ul style="list-style-type: none"><li>• Modified program</li><li>• Game play</li></ul>	

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## Term 1

Week	Curriculum
1	Investigate, define, identify & use correct notation for rational & irrational numbers including terminating, recurring & rounded decimals
2	Draw & label, or use a given number line, to locate, order & compare with equality & inequality symbols, rational & irrational numbers, including numbers written in index form, & percentages Explore to extend multiplicative thinking with positive integers to include multiplication & division of negative integers
3	Extend the use of associative, commutative & distributive laws, additive & multiplicative partitioning, inverse operations, order of operations, equality & inequality to validate a range of mental & written strategies involving the four operations on any rational number Explore & apply proportional reasoning to find unknown numbers in equivalent ratios & fractions
4	Calculate percentage increases & decreases, using knowledge of fractions & decimals to improve efficiency Multiply & divide integers using flexible & efficient strategies
5	Use flexible & efficient strategies for calculations involving the four operations with rational numbers, including those written in index form, using rounding, estimation & context to check reasonableness of results
6	Identify the advantages & disadvantages of various forms of payment for goods & services & determine penalties, such as interest charged & fees, inherent in these payments
7	Revision
8	Explore, identify, classify & establish properties of quadrilaterals, including the interior angle sum. Use this to determine unknown sides & angles in quadrilaterals & explain reasoning
9	Recognise & identify equal corresponding sides & equal corresponding angles of congruent figures. Explore, visualise, predict & determine the translation, reflection, rotation, or combination of these transformations, to match one congruent figure to another



TERM ONE		
Wk	Content/Teaching Points	Formal Assessment
1	<ul style="list-style-type: none"> <li>Classroom routines and expectations.</li> </ul>	
2 – 9	<p><b>Freeze frames:</b></p> <ul style="list-style-type: none"> <li><b>Students learn how to create and perform short scenes by practising:</b></li> <li>Freeze frames (still images to show key moments)</li> <li>Character (body language, facial expression, voice)</li> <li>Voice and movement (clear speaking, projection, safe movement).</li> <li>Scene building (beginning, middle, end, simple problem and solution).</li> <li>Rehearsal skills (working in groups, improving performance).</li> <li>Comedy element (Subverting narrative expectations).</li> </ul>	<p><b>1. Students work in groups to create and perform a 1-minute scene that includes clear characters and at least 3 freeze frames.</b></p> <p><b>2. Students complete a short written or oral reflection about what they did well and what they would improve.</b></p>
10	<ul style="list-style-type: none"> <li>Revisiting performance skills, watching scenes, and learning how to give respectful feedback.</li> </ul>	
TERM TWO		
1	<ul style="list-style-type: none"> <li>Classroom routines and expectations.</li> <li>Revisiting performance skills, watching scenes, and learning how to give respectful feedback.</li> </ul>	
2 - 9	<p><b>Scripted performance:</b></p> <p><b>Students learn how to perform a short, scripted scene and improve their stagecraft by practising:</b></p> <ul style="list-style-type: none"> <li>Reading a script (who speaks, stage directions, cues).</li> <li>Character and role (voice, movement, expression).</li> <li>Positioning (where actors stand/move to tell the story clearly).</li> <li>Voice skills (projection, clarity, pace, pause).</li> <li>Timing, cooperation, staying in role.</li> <li>Using narration as a drama device.</li> <li>Rehearsal routines (refining the performance).</li> </ul>	<p><b>1. Students work in groups or pairs to rehearse and perform a scripted 1-minute scene with clear voice, movement, and teamwork.</b></p> <p><b>2. Students complete a short written or oral reflection about how they used voice, movement, and positioning to create meaning for the audience.</b></p>
10	<b>Cadets Camp</b>	

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**Wongan Hills  
District High School**



Wk	Content/Teaching Points	Assessment
1-3 <b>Induction, Safety Design and Investigation</b>	Students revisit workshop expectations and safety routines. They investigate an identified need or opportunity and describe it thoroughly for a defined purpose. Learners outline relevant limitations when choosing materials, components and resources. They apply appropriate technical language and digital/physical technologies to generate, refine and evaluate multiple design possibilities, presenting these ideas clearly and in detail. Students construct a logical, step-by-step plan to guide problem-solving. They explore examples of creativity, innovation and enterprise in the development of products, services and environments. Social, ethical and sustainability considerations are examined in relation to technological development and community needs.	Students complete several small design challenges and select one for formal assessment. They produce an original design within set guidelines and communicate their concepts effectively. The chosen design is manufactured using sustainable materials and processes. Both the design documentation and the finished product are assessed at the end of the production cycle. Students also undertake ongoing assessments related to safe operation of machinery and tools.
4-5 <b>Design Continuum and Production</b>	Students consistently apply safe and suitable techniques to construct solutions, selecting from a broad range of components and equipment and explaining their choices. They design, develop, review and communicate ideas, plans and processes using appropriate terminology and technologies. They follow a structured sequence of steps to address a design problem. Lessons emphasise how material properties, systems, tools and equipment influence design decisions and production methods.	Students continue refining, evaluating and adjusting their design and production work. They justify their decisions regarding material selection, systems, components and the tools and equipment used.
6-7 <b>Design Continuum and Production</b>	Students work both independently and collaboratively to plan, develop and communicate detailed ideas and information while managing their projects. They safely construct solutions using a variety of components, equipment and techniques.	Students refine their work through a feedback cycle, making improvements as needed. Finishing techniques may be introduced or evaluated during this stage.
8-9 <b>Production and Evaluation</b>	Students independently apply contextual criteria to thoroughly examine their design processes and solutions, producing a detailed and logically sequenced evaluation.  Completed production pieces and design documentation are assessed. Projects continuing into Term 2 receive formative feedback to guide further development.	Completed production pieces and design documentation are assessed. Projects continuing into Term 2 receive formative feedback to guide further development.

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Wk	Content/Teaching Points	Assessment
10-12 <b>OSH refresher, Design and Investigation</b>	Students revisit workshop safety expectations and operational procedures. They investigate and clearly describe a design need or opportunity, outlining relevant constraints when selecting materials and resources. They use appropriate technical language and technologies to design, develop and evaluate a range of alternative solutions, communicating these ideas comprehensively. Students produce a logical, step-by-step plan to guide problem-solving. They explore creativity, innovation and enterprise in technological development and examine social, ethical and sustainability considerations in meeting community needs.	Students may continue an existing project or begin a new one, depending on progress and consultation with the teacher. They develop an original design within set parameters and communicate their ideas effectively. The chosen design is produced using sustainable materials and processes. Summative assessment occurs at the conclusion of the design and production cycle. Students also complete ongoing assessments related to safe machine and tool use.
13-14 <b>Design Continuum and Production</b>	Students consistently apply safe and appropriate techniques to construct solutions, selecting from a wide range of components and equipment and explaining their choices. They design, develop, review and communicate ideas, plans and processes using appropriate terminology and technologies. They follow a structured sequence of steps to address a design problem. Lessons highlight how material and technology decisions influence the selection and combination of materials, systems, components, tools and equipment.	Students continue to refine, evaluate and redirect their design and production work. They justify their decisions regarding materials, systems, components and tools.
15-16 <b>Design Continuum and Production</b>	Students work independently and collaboratively to plan, develop and communicate detailed ideas and information while managing their projects. They safely construct solutions using a variety of components, equipment and techniques.	Students refine their work through a feedback cycle, incorporating improvements as needed. Finishing techniques may be introduced or enhanced during this stage.
17-18 <b>Production and Evaluation</b>	Students independently apply contextual criteria to thoroughly evaluate their design processes and final solutions, producing a detailed and logically sequenced assessment of their work.	Completed production pieces and design documentation are assessed.

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Wk	Learning Intentions	Success Criteria
1	<b>Course Introduction &amp; Digital Systems Overview:</b> This lesson introduces students to the scope and purpose of Digital Technologies as a learning area. Students explore how digital technologies are used to solve problems and meet needs in a range of real-world contexts. The lesson establishes foundational understanding of digital systems, including the role of hardware, software and data, and introduces the input–process–output model that underpins all digital solutions studied throughout the course.	Students develop an understanding of the components of digital systems and use appropriate terminology to identify and describe hardware and software. They recognise how these components interact to collect, process, store and output data, aligning with the curriculum requirement to describe the characteristics and components of digital systems.
2	<b>Wired, Wireless and Mobile:</b> This lesson focuses on how digital systems communicate through networks. Students investigate wired, wireless and mobile networks, examining their key features, uses and limitations. Real-world examples are used to show how networks support communication, data sharing and access to online services.	Students explain different types of networks and describe how data is transmitted between digital systems. They demonstrate understanding of how network choices affect speed, reliability and accessibility, as required by the curriculum focus on how data is transmitted in networks.
3	<b>Data Transmission &amp; Security:</b> Students explore how data is protected as it is transmitted across networks. The lesson introduces key concepts such as encryption, secure passwords and wireless security, highlighting the importance of protecting personal and sensitive information.	Students describe common data security practices and explain why security measures are necessary in digital systems. They demonstrate awareness of risks associated with insecure data transmission, meeting curriculum expectations related to security and privacy in digital environments.
4	<b>Binary Basics — Representing Data:</b> This lesson introduces binary code as the foundation of data representation in digital systems. Students investigate how text and simple images can be represented using binary values, linking abstract concepts to practical examples.	Students understand that digital systems represent data using binary and demonstrate this understanding by converting simple text or images into binary form. This aligns with the curriculum requirement to explain how data is represented in digital systems.
5	<b>Advanced Data Representation:</b> Building on binary basics, this lesson explores how image and audio data are represented digitally. Students examine simplified models of pixels, colour depth and sound sampling to understand how quality and file size are affected.	Students represent image and audio data using simplified binary models and explain how representation choices affect accuracy and quality, reflecting the curriculum focus on the impacts of data representation.
6	<b>Spreadsheet Fundamentals:</b> Students are introduced to spreadsheets as tools for collecting, organising and managing data. They learn basic skills including data entry, formatting, sorting and simple visualisation.	Students accurately enter and organise data in a spreadsheet and use basic formatting and visual tools. This supports the curriculum requirement to acquire, manage and organise data using digital tools.
7	<b>Data Analysis &amp; Trend Identification:</b> This lesson focuses on analysing data to identify patterns and trends. Students create graphs and interpret results to draw conclusions from datasets.	Students analyse data using spreadsheets, create appropriate graphs, and interpret trends to support conclusions. This directly aligns with the curriculum emphasis on analysing and visualising data.
8	<b>Spreadsheet Modelling &amp; Data Validity:</b> Students examine data quality by exploring accuracy, timeliness and validity. They investigate how errors	Students validate datasets and explain the importance of accurate and reliable data. They demonstrate understanding of how data quality influences digital solutions, as required by the curriculum.



	and outdated data can affect conclusions and decision-making.	
9	<p><b>Introduction to Algorithms:</b> This lesson introduces algorithms as step-by-step solutions to problems. Students learn to define problems, break them into manageable steps, and explore sequences and decisions.</p>	Students design simple algorithms using clear steps and decision points, demonstrating computational thinking aligned with the curriculum's focus on problem decomposition and algorithmic thinking.
10	<p><b>Algorithm Design — Flowcharts &amp; Pseudocode:</b> Students represent algorithms using flowcharts and pseudocode, including nested decisions. Emphasis is placed on clarity, structure and logical flow.</p> <p><i>Alternate:</i> This lesson introduces students to digital wireframe modelling as an alternative form of algorithmic thinking. Using platforms such as Tinkercad or Blender, students explore how 3D objects are constructed from basic shapes, vertices, edges and faces. The concept of an algorithm is reframed as a sequence of modelling operations, reinforcing computational thinking through spatial design.</p>	<p>Students create and interpret flowcharts and pseudocode to represent algorithms with decisions and repetition, meeting the curriculum requirement to represent algorithms in different forms.</p> <p>Students use a digital modelling environment to construct simple wireframe models by following a logical, step-by-step process. They explain how modelling actions function as an algorithm, demonstrating understanding of sequencing, precision and structure consistent with Year 8 algorithm design requirements.</p>
11	<p><b>Introduction to Coding:</b> This lesson introduces students to a general-purpose programming environment. Students implement simple algorithms using sequences of instructions.</p> <p><i>Alternate:</i> This lesson develops students' understanding of digital systems through the creation of increasingly complex 3D models. Students explore transformations such as scaling, rotating, duplicating and grouping objects, and examine how software instructions control these processes. Links are made between procedural modelling and traditional programming concepts.</p>	<p>Students write and run basic programs that follow a logical sequence, demonstrating the ability to implement algorithms as programs.</p> <p>Students apply ordered procedures to create digital 3D models and describe how software processes instructions to generate visual outputs. They demonstrate understanding of how digital systems interpret data and commands, aligning with curriculum expectations for implementing algorithms in digital environments.</p>
12	<p><b>Control Structures — Decisions &amp; Loops:</b> Students extend their programs by incorporating conditional statements and loops. They practise tracing code to predict outputs.</p> <p><i>Alternate:</i> Students explore the importance of constraints, measurement and iteration in digital modelling. They refine their designs using accurate dimensions and alignment tools, learning how repeated testing and modification improves design outcomes. Iteration is explicitly linked to looping and decision-making in computational thinking.</p>	<p>Students implement decisions and iteration in programs and trace algorithms to predict outcomes, directly reflecting the Year 8 Achievement Standard.</p> <p>Students refine 3D models through repeated testing and modification, explaining how iterative processes improve accuracy and functionality. They demonstrate the ability to predict outcomes and adjust procedures, meeting the curriculum requirement to trace and refine digital processes</p>
13	<p><b>Debugging &amp; Testing:</b> This lesson focuses on identifying, testing and correcting errors in programs. Students use tracing strategies to improve program accuracy and efficiency.</p> <p><i>Alternate:</i> This lesson focuses on debugging in a 3D modelling context. Students identify and correct errors such as non-manifold edges, overlapping geometry or incorrect scale. Where facilities allow,</p>	<p>Students debug and refine programs, demonstrating systematic testing and modification of code as required by the curriculum.</p> <p>Students identify and correct errors in digital 3D models and explain how changes affect the final outcome. They demonstrate systematic testing and modification of digital solutions, aligning with the Year 8 requirement to debug and refine digital implementations.</p>



	students prepare files for 3D printing, considering orientation, material use and print constraints.	
14	<b>Ethical Issues in Data &amp; Digital Solutions:</b> Students investigate ethical considerations such as privacy, data ownership, bias and the social impact of digital technologies.	Students explain ethical issues related to data and digital systems and consider their impact on individuals and society, aligning with curriculum expectations for ethical understanding.
15	<b>Digital Solution Design (Design Thinking):</b> Students apply the design process to investigate a problem, generate ideas and plan a digital solution that meets identified needs.	Students develop design briefs and propose digital solutions using structured planning, consistent with the Processes and Production Skills strand.
16	<b>Producing &amp; Implementing Digital Solutions:</b> Students build or prototype their planned digital solution, such as a simple program, interface or data dashboard. Evaluating Solutions & Peer Feedback: Students evaluate their digital solutions against criteria for success and incorporate peer feedback to refine their work.	Students produce and implement a digital solution that meets design criteria, demonstrating application of technical skills and design thinking. Students critically evaluate and improve digital solutions, reflecting the curriculum requirement to evaluate processes and solutions.

**Assessment Task 1: Digital Systems & Networks**

**Assessment Task 2: Data Analysis Task (Spreadsheet Investigation)**

**Assessment Task 3: Digital Solution Project (Design, Produce & Evaluate)**

*Assessments completed in Term 1 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 timing may change over the term. Work will also be differentiated to account for individual student needs and stages of learning. This course offers a choice pathway between coding and 3d digital design.*



<b>TERM ONE</b>		
<b>Wk</b>	<b>Content/Teaching Points</b>	<b>Formal Assessment</b>
1	<ul style="list-style-type: none"> <li>Classroom routines and expectations.</li> <li>Standardised assessments.</li> </ul>	
2 – 9	<p><b>Persuasive speeches:</b></p> <ul style="list-style-type: none"> <li>Reading / viewing persuasive speeches related to country and reconciliation.</li> <li>Active and passive voice.</li> <li>Persuasive speech devices.</li> <li>Speech structure.</li> <li>Tone, body and language when delivering speeches.</li> </ul> <p>Daily development of vocabulary, grammar, spelling and language conventions / literary devices.</p>	<b>1. Students write and perform their own persuasive speech.</b>
10	Constructing a short answer response using TEEL	
<b>TERM TWO</b>		
1	Constructing a short answer response using TEEL	
2 - 5	<p><b>Short Stories:</b></p> <ul style="list-style-type: none"> <li>Differences between a short story and a novel.</li> <li>How characters are developed.</li> <li>How plot and setting work together.</li> <li>Genre conventions</li> <li>How literary devices/language features</li> </ul> <p>Daily development of vocabulary, grammar, spelling and language conventions / literary devices.</p>	<b>1. Students write a short analytical response to a familiar story.</b>
6-9	<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>How voice, perspective, tone and audience shape meaning in poems and songs.</li> <li>Structure and form.</li> <li>Students analyse how sound and rhythm create impact.</li> <li>Imagery and figurative language.</li> <li>Themes and influences.</li> </ul> <p>Daily development of vocabulary, grammar, spelling and language conventions / literary devices.</p>	<b>1. Students write short analytical responses to a poem and song.</b>
10	<b>Cadets Camp</b>	



# Wongan Hills District High School

*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. 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.



**Diorama to Landscape Painting**

<b>Wk</b>	<b>Learning Intentions</b>	<b>Success Criteria</b>
1-2	<b>Revisiting Diorama Concepts &amp; Sustainability</b> <ul style="list-style-type: none"><li>• Students will revisit a previously constructed diorama or vignette representing a time or place.</li><li>• Students will review the original intent, materials used, and construction methods.</li><li>• Students will explore sustainability in art, focusing on the reuse of recycled and found materials.</li><li>• Students will identify areas of their diorama requiring completion or refinement.</li></ul>	<ul style="list-style-type: none"><li>• Students can explain the concept and setting of their diorama.</li><li>• Students can identify recycled materials used in their work.</li><li>• Students can plan clear steps for completing their diorama.</li></ul>
3-5	<b>Completing and Refining the Diorama</b> <ul style="list-style-type: none"><li>• Students will complete the construction of their diorama using recycled and sustainable materials.</li><li>• Students will refine structural details, textures, and surface finishes.</li><li>• Students will consider scale, proportion, and viewpoint.</li><li>• Students will document their finished diorama through sketches and photographs.</li></ul>	<ul style="list-style-type: none"><li>• Students can complete a stable and resolved diorama.</li><li>• Students can demonstrate thoughtful use of recycled materials.</li><li>• Students can present a diorama that clearly communicates a sense of time and place.</li></ul>
6-7	<b>Observational Drawing from the Diorama</b> <ul style="list-style-type: none"><li>• Students will use their completed diorama as a visual reference.</li><li>• Students will create observational drawings focusing on composition and perspective.</li><li>• Students will explore foreground, middle ground, and background.</li><li>• Students will plan a landscape-style composition based on their diorama.</li></ul>	<ul style="list-style-type: none"><li>• Students can create observational sketches from a 3D form.</li><li>• Students can organise space using depth and perspective.</li><li>• Students can plan a clear landscape composition.</li></ul>
8-9	<b>Light, Tone and Mood</b> <ul style="list-style-type: none"><li>• Students will explore how light and shadow affect mood and atmosphere.</li><li>• Students will practise tonal studies based on their diorama.</li><li>• Students will consider time of day and weather conditions.</li><li>• Students will refine tonal contrast in preparation for painting.</li></ul>	<ul style="list-style-type: none"><li>• Students can show light and shadow accurately.</li><li>• Students can create tonal variation to suggest mood.</li><li>• Students can explain how tone supports atmosphere.</li></ul>
10-11	<b>Colour Mixing &amp; Environmental Palette</b> <ul style="list-style-type: none"><li>• Students will mix acrylic colours suitable for natural and built environments.</li><li>• Students will explore warm and cool colours to enhance depth.</li><li>• Students will develop a limited colour palette inspired by their diorama.</li><li>• Students will test colour combinations in their visual diary.</li></ul>	<ul style="list-style-type: none"><li>• Students can mix colours with control.</li><li>• Students can select colours that reflect their chosen environment.</li><li>• Students can apply colour choices consistently.</li></ul>



12-13	<b>Painting Techniques &amp; Application</b> <ul style="list-style-type: none"><li>• Students will transfer their composition onto acrylic paper.</li><li>• Students will apply acrylic painting techniques such as layering and blending.</li><li>• Students will develop textures inspired by materials used in their diorama.</li><li>• Students will begin building detail and depth in their painting.</li></ul>	<ul style="list-style-type: none"><li>• Students can accurately transfer a planned composition.</li><li>• Students can apply acrylic paint with increasing control.</li><li>• Students can develop texture and depth in their work.</li></ul>
14-15	<b>Refinement, Detail &amp; Personal Interpretation</b> <ul style="list-style-type: none"><li>• Students will refine their landscape painting, improving contrast and detail.</li><li>• Students will make personal artistic decisions to enhance meaning.</li><li>• Students will ensure the painting clearly represents the original diorama.</li><li>• Students will prepare their work for presentation.</li></ul>	<ul style="list-style-type: none"><li>• Students can refine their painting to a resolved standard.</li><li>• Students can demonstrate personal interpretation.</li><li>• Students can present a cohesive final artwork.</li></ul>
16	<b>Reflection, Evaluation &amp; Critique</b> <ul style="list-style-type: none"><li>• Students will participate in a class critique discussing both the diorama and painting.</li><li>• Students will complete an artist statement reflecting on sustainability, process, and outcomes.</li><li>• Students will evaluate their work against success criteria and Judging Standards.</li></ul>	<ul style="list-style-type: none"><li>• Students can discuss their work using visual arts language.</li><li>• Students can explain how sustainability informed their choices.</li><li>• Students can reflect on strengths and areas for improvement.</li></ul>

### Assessment Overview

Assessments completed during the semester will be used to determine a final grade.

#### Formative Assessments:

Visual diary sketches, planning drawings, tonal and colour studies, peer and self-reflections.

#### Summative Assessment:

Completed diorama (recycled materials), final landscape painting (acrylic on paper), visual diary, artist statement, participation in critique.

#### Final Grade:

Based on Western Australian Curriculum Judging Standards for Year 8 Visual Arts.

#### Note:

Course content and assessment timelines may change. Tasks will be differentiated to support individual learning needs. Sustainability and responsible material use are embedded throughout the unit.

*This outline is a guide only.*