



# NARACOORTE HIGH SCHOOL

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22

## Course Handbook Middle School 7-9







*Every Student  
All of the Time  
Without Exception*



**Naracoorte High School**

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Welcome to Naracoorte High School. I am privileged to be Principal of a school that is on an improvement journey from being a good 20th Century school to being a great 21st Century school defined in terms of students' learning and wellbeing outcomes.

As a school we could not offer such high quality education and such rich diversity of programs if it were not for our passionate teachers and leaders who are highly committed to getting the best outcomes possible for each student. Our teaching staff devote many hours and boundless energy to continually improving their curriculum delivery and to our extra-curricular activities. We are lucky to have a staffing mix of highly experienced and early career teachers. They are supported by an equally committed and skilled team of paraprofessional staff who focus on delivering high quality service to students, staff and families as well as 21st Century work practices.

Our students too, have been active participants in our improvement journey. Student leaders have solicited the views of the student body in relation to what constitutes excellent teaching and learning, feeding this back to staff to allow the school to shape its teaching and learning experiences to enrich the learning experiences of all in our community.

We are very fortunate in terms of the support we enjoy from our community of families who value the rich educational opportunities provided by our school for their sons and daughters. In return they contribute their skills and financial support as well as enthusiastic participation in school events as diverse as parent information evenings, student-parent-teacher conferences, and hosting international students. Our community is represented by our highly skilled Governing Council, which meets monthly and monitors our school's progress against our strategic priorities and delivery on our budget goals

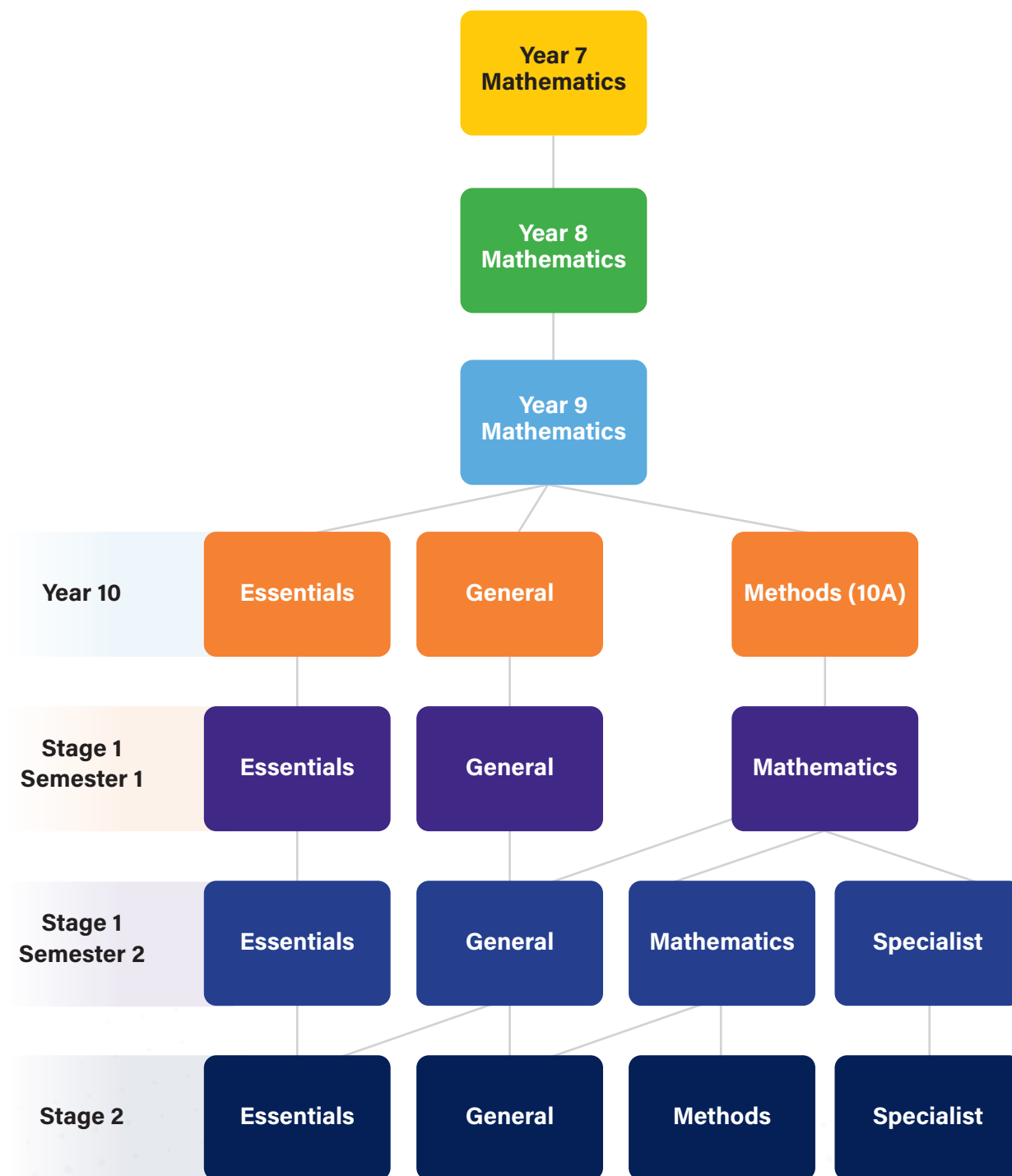
At Naracoorte High School we are committed to continuous improvement. We welcome your feedback and invite you to explore our school and discover what makes Naracoorte High School such a special place. You are invited to contact the school by email at [dl.0786.info@schools.sa.edu.au](mailto:dl.0786.info@schools.sa.edu.au) if you have any questions regarding our School.



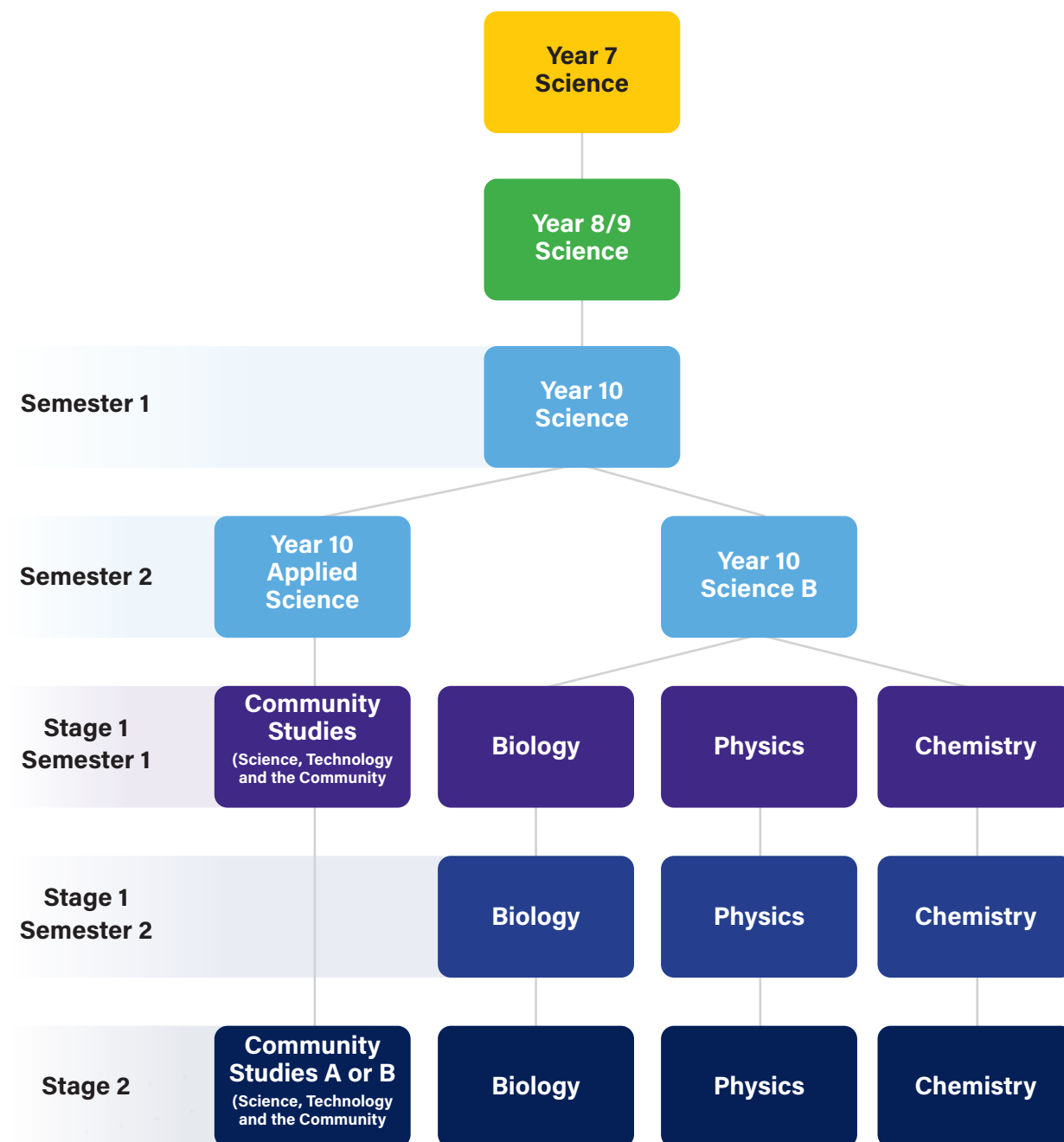
PRINCIPAL



# Mathematics

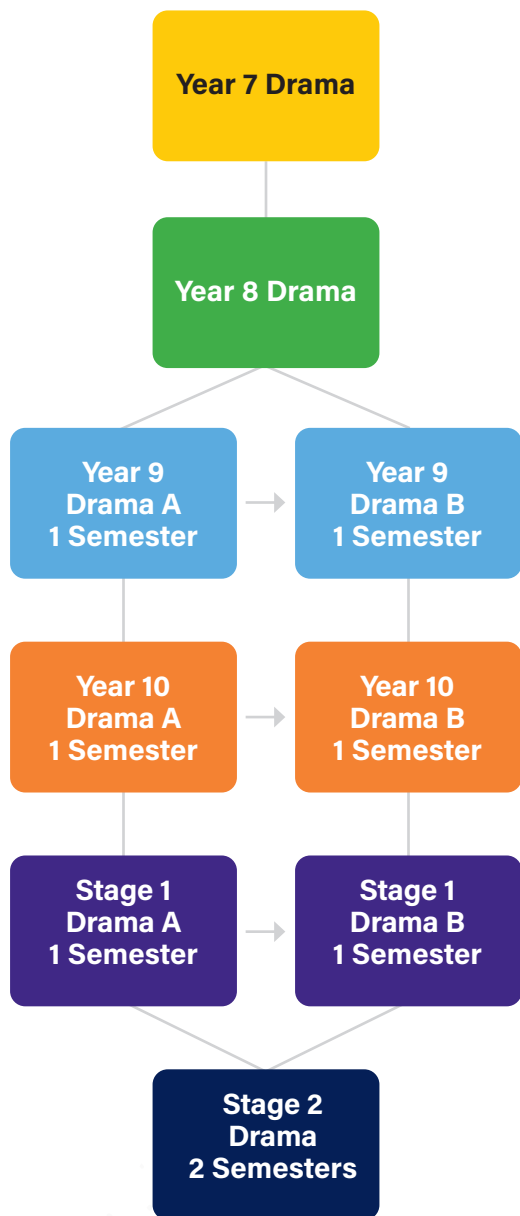


## Science

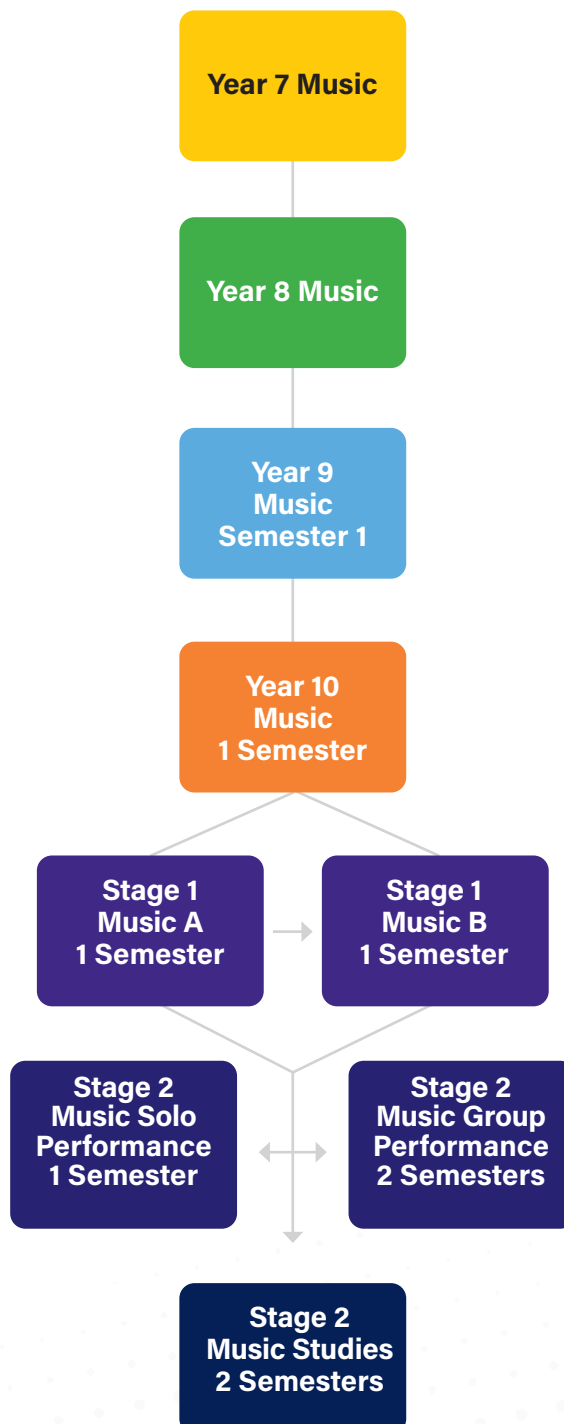


# Performing Arts

## Drama

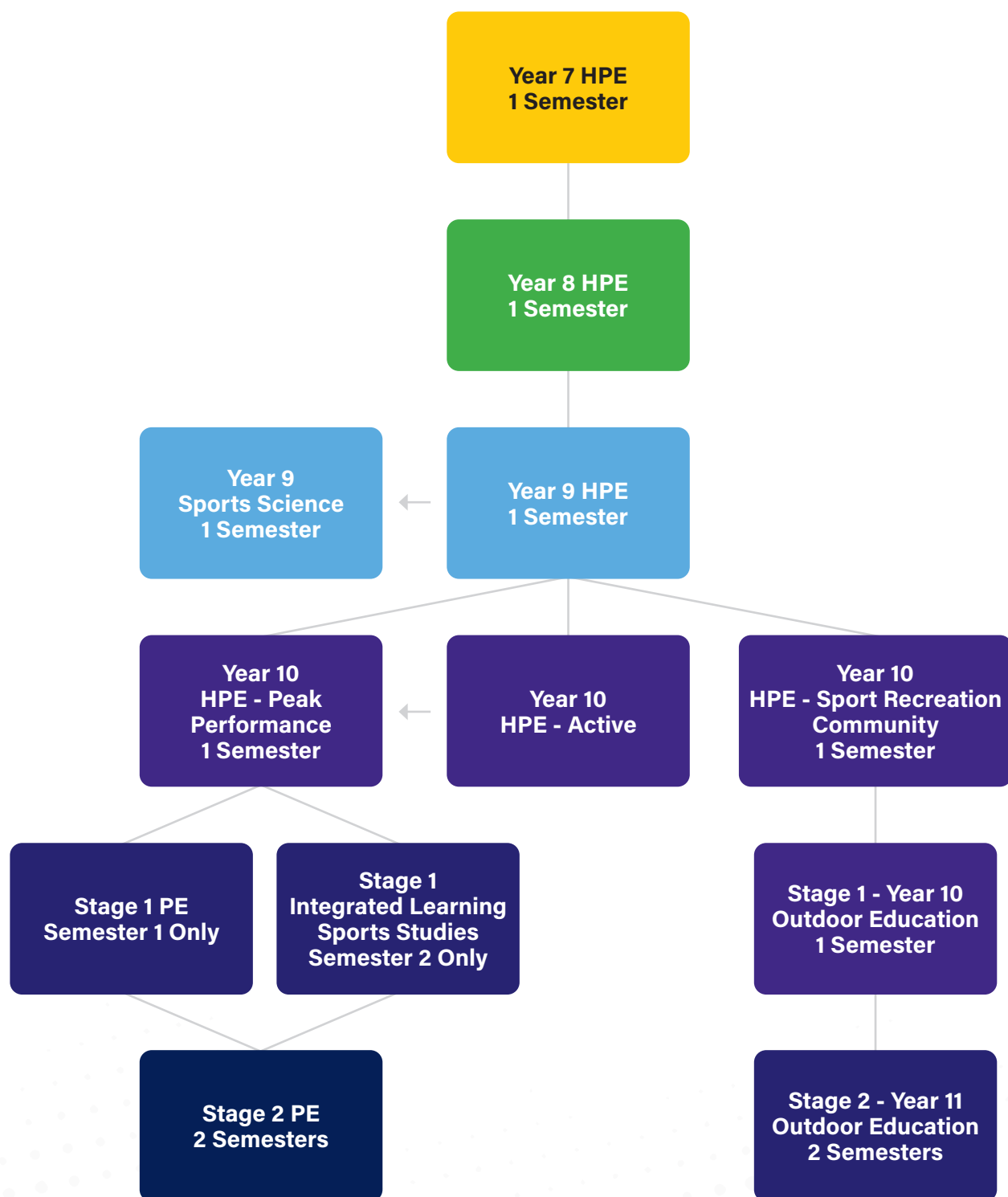


## Music



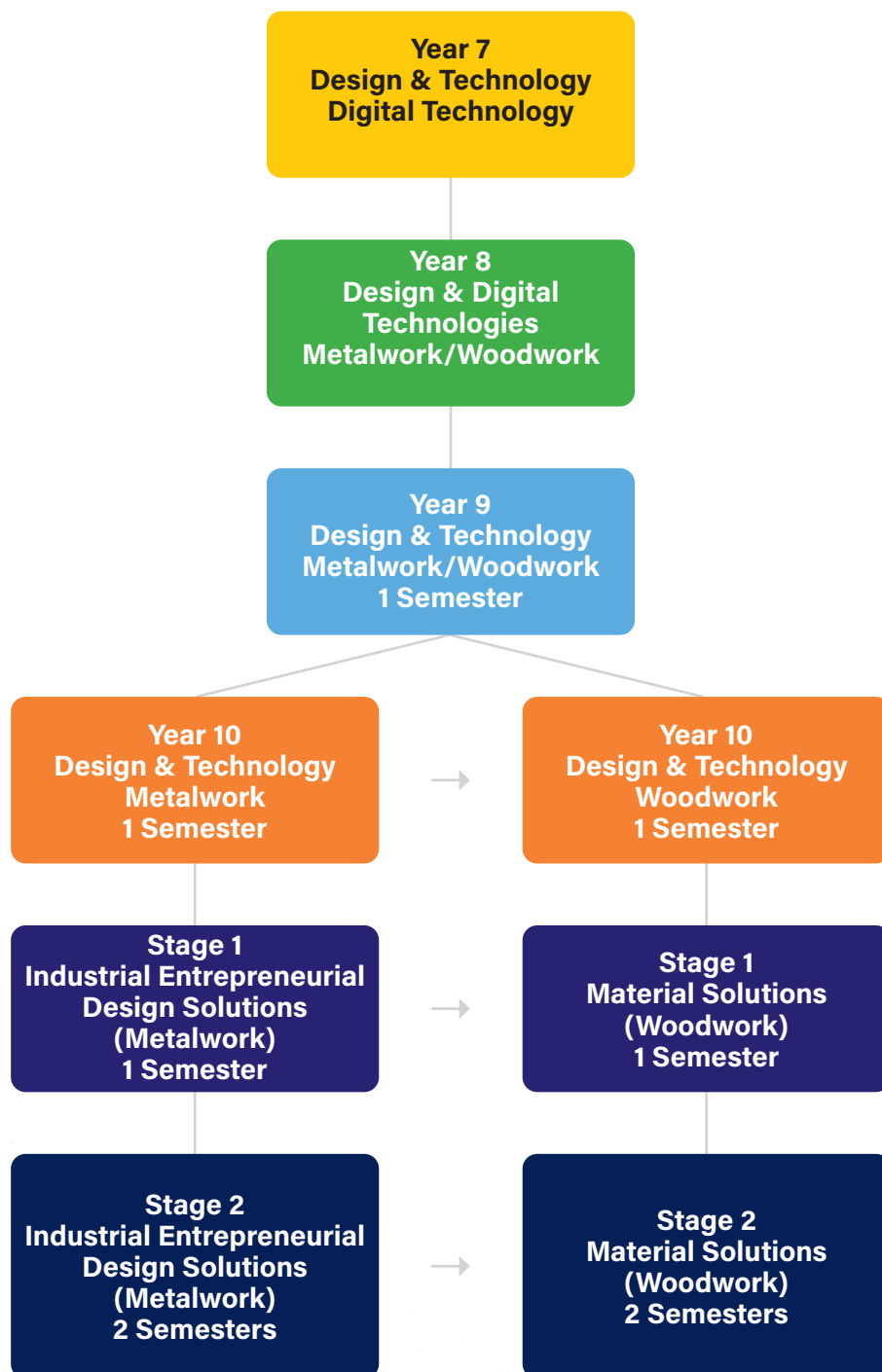


# Health & Physical Education Outdoor Education



# Design & Technology

## Digital Technology



# Visual Arts

## Visual Arts | Creative Arts

### Information Processing & Publishing (IPP)





# Design Technologies Food and Textiles



## Year 7 at NHS...

Every student in Year 7 will experience our diverse range of specialist curriculum areas. Students will develop understanding in English, Humanities and Social Sciences, Mathematics and Science as part of their Core Learning Areas. The focus is around making deeper connections in their disciplinary knowledge, skills and understanding.

Students will also get an opportunity to experience Specialist Learning Areas including The Arts, Design & Technology (Woodwork & Food Technology), Health & Physical Education and Languages (French & Japanese).

The Year 7 model strives to give students a broad education so they have the opportunity to experience many areas, develop their talents and assist in future pathway directions.



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## DESIGN & TECHNOLOGY

**Duration of course:** 1 Semester

### Course Overview:

In this course you will have the opportunity to look at an existing product and apply your own ideas to make it even better. You will learn the design process and apply it in both digital and manual environments. You will learn to safely use machinery to produce products in Wood, Metal and Plastic (3D printing). You will also be given the opportunity to code using microbits to complete simple tasks.

**Big Ideas:** How do I design a product and make it a reality?

### Key Questions:

- What is the design process and how do I use it to develop my ideas?
- What materials and processes can I use to create products?
- How do I safely and effectively join, shape and finish different materials?
- How do I evaluate my product to ensure future improvement?

## FOOD TECHNOLOGY

### Course Overview:

Across the term, you will unpack design briefs and use creative skills to create and make products using a range of food and fibres. You will be exposed to correct food techniques and analyse food preparation techniques and the impact that this may have on the nutrient value.

**Big Ideas:** Where does our food come from?

### Key Questions:

- Does food preparation techniques influence food presentation and what we eat?
- How can food be designed for healthy eating solutions?
- How do I read and follow a recipe?
- What are some factors that impact food production and food distribution?

## ENGLISH

**Duration of course:** 2 Semesters

### Course Overview:

#### FROM LITTLE THINGS BIG THINGS GROW

Have you ever wondered why some stories stick in your mind? Why you read them again and again? In this unit, you will read a wide range of creative and engaging stories, by popular authors. You will look at how each author has constructed the story and their characters, practicing different writing techniques. Once you have explored a number of stories, you will have the opportunity to be the author and craft your own narrative using your new skills.

**Big Ideas:** How can imitation teach us to be better creative writers?

#### Key Questions:

- How can I write creative and engaging narratives?
- How are short stories structured?
- What lessons can stories teach?

#### ALL THE WORLD'S A STAGE

"To be or not to be, that is the question" William Shakespeare

The theatre is where texts are brought to life for the audience, but how is it possible to transform a story from the page to the stage? In this unit you will read a play and learn about the elements of this type of text and consider how the audience is drawn into the world of the play. In small groups you will get to be the playwright and to write and perform your own scene for an audience.

**Big Ideas:** How can texts be interactive/communicated?

#### Key Questions:

- How do playwrights use language features to create characters?
- How can I adapt a play to create an original text?

## ENGLISH

### WHERE IN THE WORLD?

What is it that distinguishes one culture from another? How are our ideas and behaviour influenced by the people and cultures that surround us? In this unit you will explore a range of texts from other cultures and consider the values, views and ideas of both the characters and their societies. You will look at the way language from other cultures is used and absorbed into our daily interactions.

**Big Ideas:** How can studying text from other cultures help me find my place in the world?

#### Key Questions:

- How are language/film techniques used to develop themes and characters?
- How are values, culture and views of the world represented in texts from other places?

### WASTE NOT WANT NOT

Imagine spending everyday sorting through other people's rubbish in order to eat. Imagine having to live in a cardboard house in a dump. In this unit you will explore how developing countries have been impacted by consumerism and why we must work towards a sustainable world. You will have the opportunity to consider how narratives can encourage people to minimise their impact on the environment.

**Big Ideas:** How can studying fiction help us create a better world?

#### Key Questions:

- How can I persuade others to create a sustainable world?
- How is the message of a narrative conveyed?
- How are language techniques used to develop themes and characters?

### MEANINGFUL MEDIA MATTERS

"PE is the best subject!" "We should all have phones!" "Why can't I vote?" In this unit, you will have the opportunity to explore what matters to you most. You will read, view and analyse a range of persuasive texts that focus on social issues. Individually, you will create and present a persuasive speech, vying for your chance to win the Naracoorte High School 'Speak Off'.

**Big Ideas:** What issues in my society matter to me the most?

#### Key Questions:

- How can I express my own thoughts and feelings about the world?
- How can I convince others to listen to me?
- How do I know if I can trust what other people say?



# HUMANITIES AND SOCIAL SCIENCES (HASS)

**Duration of course:** 2 Semesters

## Course Overview:

### CHANGING NATIONS – THE CITIES THAT NEVER SLEEP

Imagine a world where the entire population of Australia lives in one city. Welcome to the urbanised future: Megacities. During this unit you will learn about where people live, why they live there, why they move and the future of a city's composition. You will investigate the social and environmental impacts of these movements around the globe, while developing skills in mapping, graphing and analysis.

**Big Ideas:** How do people alter and create built environments?

#### Key Questions:

- What consequences exist due to people living in cities?
- What causes people to migrate from one place to another?
- How do people use graphics and maps to understand cultural and social patterns?
- What can be done to create a more sustainable future?

### LANDSCAPES AND LANDFORMS – OUR CHANGING ENVIRONMENT

Have you ever wondered how the Earth was shaped beneath your feet? Or, how we can protect significant landscapes? In this unit you will learn how different landscapes and the landforms within them are formed. From coasts to mountains, deserts to rainforests you will investigate how humans impact these environments and the cultural connections made.

**Big Ideas:** How do environments and people interact?

#### Key Questions:

- Why do different cultures view the world differently?
- Which physical processes are important to understanding our planet?
- What negative environmental impacts are caused by humans?
- How can we protect significant landscapes?
- How do people prepare for, and survive natural disasters?

## HUMANITIES AND SOCIAL SCIENCES (HASS)

### VIKINGS – DON'T LOOK A GIFT NORSE IN THE MOUTH

True or false: Did Vikings really wear horned helmets? In this unit you will discover the answer to this and many more popular misconceptions. While studying Norse History, students delve into how the exploration and culture of Vikings have shaped Europe today. By the end of the unit, students will be confident in skills including source analysis, research and evidence-based writing.

**Big Ideas:** What is the legacy of the Vikings in Europe?

#### Key Questions:

- What is the significance of honour in Viking culture?
- How did Norse cultural achievements lead to the Viking expansion?
- Why did subjugated people have different views of the Vikings?

### THE BLACK DEATH – PANDEMICS AND THE RAT RACE

A pocket full of posies? Do you know where this common nursery rhyme came from? During this unit you will learn this, as well as how living conditions lead to a disease that wiped out more than one third of Europe's population. Throughout the unit students will practice skills such as mapping, source analysis and research-based writing.

**Big Ideas:** How do shared experiences of tragedy affect future generations?

#### Key Questions:

- How did living conditions and hygiene lead to the spread of the Black Death?
- What impact does trade have on the spread of disease?
- Why did religious practices decline in this time?
- How were cultural biases formed by the Black Death?

### JAPAN UNDER THE SHOGUN – THE END OF THE SAMURAI

Samurai. Katana. Shogun. Emperor. How did the Shoguns and Samurai rule Medieval Japan? While studying this era of history, students discover Samurai culture and how this disappeared from Japan. Furthermore, students question changing class systems and expanding trade routes and the impact these had on a traditional culture.

**Big Ideas:** How does change in ruling classes bring cultural change?

#### Key Questions:

- How did the feudal system shape Japanese society?
- Why did Samurai disappear after the warring states period?
- How did expanding trade change the views of Japanese people?
- In what ways did religion impact Samurai culture and practice?

# HEALTH AND PHYSICAL EDUCATION

**Health and Physical Education is a compulsory subject at Year 8**

**Duration of course:** 1 Semester

## **Course Overview:**

Throughout the Year 8 Health and Physical Education course, you will participate in a range of physical activities which focus on Invasion Games, Net and Court Games and Athletics. These may include Badminton, Ultimate Frisbee, Floor Hockey and Cricket. The focus is on active participation and the development of tactics, game sense, sport specific skills and teamwork.

The Health aspect of the course will include the SHINE Program and Alcohol Education where students develop the knowledge and understanding, to develop and maintain healthy relationships with others and to make positive and safe decisions in relation to their health and wellbeing.

**Big Ideas:** How can I achieve positive outcomes for my health and wellbeing?

## **Key Questions:**

- How can I take positive action to enhance my health, safety and wellbeing?
- How can I be a respectful and inclusive class member?
- Can I perform a range of specialised movement skills in game-based situations?



## FRENCH

### Course Overview:

#### BONJOUR ET BIENVENUE !

Qui es-tu ? Tu es comment ? In French, you will learn how to introduce and talk about yourself. You will learn basic conversation skills required to meet new friends and speak to people from other Francophone countries. To develop your language you will play games, create conversations, and even partake in a bit of speed-dating. Through activities and comics, you will learn to spell, read and write in French to discuss and describe yourself and your friends.

**Big Ideas:** How can I communicate information about myself and my friends?

#### Key Questions:

- What are different ways that French people communicate?
- How does learning French influence my understanding of languages I already speak?

#### LA VIE EN FRANÇAIS?

Did you know that there are over 275 million people globally who speak French? Vietnam, Canada and Belgium are just a few. In French classes you will explore le monde Francophone (the French-Speaking world). You will delve into the culture, festivities, food and icons that have been influenced by the French. And it doesn't just stop there! You will explore French Culture through comics, movies, photos and personal experiences, learning about all things French!

**Big Ideas:** How can foreign language help us develop our understanding of the world?

#### Key Questions:

- Why is French called a global language?
- How do other nations celebrate French culture?



## JAPANESE 1A (INTRODUCTORY)

**Duration of course:** 1 Semester

### Course Overview:

OMAE WAS DARE DESU KA? – “WHO DO YOU THINK YOU ARE?! ”

The world is a fascinating place and the way we look at it is shaped by the values our parents, friends and culture all press into us. In this unit, we explore how Australian and Japanese identities are similar and different. You will learn how to talk about yourself, your family and other people.

**Big Ideas:** How is our worldview created by our family, friends and practices?

### Key Questions:

- How do we talk about ourselves and how does this build our identity?
- How does family inform our perception of the world?
- Does culture inform how we talk about ourselves and people we care about?

GYUUDON KNOW WHAT CHA MISSIN’

Sushi? Ramen? Tempura? Instant Noodles?

Japan is the home to many world class restaurants and boasts more Michelin Stars than France! If you have watched any Japanese television you might recognise sushi, ramen, rice balls, udon, okonomiyaki and many other famous dishes. In this course, you will learn about Japanese food as well as having the chance to make and try it!

**Big Ideas:** Why are food and cuisine so important to our culture as people?

### Key Questions:

- Why do different cultures experience food differently?
- How is food tied to tradition in many countries?
- Can we learn about a culture by experiencing their cuisine?



# MATHEMATICS

**Duration of course:** 2 Semesters

## Course Overview:

You will describe index laws and apply them to whole numbers before describing rational and irrational numbers. You will use your understanding of integers to solve problems involving profit and loss. You will learn how to expand and factorise algebraic expressions. In the measurement topic, you will calculate the area and volume of prisms, calculate perimeter and area of parallelograms, rhombuses and kites, name the features of circles, and calculate the areas and circumferences of circles and make sense of time duration in real applications. You will identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. You will model authentic situations with two-way tables and Venn diagrams and explain issues related to the collection of data and the effect of outliers on means and medians in that data.

**Big Ideas:** Building on mathematical concepts taught in Primary school.

## Key Questions:

- How can you solve problems using positive and negative numbers?
- What is the point of algebra and why is it so widely used?
- How are rates and ratios used to explain patterns in society?
- How can we use technology to graphically represent data?
- Why is geometry practical maths used daily?
- What information can we obtain from statistics and probability?



## AGRICULTURE

**Duration of course:** 1 Term

### Course Overview:

You will learn and apply the principles of vegetable gardening to design, establish and maintain a vegetable garden. You will investigate the vegetables which are suited to the season then make choices on what to sow. In small groups you will solve problems that arise. You will raise chickens through to layers investigating ethical food production. You will gain confidence in raising and handling animals.

**Big Ideas:** Linking Science to practical applications in Agriculture.

### Key Questions:

- How many vegetables can you grow in a 1m x 2m garden bed?
- How can you safely and ethically raise chickens?

## SCIENCE

**Duration of course:** 3 Terms

### Course Overview:

You will learn all things Science this year from all aspects of Science. You'll start by working scientifically in the laboratory and familiarising yourself with specialised equipment. You will then learn about the rock cycle over a variety of timescales. In the second term, you will start looking down a microscope to explore cells. You then energize yourself by looking at energy transformations and then elements and compounds. You'll finish off Year 8 Science by looking at the particle theory and making a bang with chemical reactions.

**Big Ideas:** The foundation of all things Science.

### Key Questions:

- What is Science and why is it important to work scientifically?
- How do atoms make up everything?
- How has our understanding of Science changed over time?
- How is it possible to never destroy energy?

## DRAMA

**Duration of course:** 1 Term

### Course Overview:

In this term course students are introduced to the fundamentals of Drama. They learn about the origins of theatre, elements of drama, different dramatic styles and how to create a character. They build skills in collaboratively working with others in an ensemble to devise their own scripts and undertake the page to stage process resulting in them performing in front of their peers. Students become more confident in taking creative risks in a safe, supportive and encouraging environment. Students learn how to analyse and reflect on performances using dramatic terminology extending their vocabulary in The Arts.

**Big Ideas:** The Fundamentals of Drama.

### Key Questions:

- What are the fundamentals of Drama?
- Where does inspiration come from?
- How can I work collaborative with others?
- How can I contribute positively in class whilst taking creative risks and growing in confidence?

## MUSIC

**Duration of course:** 1 Term

### Course Overview:

This course is designed to follow on from the Year 7 program and build on the skills previously introduced. The course is focused on practical musical skills in a rock band format and will give students a hands-on musical experience. Students will learn how to play basic pieces on the guitar and keyboard and rock beats on the drum kit. Students will have further opportunities to compose using Music Technology.

Students may also choose to enrol in free instrumental/vocal tuition, but this is not a requirement of this course. Free tuition, in small groups, provided by the DE Instrumental Music Service is available at Naracoorte High School in the following areas: Flute, Clarinet & Saxophone, Drum Kit, Trumpet, Trombone.

**Big Ideas:** Music - Rock Band.

### Key Questions:

- Which musical skills would I like to achieve by the end of the course?
- How will I know that I am making progress?
- What opportunities will I have to extend my learning?



# VISUAL ARTS

**Duration of course:** 1 Term

## **Course Overview:**

Cultures all over the world use the creative process of making art works to tell stories, decorate objects and places and to record history. This course will enable you to develop an understanding of the Elements of Art. You will learn about the Principles of Art and Design and how these are used to organise and create compositions. Opportunities to explore and apply a range of materials, techniques and styles will be given to you to create your own art works. You will engage in drawing, painting, printmaking and 3-dimensional works. Exploring the work of artists will assist you to develop your own ideas for your work and develop an appreciation of the Arts. Learning to communicate and write about art will also be a focus with an emphasis on literacy skills.

**Big Ideas:** How is Art made?

## **Key Questions:**

- Elements and Principles of Art are used to create art works – what are they and how are these applied by artists?
- Art works are created using many materials and techniques – how can these be used to create art works?
- What do I need to know to be able to understand art works and communicate my thoughts and ideas verbally and in writing?



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# DESIGN & TECHNOLOGY

## **Recommended understanding/experience:**

Completion of Year 8 Design and Technology desirable but not essential.

**Duration of course:** 1 Semester

## **Course Overview:**

You will have the opportunity to further develop your skills in Woodwork and Metalwork. You will use the design process to plan your own original products, create them using various machines and evaluate your product. You will create a piece of scrap metal artwork, a wooden chopping board and an entrepreneurial project, where you will explore how a product could be marketed.

**Big Ideas:** How do I design a product and make it a reality?

## **Key Questions:**

- What is the design process and how do I use it to develop my ideas?
- What materials and processes can I use to create products?
- How do I safely and effectively join, shape and finish different materials?
- How do I evaluate my product to ensure future improvement?



## TEXTILES

**Duration of course:** 1 or 2 Semesters

### Course Overview:

You will engage on a journey to develop your knowledge and understanding of fibres and fabrics, tools and equipment, and the design process to create products. Processes and systems will be taught to enable you to develop safe practices in the use of equipment, including machine operations and the use of tools of the trade. Working safely with others will also be a focus.

You will discover sources and processing techniques of fibres and fabrics, and learn about their sustainability, suitability and care. The design principles, creating simple patterns, practice making samples of construction techniques, and using fabrics and decorative techniques to create your own basic products will be experienced.

**Big Ideas:** Fibres and Fabrics – Where to start?

### Key Questions:

- How do we use fibres and fabrics to design, construct and create product solutions for us to use?
- Where do fibres and fabrics come from to enable us to create products that are ethically acquired and sustainable?
- What equipment is used to create design solutions using fibres and fabrics?
- How can we create products and care for these to improve the quality and longevity of those products?

## FOOD TECHNOLOGY – SOMETHING TASTY

**Duration of course:** 1 Semester

### Course Overview:

This course is designed to provide you with the knowledge to make healthy food choices and explore a variety of food presentation techniques while maintaining a safe environment.

You will learn through many enjoyable practical activities that choosing, preparing and eating food can be fun. Factors relating to nutrition and its importance for optimal health throughout life will be explored. Influences on food choices, understanding food labels, food additives, the fast food industry and product development and technology in the kitchen are all included in this unit.

**Big Ideas:** How does food marketing impact on our food choices?

### Key Questions:

- How can I develop my skills to make positive healthy choices with food consumption?
- How has social media and food influencers changed the way we view our food?
- Can I adapt recipes that are viewed as unhealthy into healthy eating options?
- How do I create my own recipe video channel?

## ENGLISH

**Duration of course:** 2 Semesters

### Course Overview:

#### DOOM AND GLOOM – DYSTOPIAN GENRE STUDY

Have you ever wondered what the world will look like in 20 years' time? 50? 100? Have you ever considered the implications of your actions today, and the "Butterfly Effect" they might have on the future?

Students study a wide variety of short stories as well as a contemporary speculative/dystopian fiction novel through this unit to develop their understanding of the genre. You will be encouraged to delve into real world problems and how these may become a challenge for future generations.

**Big Ideas:** What is the purpose of speculative fiction?

#### Key Questions:

- What features create dystopian worlds?
- In which ways do dystopian texts act as cautionary tales in the modern world?
- Why are readers more engaged in settings that act as hyperbole to modern issues?

#### THE ART OF STORYTELLING

##### – CHILDREN'S BOOKS/GRAPHIC NOVELS/YOUNG WRITERS' AWARD

Anime. Manga. Picture Books. Graphic Novels. Comic Books.

Originally a niche text type, graphic texts are becoming increasingly popular with adults and teenagers alike. Graphic texts have their own conventions and features which enable their authors to develop complex characters and plot. In this course, you will not only have the chance to study graphic texts of your choice, but you will also have the opportunity to develop your own.

**Big Ideas:** Are graphic texts just for children?

How can multimodal texts strengthen the ideas communicated through stories?

#### Key Questions:

- How are images used to communicate messages?
- Can we communicate abstract ideas using images alone?
- Why do images provoke emotive responses from audiences?



## ENGLISH

### THE PRICE OF WORDS UNSPOKEN

#### – ASIAN TEXT STUDY/"SPEAK OFF" ADVOCACY WRITING

Australia is a melting pot of cultures from around the world and we have each undergone our own, unique journey to be where we are today. In this unit, you will learn about the experiences of migrant and refugee Australians and the often-perilous journeys they undertook to reach our shores.

Have you ever felt so strongly about an issue that affected you or those around you that you just had to speak up to effect change? In the "Speak Off" unit, you will analyse some persuasive texts from a variety of authors intended for a range of audiences to find out exactly what it is that makes an argument effective. Through this, you will have the opportunity to research and advocate for an issue that has a particular meaning to you and encourage those around you to help make a difference.

**Big Ideas:** Is free speech important in democratic societies?

#### Key Questions:

- Is the ideal of free speech plausible across place and context?
- How does culture impact on the sharing of ideas?
- Why is it important for Australians to understand a range of cultural perspectives?

### STAR CROSSED AND BROKEN HEARTED – ROMEO AND JULIET/POETRY

Love! Tragedy! Romance! Heartbreak! Star-crossed! Death! Murder! Retribution!

Intrigued? You should be! In this unit, you will examine texts within the romance genre, to develop an understanding of how ideas of love and romance have changed (or stayed the same!) over the years and produce a response to two romantic texts.

We each have a unique perspective of the world, and the beauty that exists around us each and every day. Through this unit, you will develop your skills and understanding of poetic techniques, as well as find your "poetic voice," to help you share your perspective, views and beliefs in a meaningful way.

**Big Ideas:** Why is romance often targeted at teenage audiences?

#### Key Questions:

- How and why has the portrayal of romance in texts changed over time?
- In which ways do the lives of teenagers change over time and place?
- Why was playwriting such a meaningful means of communication in Shakespeare's time?

## HEALTH AND PHYSICAL EDUCATION

**Health and Physical Education (HPE) is a compulsory subject at Year 9**

**Duration of course:** 1 Semester

### **Course Overview:**

This course encourages students to develop skills, knowledge and strategies in order to make healthy, safe and active choices in their lives. They will participate in a range of physical activities which focus on Invasion Games, Net and Wall Games and Cultural Influences. These may include Netball, Volleyball, Cultural Dance and SEPEP [student centered approach to physical education through a choice of sport]. Emphasis is on leadership, fair play, collaboration, movement concepts and strategies. The health program covers topics on Positive Choices on Illicit Drugs, Lifelong Physical Activity and the SHINE (Sexual Health and Relationship Wellbeing) Program. Students will develop the knowledge and understanding of healthy relationships and power, sexual health, gender and diversity and self-esteem.

**Big Ideas:** Will you enhance your own and others participation in physical activity?

### **Key Questions:**

- Can you transfer your skills and game sense in varied sports?
- What does community sport mean to you?
- Through dance, what can you learn about traditions, diversity and cultures?
- How can I make informed decisions about relationships and sexual health?

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## PHYSICAL EDUCATION: SPORTS SCIENCE Specialist Subject

**Duration of course:** 1 Semester

### **Course Overview:**

This is your chance to develop your understanding and skills to enhance your performance and training programs. You will be introduced to specialised technology and equipment to analyse your body's response to the challenges of physical activity. Get the opportunity to use GoPros, Smart Watches, Sport Specific Apps, Heat Maps and GPS Trackers. Theory aspects covered are related to the physical activities performed which can include Fitness, Gaelic, European Handball and Touch Football. Theory topics include Game and Skill Analysis, Fitness Components and Testing, Movement Skills and Concepts and Strategies.

**Big Ideas:** How can I improve my performance and training programs?

### **Key Questions:**

- Can you show proficiency in a range of sports, team and individual?
- How can we use game data to increase our teams' success?
- How can I change my training program to have the greatest improvement on my performance?
- How can I become a "thinking player"?
- How can we use technology to analyse and enhance performance?



# HUMANITIES AND SOCIAL SCIENCES (HASS)

## GEOGRAPHY

### Course Overview:

#### UNIT 1: AIN'T NO PLANET B

Climate change, a growing global population, famine, drought and despair. How do the biomes and environment around us shape our ability to feed ourselves and others? In this course, you will study how we classify biomes and how changes to them might mean more people eat bugs, lab-grown meat, or use technology to alter the farming process.

**Big Ideas:** How are we changing our planet for better or for worse?

#### Key Questions:

- What are the challenges to food production?
- What daily practices see us contribute to environmental change?
- Can the earth support a growing human population?
- How secure is Australia's food supply?

#### UNIT 2: LIKE AND SUBSCRIBE BELOW

Fast food, fast fashion, fast friends. The world is at your fingertips. But is this a good thing? Has technology gone too far? This unit will delve into a globalised world, discovering the positives, negatives and impacts of the fast world we have come to know and love. You will have the opportunity to explore global tourism, corporations and the issues that they cause.

**Big Ideas:** How is the world connected?

#### Key Questions:

- What impact do global connections have on societies and environments?
- What role do multinational corporations play?
- How can I have an impact on the world?

# HUMANITIES AND SOCIAL SCIENCES (HASS)

## HISTORY

### Course Overview:

#### DEPTH STUDY 1: ALL ABOARD!

TOOT! TOOT! Across rough seas, crammed in small ships, unknown destinations, slaves and convicts were once sent. Where did they go? And for what purpose? In this unit, you will learn about slaves on their journey to the Americas and convict transportation to Australia. You will have the opportunity to explore their lives and create texts that respond to issues that they faced.

**Big Ideas:** How have different people shaped the nations we know?

#### Key Questions:

- What are the impacts of movement of people?
- What are the experiences of convicts and free settlers in Australia?
- How can I investigate historical people and events?

#### DEPTH STUDY 2: BECOMING OUR OWN

EUREKA! Moving out of the shadow of Britain, we become our own nation. How does a bunch of convicts build a new country? In this unit, you will dig through the goldfields, explore Indigenous resistance against colonisation and begin to build a nation. You will have the opportunity to argue your perspective of Federation and commemorate hardships of colonial life.

**Big Ideas:** How did Australia become a nation?

#### Key Questions:

- What impact did settlement have on the Indigenous population?
- Who were the main figures of Federation?
- Why did Federation occur?

#### DEPTH STUDY 3: THE WAR TO END ALL WARS

BANG! The gun fires, and the world is thrown into war. But, what caused it? What effect did it have? How was Australia involved? In this unit you will explore the First World War. You will delve into reasons behind it, study the battles within it and explore the effect of Australia's involvement in Gallipoli. You will have the opportunity to create timelines, design propaganda posters and investigate a range of primary and secondary sources.

**Big Ideas:** How has WWI shaped Australia's nationality?

#### Key Questions:

- What were the causes of WWI?
- What were the experiences of Australian Soldiers?
- How did WWI impact Australian society?

## FRENCH

### Course Overview:

#### BONNE RENTRÉE!

Picture this, you are out-and-about in Paris, exploring *le Tour Eiffel*. You step into a un petit café for a spot of *déjeuner... Faites-attention!* All the servers speak French! But never fear! Your Year 9 French is here! In Year 9 you will continue to build your conversational and written skills developed in Year 8. You will learn how to order food, ask for items and even buy a train ticket. You will enhance your vocabulary to talk about what you are doing and describing members of your family. Together, we will investigate French culture further, exploring food, school and activities, to gain a deeper understanding of how French people live.

**Big Ideas:** How can foreign languages be meaningful in our lives?

### Key Questions:

- How can I communicate my wants and needs in French?
- In what ways do French people live differently to us?
- How do European languages differ to English?

# JAPANESE

## JAPANESE 1B (Introductory level)

**Duration of course:** 1 Semester

### Course Overview:

#### LET'S GO TO TOKYO!

Japan is the home to several of the world's largest cities. More people live in Tokyo than the entire continent of Australia and there are as many things to do as there are people in this thriving metropolis. In this unit, you will investigate the busy districts of Tokyo city and make travel plans for your own future holiday. This will include investigating places like Harajuku, Tokyo's vibrant fashion district, Akihabara, the home to electronics and anime culture, and Ueno, Tokyo's version of central park, filled to the brim with parks, zoos and leisure spots.

**Big Ideas:** How do the places we live capture our imagination and shape us as people?

### Key Questions:

- How do people live in Tokyo?
- What ways can Australians be culturally aware when travelling abroad in Japan?
- Why do the places we are born, live and affiliated with define how others perceive us?

#### CLUB CULTURE: FROM THE KARATE DOJO TO THE TEA HOUSE

Japan is home to several different forms of Martial Arts, including judo, kendo (sword-fighting), aikido, karate, kyudo (traditional archery) and sumo wrestling. Students in Japan are given the opportunity to run and participate in afterschool clubs that include popular sports – baseball, basketball, volleyball and tennis, cultural practices – tea ceremonies, flower arranging, origami, manga, taiko drumming and calligraphy, as well as the Martial Arts above. In this unit, we will discover the world of opportunities available to students to enjoy Japanese culture and how this might inspire them to study abroad in Japan.

**Big Ideas:** How are Japanese and Australian culture a part of our school life and hobbies?

### Key Questions:

- How are Martial Arts perceived in the west?
- Do sports define Australian culture or does Australian culture define our sports?
- Which cultural practices inform our identity and view of our community/country?

# MATHEMATICS

**Duration of course:** 2 Semesters

## Course Overview:

You will solve problems involving simple interest. You will compare techniques for collecting data from primary and secondary sources and calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. You will construct histograms and back-to-back stem-and-leaf plots using this data and then make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

You will learn how to apply the index laws to numbers and express numbers in scientific notation. You will find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment by sketching linear and non-linear relations. In measurement, you will calculate areas of shapes and the volume and surface area of right prisms and cylinders and use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.

**Big Ideas:** Further developing mathematical concepts in new and familiar contexts?

## Key Questions:

- What is simple interest and how is calculated?
- How is Pythagoras Theorem and trigonometry used to calculate unknown sides of right-angled triangles?
- What is the point of scientific notation and why do we use it?
- How can we represent and interpret data sets?
- What is the relationship between volume and surface area?
- What information can be obtained from linear and non-linear graphs?



## AGRICULTURE

**Duration of course:** 2 Semesters

### Course Overview:

You will learn about the foundations of soils including key characteristics and limitations in Australia and the South East. You will investigate soils characteristics through practical activities which include testing soil pH, salinity and structure. You are exposed to the viticulture industry through visits to the school vineyard, Highcoorte. Practicals include grape tasting and testing to determine when the grapes are harvested.

**Big Ideas:** Viticulture in South East

### Key Questions:

- How are soils formed?
- How do soil characteristics influence plant growth?

## SCIENCE

**Duration of course:** 2 Semesters

### Course Overview:

You are introduced to physical sciences through exploring different forms of energy and radiation through hands on practical work. You will research atomic structures and explore how radiation is used positively and negatively in society. Taking a Chemistry slant on things, you investigate acids and bases and why they are so integral to industry. You will expand your chemistry knowledge by looking at types of chemical reactions and how we can express them in equations. Explore the world around you by looking at ecosystems and body systems.

**Big Ideas:** Exploring broader scientific concepts.

### Key Questions:

- What are the positive and negative impacts of radiation in society?
- How can we measure and neutralise acids and bases from common household solutions?
- How do the nervous and hormone systems impact the function of the human body?
- How does energy flow through interdependent components of the environment?
- How does biological and chemical reactions impact our environment?
- Has seismic and volcanic activity increased?

## DRAMA A

**Duration of course:** 1 Semester

### Course Overview:

Students explore what makes us laugh and learn how to create comedy by participating in practical workshops exploring the skills of improvisation, slapstick, 'lazzi' and physical theatre. They reflect on how culture shapes our sense of humour. Throughout the course students will be required to maintain a Creative Journal demonstrating their ability to evaluate, analyse and reflect on practical activities, theory components and theatre performances.

\*Content may vary depending on student's prior knowledge, student numbers and the combination of classes.

**Big Ideas:** Understanding what makes us laugh

### Key Questions:

- What makes us laugh?
- How does culture influence what we find funny?
- How do I engage an audience?

## DRAMA B

**Duration of course:** 1 Semester

### Course Overview:

Students explore realism and the essential skills required to portray realistic characters for serious drama as seen in television, film and live theatre. Students learn about the dramatic innovator Stanislavski and Method Acting to explore the power of emotions and how to portray these authentically onstage. Throughout the course, students learn how to develop characters for self-devised scripts and plays. They will be required to maintain a Creative Journal demonstrating their ability to evaluate, analyse and reflect on practical activities, theory components and theatre performances.

\*Content may vary depending on student's prior knowledge, student numbers and the combination of classes.

**Big Ideas:** What makes an authentic actor?

### Key Questions:

- What makes an actor believable?
- How do I portray emotion onstage?
- How can Drama help me understand myself, others and the world around me?

## MUSIC

**Recommended understanding/experience:** It is expected that students who choose this course have a strong interest in developing musical skills on the instrument of choice/voice.

**Duration of course:** 2 Semesters

### Special Consideration:

In order to study Music as a subject, students undertake instrumental/vocal tuition. This can be outside of school or at school. The focus of the course is about gaining proficiency on either the voice or a musical instrument of the student's choice. In order to study Music at Stage 2, it is assumed that students have studied their voice/instrument for a minimum of 3 years. Free tuition, in small groups, provided by the DECD Instrumental Music Service is available at Naracoorte High School in the following areas: Flute, Clarinet & Saxophone, Drum Kit, Trumpet and Trombone.

**Practical:** Students perform on their instrument as a Soloist and as a member of a group. Students choose an instrument/voice to study with a specialist instrumental/vocal tutor. They attend their instrumental/vocal lesson each week. Through these lessons, students develop the skills to be able to perform solo pieces on their chosen instrument/voice. Students practise regularly at home in order to gain proficiency. Students also participate in class ensemble, group and personal projects and play together as a band.

**Theory/Aural/Composition & Music Appreciation:** Students learn how to read, write and analyse music. Students start to learn how to compose their own music and produce their own musical scores utilising many forms of music technology, for a range of instruments and ensembles.

Through Music Appreciation components, students gain an awareness of the history of music and music from a range of cultures, including the music of Indigenous Australians.

**Music Technology:** Students use music technology to create, compose, amplify and record their music and performances and have access to the schools' Recording Studio.

**Big Ideas:** My Musical Journey

### Key Questions:

- Which instrument/voice will I choose to learn and how will I know that I am making progress throughout the year?
- What opportunities will I have to compose and share my learning with others?
- Which piece of music would I like to have learnt how to play/sing by the end of the year?

## 2D VISUAL ARTS – Option 1

**Duration of course:** 1 Semester

### Course Overview:

Creativity enables individuals to view the world with an open mind. You will be encouraged to explore, experiment and manipulate a wide range of different materials, techniques and styles to enhance your knowledge and skills to create art works and appreciate work of others. Topics will include drawing, painting, printmaking and collage. A folio will be developed to show research, thinking processes and solutions. Various artists and their work will be studied to enable you to develop an appreciation of the work of others, how they show their view of the world and the impact of arts in different cultures. You will develop your personal skills in communicating, analysing and criticising your art works and that of others.

**Big Ideas:** Creativity opens the Mind

### Key Questions:

- How can Elements and Principles of Art be further developed to create original art works?
- Why do artists choose certain materials and techniques for the creation of art works?
- How does the creation of art works shape and develop one's personal identity?
- What language is used to talk and write about art works?

## 3D VISUAL ARTS – Option 2

**Recommended understanding/experience:** Completion of Year 8 Visual Arts

**Duration of course:** 1 Semester

### Course Overview:

This course is designed to develop understanding and skills for the creation of art works in the three-dimensional forms. Elements and Principles of Art and Design will create the basis for creation of the works of art. Exploration of a variety of materials and construction techniques will be the focus, as well as the study of three-dimensional works by a variety of artists. Art works in public spaces will be considered in your studies. A folio will be required to demonstrate research undertaken, thinking processes and solutions. You will develop your personal skills in communicating, analysing and criticising your art works and that of others.

**Big Ideas:** Art in the round – What does this mean?

### Key Questions:

- How do I visualise and make plans or drawings to work 'in the round'?
- What materials are used in 3D works?
- What will I need to know about constructing 3D works of Art?
- Why do artists choose to create 3D works of Art?
- Three-dimensional art is prevalent in many public spaces – why is this so?





*Every Student  
All of the Time  
Without Exception*



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