



NARACOORTE HIGH SCHOOL

20
23

Course Handbook
Middle School 7-9





*Every Student
All of the Time
Without Exception*



Naracoorte High School

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INTRODUCTION

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 achieving 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.

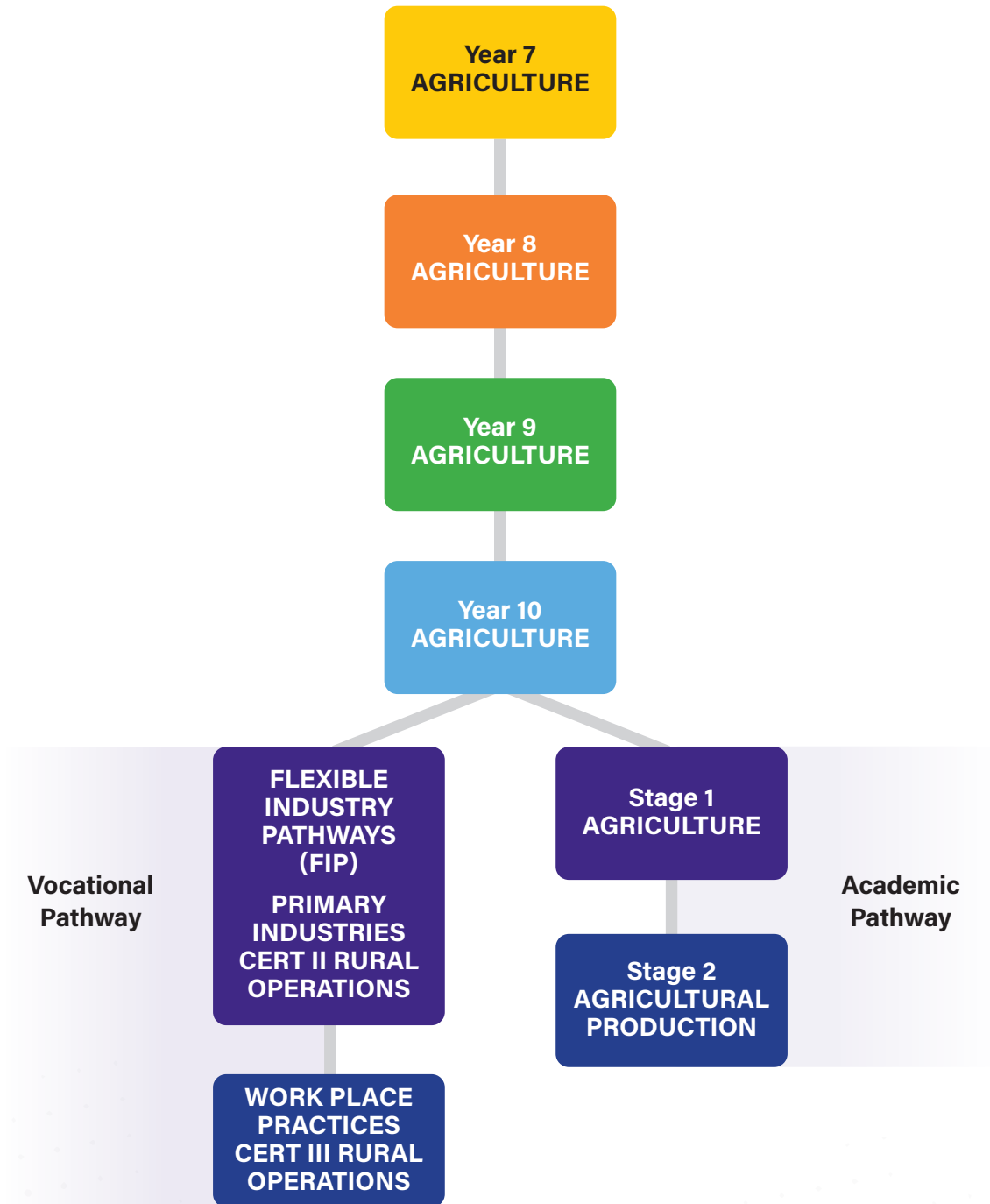
We are very fortunate in terms of the support we enjoy from our community of families who value the rich educational opportunities provided by our school for their sons and daughters. In return they contribute their skills and financial support as well as enthusiastic participation in school events as diverse as Parent Information evenings, Parent-Teacher-Student 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 if you have any questions regarding our School.

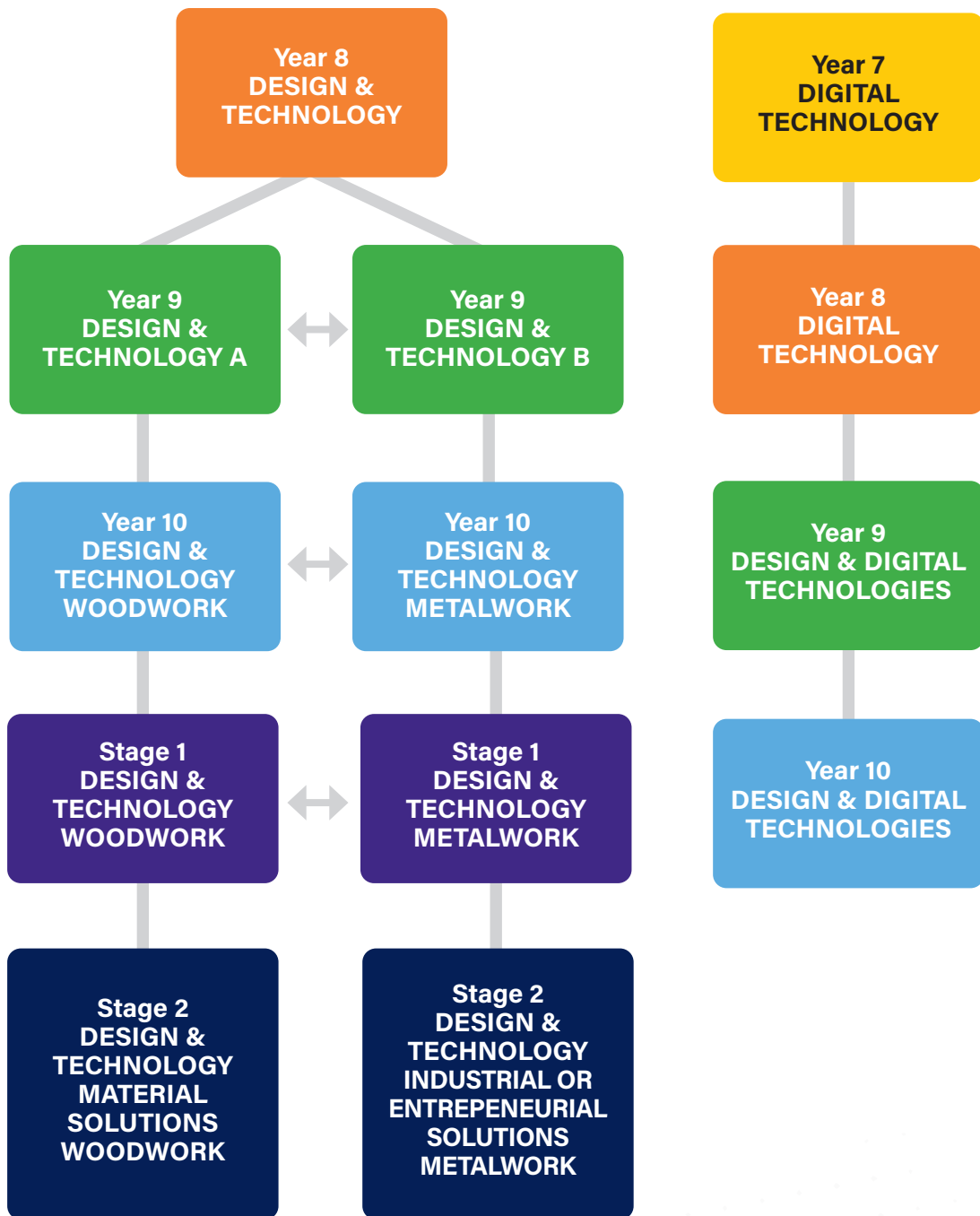


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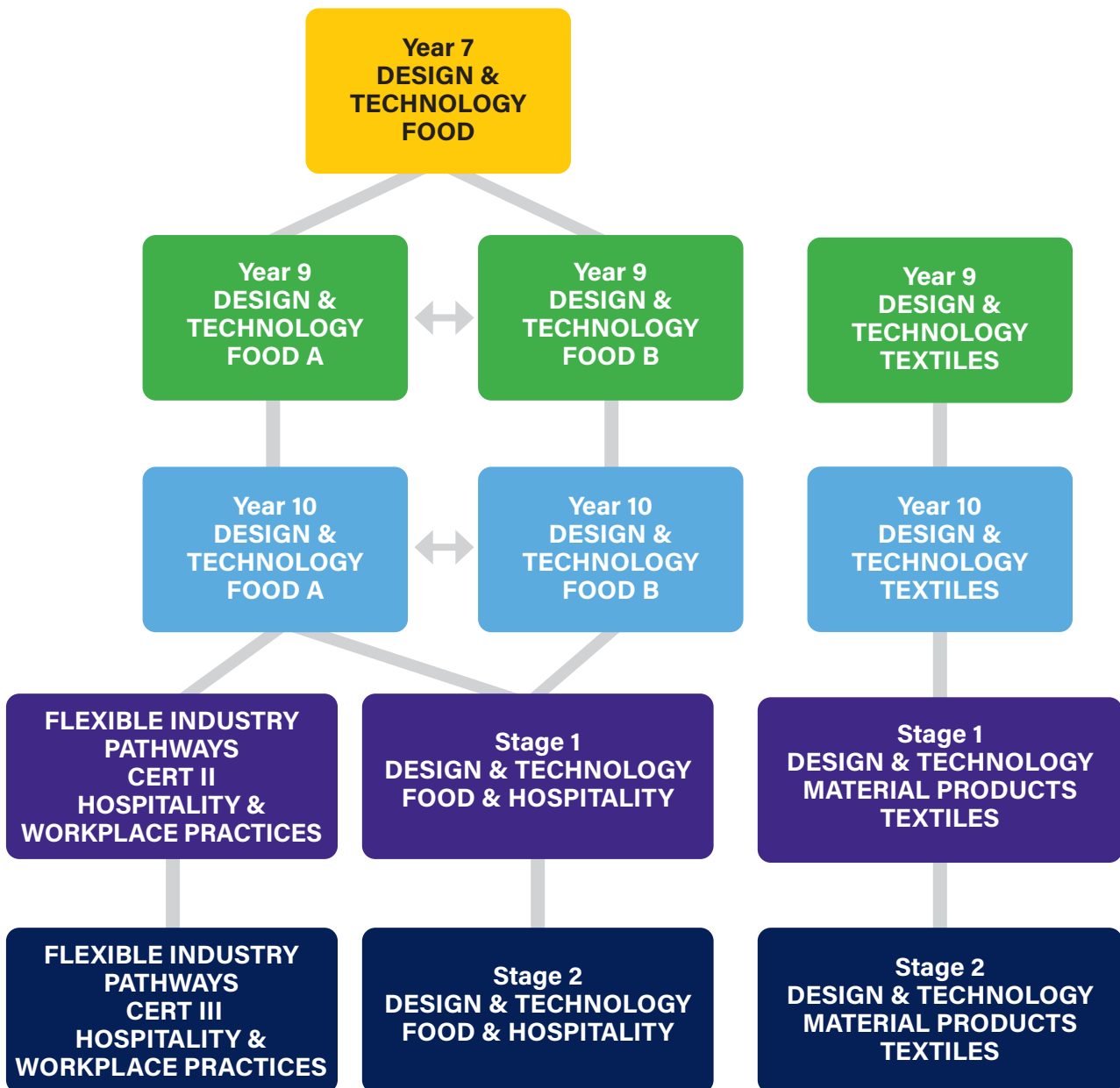
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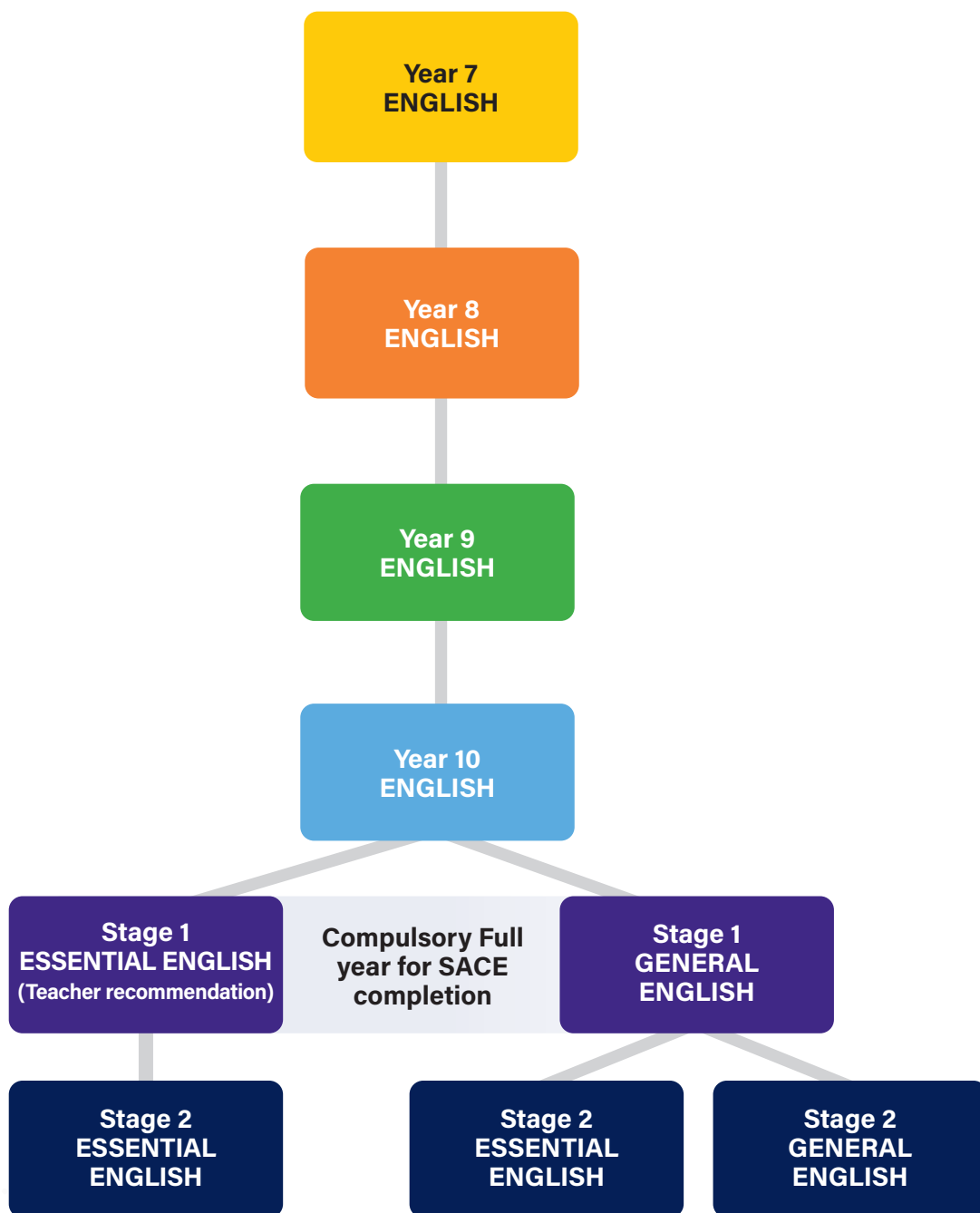
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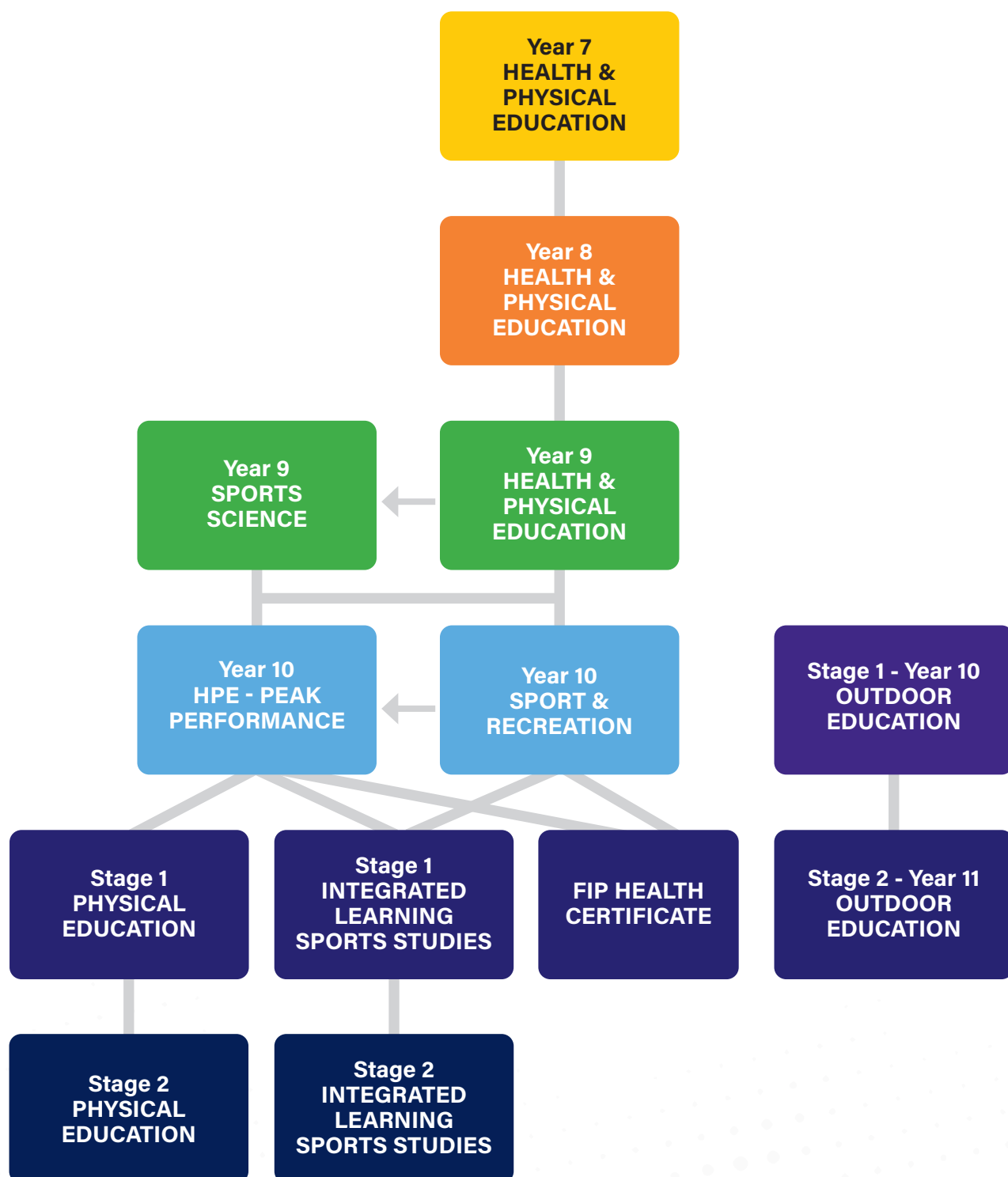
Design & Technologies Food & Textiles



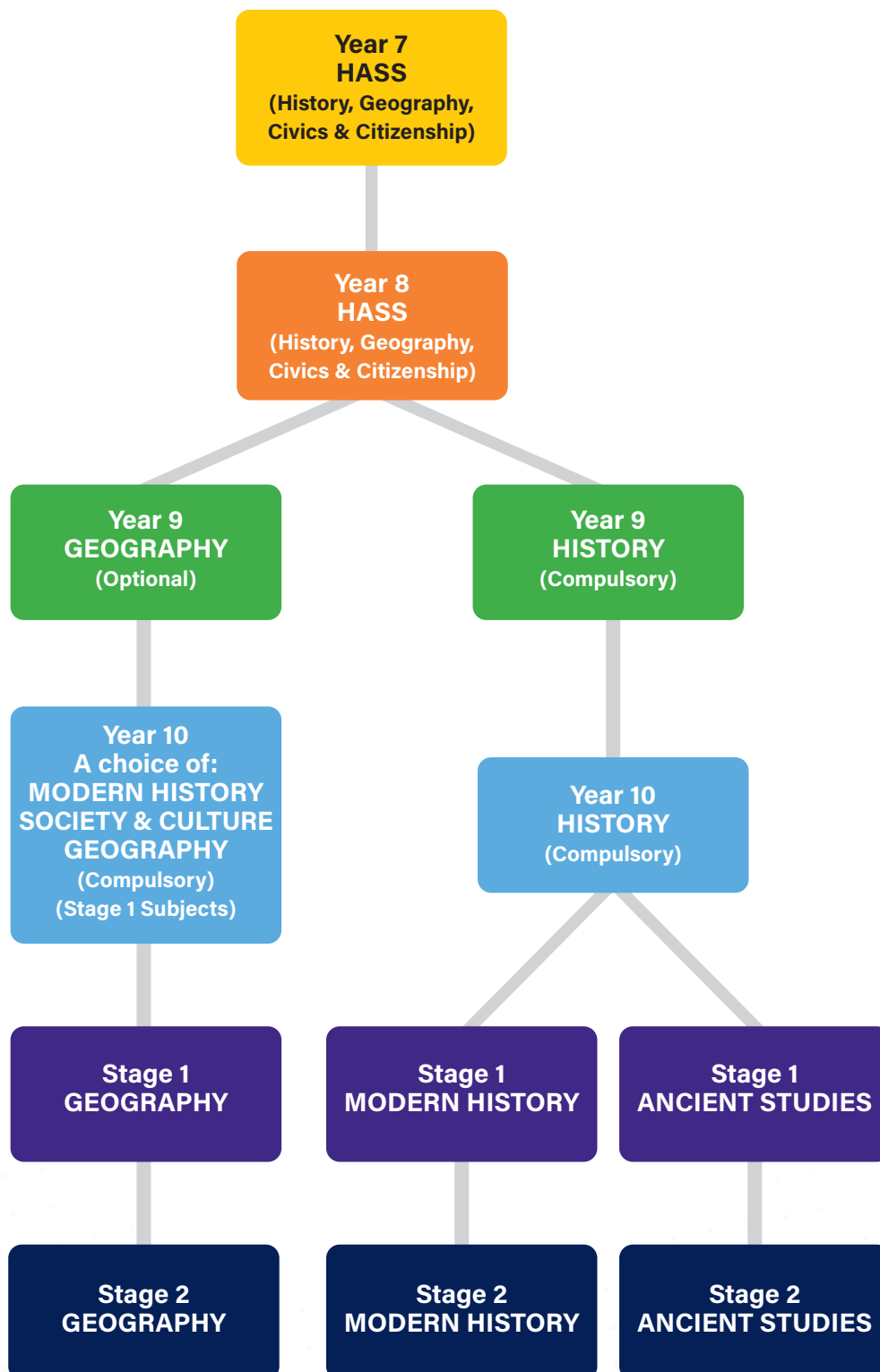
English



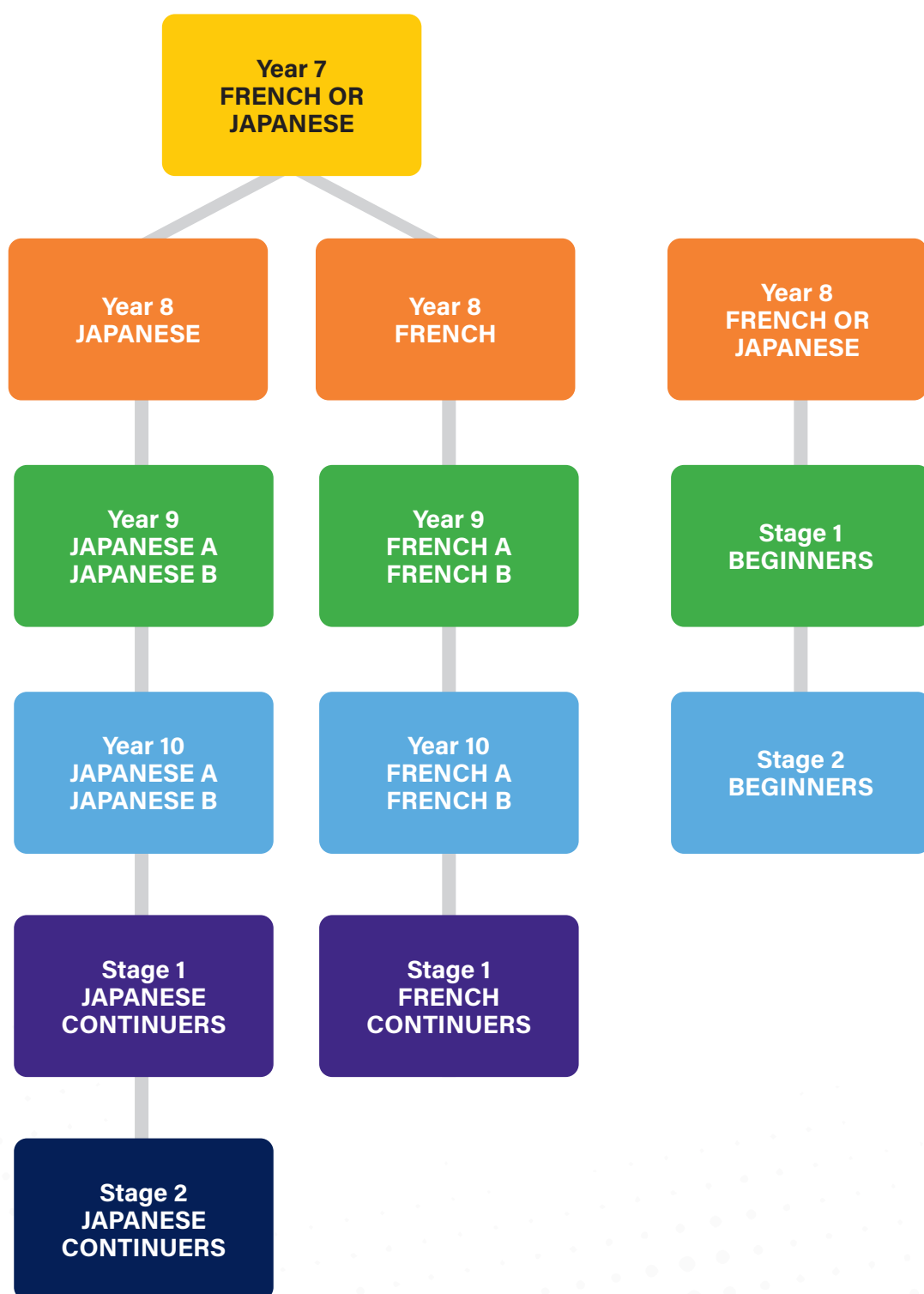
Health & Physical Education Outdoor Education



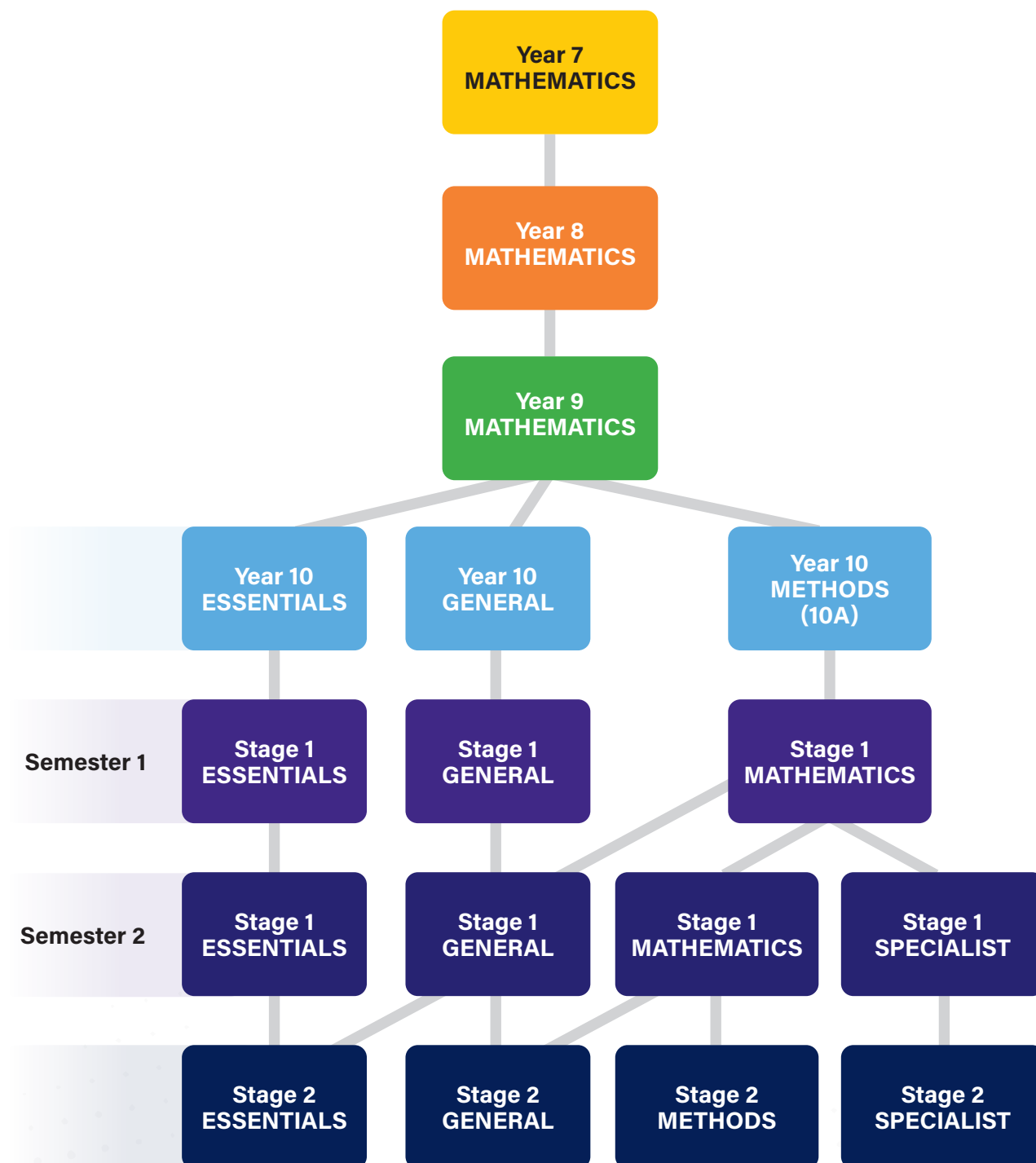
Humanities And Social Sciences



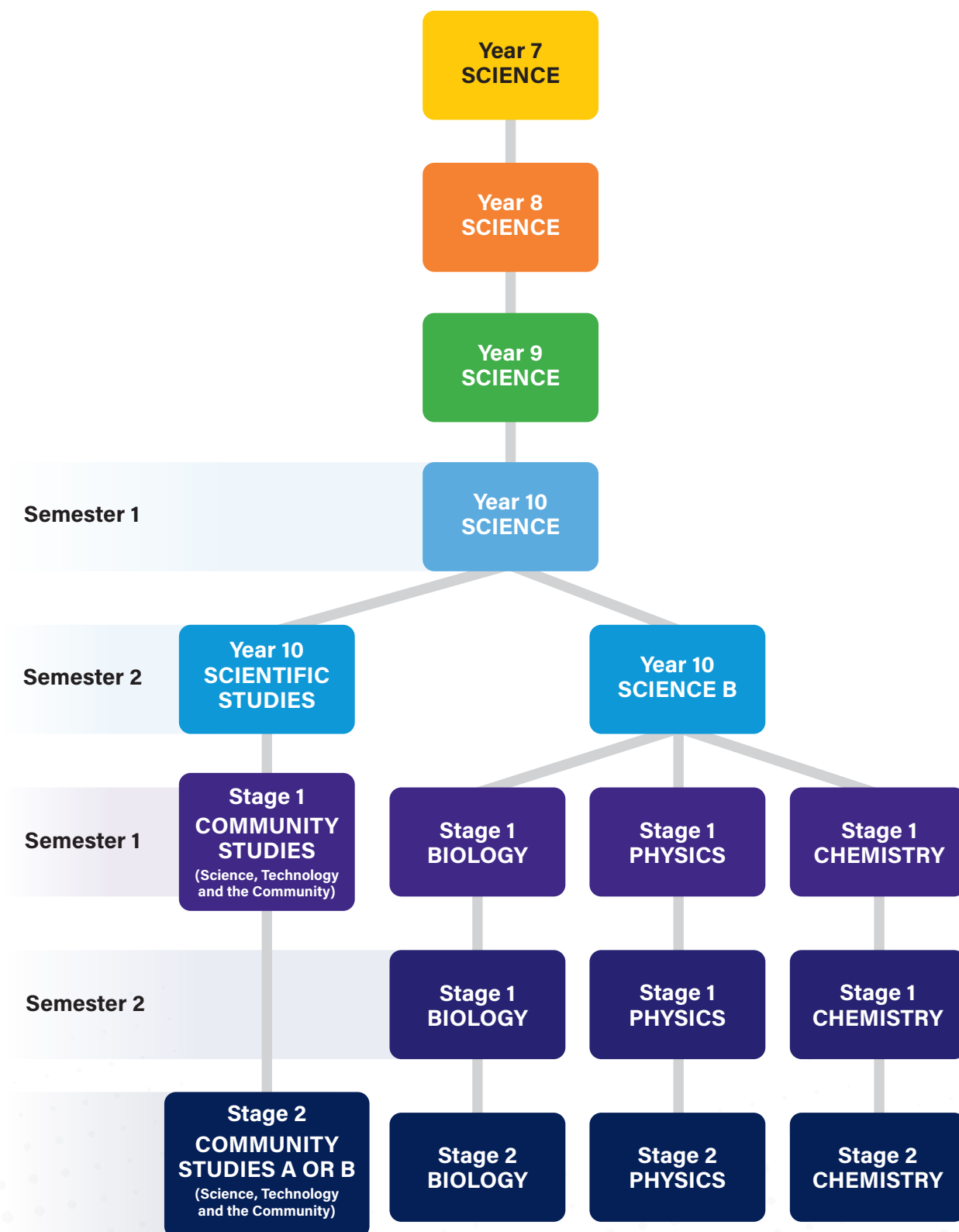
Languages



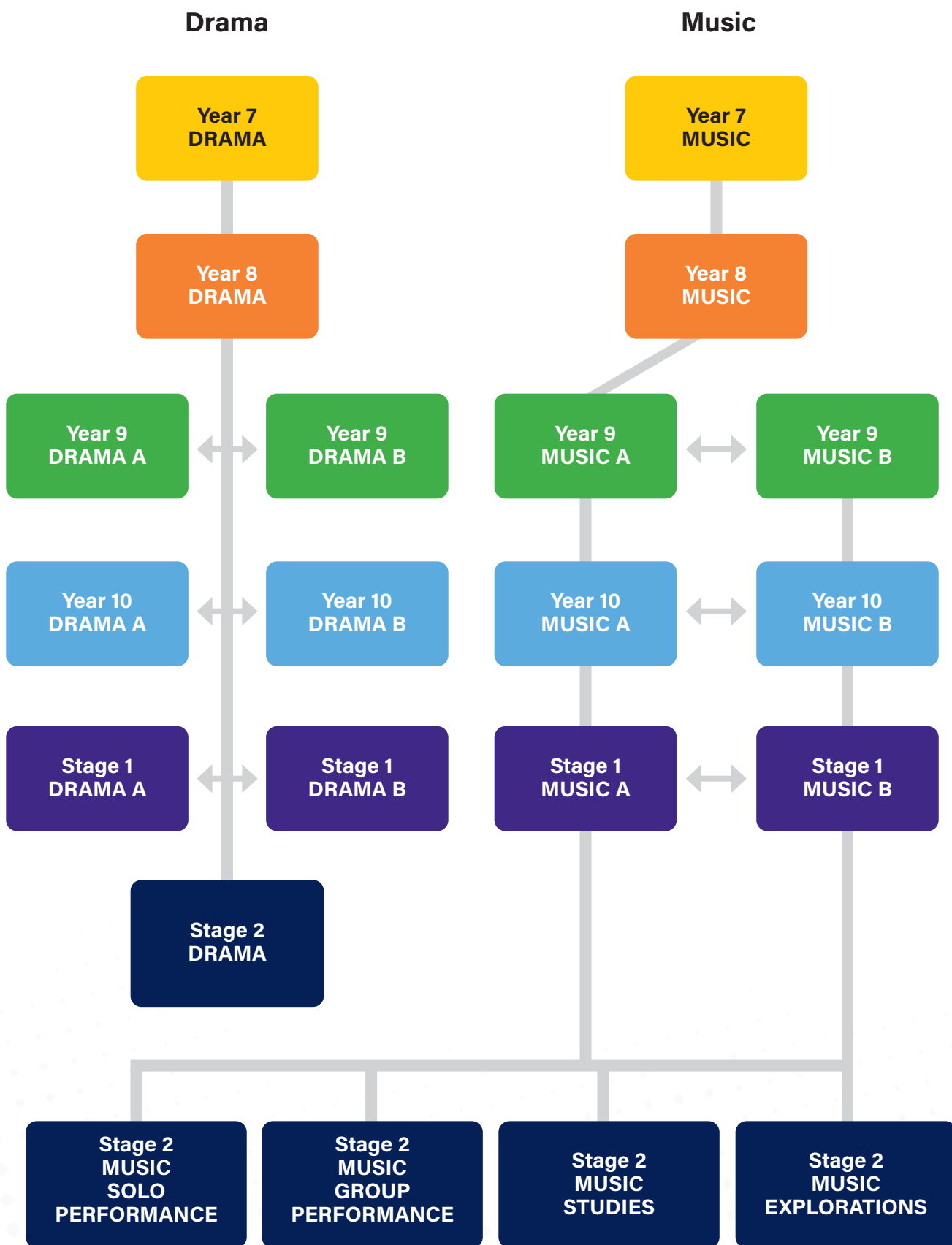
Mathematics



Science



The Arts Performing Arts

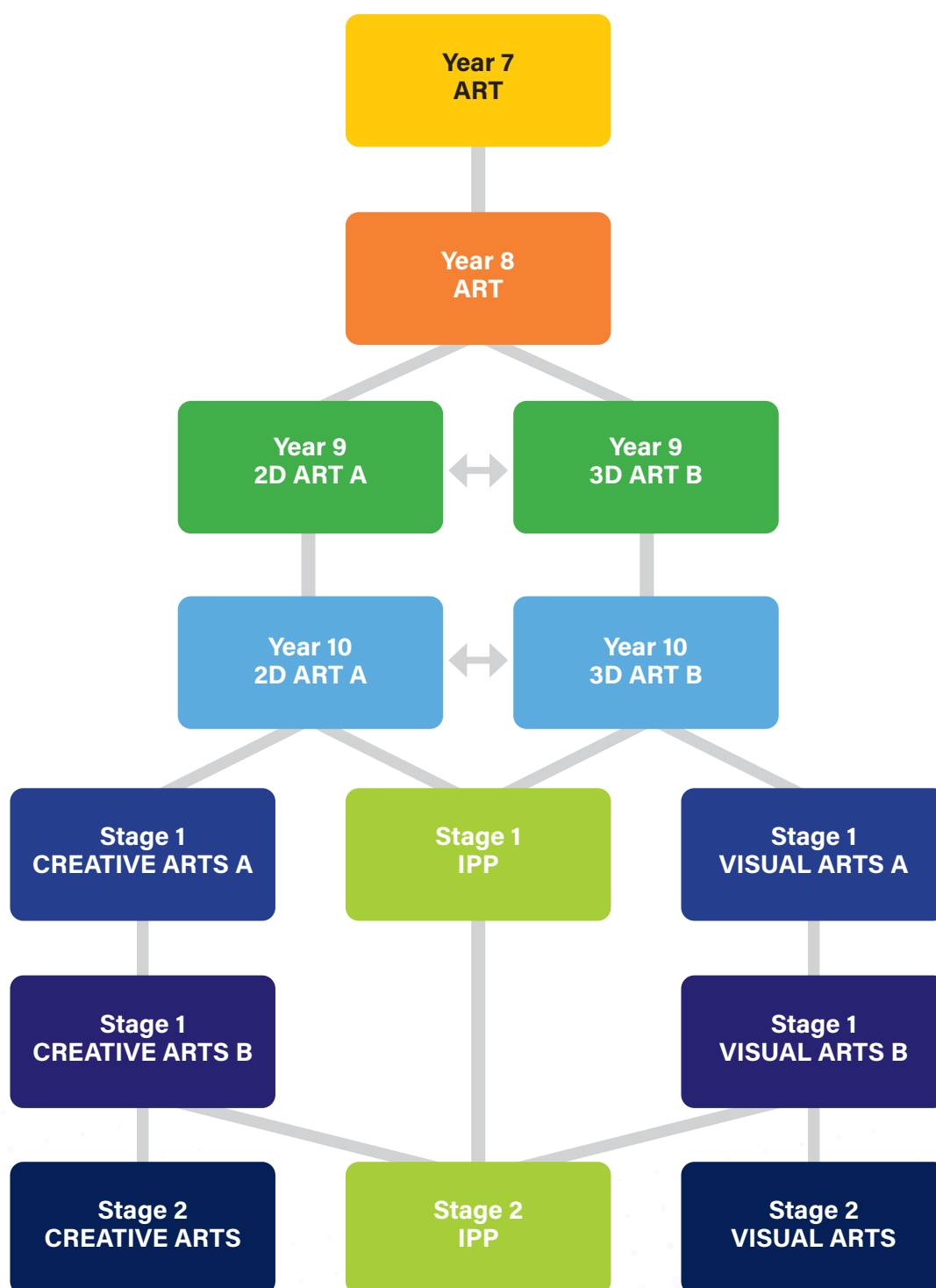


The Arts

Visual Arts

Creative Arts

Information Processing and Publishing (IPP)



Year 7 at NHS...

In Year 7 you will experience our diverse range of specialist curriculum areas. You 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.

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

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



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AGRICULTURE

Duration of Course: 1 Term

Recommended Understandings and Experiences: Nil

Course Overview:

ON THE FARM

You will be exposed to short topics to provide a broad overview of the many enterprises that occur on the school farm. You will learn topics from safety and plant partnerships with the role of different crops, soil and water consumption, to the role of bees and pollinators. You are also exposed to the various enterprises on the farm including sheep, chickens, cattle and pigs, and learn about animal husbandry and ethics.

Big Ideas: Introduction to all things Agriculture

Key Questions:

- How and why is agriculture important to Naracoorte and the South East?
- How are the different areas of agriculture related?



DIGITAL TECHNOLOGY

Duration of Course: 1 Term

Recommended Understandings and Experiences: Nil

Course Overview:

PROGRAMMING & GAME DESIGN

In this course you will have the opportunity to consolidate and develop your understanding of programming and apply your own ideas to program robots to complete tasks. You will develop a computer game using the four elements of computational thinking. You will learn to appropriately use digital networks to access, store and share information. You will explain how wired and wireless networks work. You will represent and visualise data.

Big Ideas: Big Ideas: Understanding and Creating Digital Solutions

Key Questions:

- How do wired and wireless networks work and allow us to access and share information?
- How do networks store, transfer and allow access to data?
- How can we develop a digital game using a programming language?
- How can we access, store and represent data?

FOOD TECHNOLOGY

Duration of Course: 1 Term

Recommended Understandings and Experiences: Nil

Course Overview:

EVERYDAY FOODS

You will learn to work independently and collaboratively in safe and hygienic food preparation environments to apply your knowledge, understanding, and practical skills when creating food solutions. You will use the 'Australian Guide to Healthy Eating' to assist in everyday food choices and preparations. Knowledge, understanding and skills will show you how to respond to current and future food needs and practices, such as environmental concerns, waste management and sustainability practices. The practical nature of food technology learning will engage you in critical and creative thinking and team building when solving problems.

Big Ideas: What are the important things to know about food?

Key Questions:

- What are the food groups?
- What are nutrients?
- Where does our food originate?
- Hygiene and safety in the kitchen.

ENGLISH

Duration of Course: Full year

Recommended Understandings and Experiences: Nil

Course Overview:

PUPPET ON A STRING

We all have stories that make us who we are, but imagination is your only limitation when creating a character of your own. Delving into favourite authors and pulling apart well-loved heroes from familiar texts, you will create a character to centre an original story around. Your character is a puppet, and you pull the strings to send them on a journey, and make the magic happen. You will have the opportunity to enter your story in the Naracoorte 'Young Writer's Award', and maybe even see it in print!

Big Ideas: What makes a good story?

Key Questions:

- How do authors create interesting characters?
- What language features appear in short stories?
- How is a story structured?

Course Overview:

WHEN I WAS YOUR AGE... (LIFE STORIES AND NOVEL STUDY)

How are our experiences responsible for making us who we are? We all have different experiences and receive life lessons from those people who are important to us. In this unit we will read a novel and explore some stories of the lives of a range of people. We will look at the way language can help us convey our ideas and experiences as we create our own story.

Big Ideas: How do our experiences define who we become?

Key Questions:

- How can I share my story with others?
- What can I learn from others stories?

Course Overview:

EXTRA! EXTRA! READ ALL ABOUT IT! (MEDIA TEXT STUDY)

Media is all around us. It shares the important events, ideas and 'news'. But how can we engage with it? What can we learn from it? And how can we share 'news' for ourselves? This explores different forms of media and how they are used to engage their audiences. It explores what is needed to write a good news article or broadcast and allows you to create media texts of our own.

Big Ideas: How are current events communicated in the media?

Key Questions:

- Why is it important to engage in current news?
- What features and language appear in media platforms?

ENGLISH

Course Overview:

"HEY NOW! YOU'RE AN ALL STAR" (FILM STUDY)

Lights! Camera! Action! In this unit we will study a film and explore the ideas and/or messages presented. We will look at how the producers have developed the characters and the way that they influence the way we think and feel as we view the film.

Big Ideas: Are movies more than a story?

Key Questions:

- Why is character development important in films?
- What techniques do filmmakers use to engage audiences?
- How are themes developed in films?

Course Overview:

GIVE ME A PIECE OF YOUR MIND (SPEAK OFF)

As communicators, every day we use our voices, eyes, facial expressions and gestures to get our message across. How does this change in different contexts, and what do we need to emphasise when speaking before a crowd? As public speakers, we need to analyse not just the strength of our argument, but also the power of our words. Individually, you will create and present a persuasive speech, with the opportunity to compete in the Naracoorte High School annual 'Speak Off'.

Big Ideas: How can my words persuade people?

Key Questions:

- What are persuasive devices?
- How can speaking be a performance?

Course Overview:

TURN IT UPSIDE DOWN AND SHAKE IT ALL AROUND (TEXT TRANSFORMATION)

Imagine this... your favourite song, recreated as a... narrative, your favourite story told from someone else's point of view. Text transformation is your opportunity to show off the skills you have learnt across the year and adapt the texts you already know into a new, creative form.

Big Ideas: How can simple words and images become creative weapons?

Key Questions:

- Can we show what we know in another form?
- What language features and skills can we combine to create new text types?

HEALTH & PHYSICAL EDUCATION

Duration of Course: 1 Semester

Recommended Understandings and Experiences: Nil

Course Overview:

HUMAN MOVEMENT & DEVELOPMENT

The Year 7 Health and Physical Education program is designed to provide opportunities for you to:

- develop skills, knowledge and understanding to strengthen your sense of self, and build and manage satisfying, respectful relationships
- build on personal and community strengths and assets to enhance safety and wellbeing
- develop the capacity to learn to critique and challenge assumptions and stereotypes and navigate a range of health-related sources, services and organisations
- acquire movement skills and concepts to enable participation in a range of physical activities confidently, competently, and creatively
- practise and refine personal, behavioural, social, and cognitive skills in movement settings
- develop a foundation for lifelong physical activity participation
- enhance performance and acquire an understanding of how the body moves
- develop positive attitudes towards physical activity participation
- develop an appreciation of the significance of physical activity, outdoor recreation, and sport in Australian society and globally.

Key practical topics where students will explore a variety of movement concepts may include Athletics, Striking and Fielding Games, Invasion Games and Rhythmic Expression. While Health related topics focus around Personal and Social Growth, Decision Making and Risk-Taking Behaviours.

Big Ideas: Informed decision making with risk taking behaviours to ensure I remain safe. Develop positive attitudes towards Physical Activity and acquire movement skills and concepts to enable participation in a range of physical activities confidently, competently, and creatively.

Key Questions:

- How can I ensure I stay safe in risk taking situations?
- How can I apply movement concepts to participate confidently in a range of physical activities?

HUMANITIES AND SOCIAL SCIENCES (HASS)

HASS incorporates the study of Geography, Civics and Citizenship and History

Duration of Course: Full year

GEOGRAPHY

Course Overview:

MAKE A WAVE

Water is everywhere around us, in more places than you would think! Do you know where it comes from, where it goes, how we use it? Droughts, Floods, Cyclones and other Hazards will be investigated, along with building skills in reading maps, tables, charts and data representations.

Big Ideas: What is the role of water in our world?

Key Questions:

- How can water be equitably used for a growing population?
- How can we develop a response to unique water challenges?
- What is the significance of rivers as connectors and creators of community over time?

Course Overview:

LIVING YOUR BEST LIFE

Imagine a world without running water and electricity, waste removal, lawn services, Police, CFS, and medical services. Has our world always been so comfortable? So accessible? What do we do to make sure these crucial services exist, grow and continue to sustain our busy lives?

Big Ideas: Why do we live where we live?

Key Questions:

- How do we contribute to our community being an accessible and welcoming place?
- What is necessary for towns and cities to be sustainable in a modern world?
- How do we use sustainable practices to make our community more liveable?

CIVICS AND CITIZENSHIP

Course Overview:

KNOW YOUR SYSTEMS

A short unit exploring the place of the constitution in the founding of our democracy and parliamentary system. You will explore how the workings of the Houses of Parliament and the courts of Law in Australia aim to ensure a fair, just and diverse society.

Big Ideas: How can I participate in the shaping of the nation and my community?

Key Questions:

- Who represents me and how did they get there?
- Why is it important that there is a 'separation of powers' in Australia?
- What power do I have?

HUMANITIES AND SOCIAL SCIENCES (HASS)

HISTORY

You will study the ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems.

Course Overview:

THE WORLD'S OLDEST CIVILISATION

Big Ideas: How do we know about the ancient past?

Key Questions:

- How do historians and archaeologists investigate history in the field?
- What methods and sources are used to investigate a historical controversy?
- What can sources reveal about Australia's ancient past?

Course Overview:

MEDITERRANEAN CRADLE OF CIVILISATION

Big Ideas: What are the origins of our society?

Key Questions:

- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Course Overview:

DYNASTIES AND DRAGONS

Big Ideas: How have ancient societies of the East contributed to the modern world?

Key Questions:

- How do conflicts contribute to the spreading of philosophies and beliefs?
- What significant individuals and technologies have shaped modern civilisation?

FRENCH

Duration of Course: One term

Recommended Understandings and Experiences: Nil

Course Overview:

BONJOUR ET BIENVENUE !

Tu t'appelles comment ? Qu'est-ce que tu aimes ? 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.

Course Overview:

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:

- How can I communicate information about myself and my friends?
- How do French people communicate?
- Why is French called a global language?

JAPANESE

Disclaimer: Japanese is currently in the stage of being rolled out across year levels. As a result the units currently offered at introduction at Year 9 will move back to Year 7 and 8. Making way for new units of work at Year 9 as of 2024. Therefore each topic will have several year levels and years as the rollout is expected to progress.

Duration of Course: 1/2 Term

Recommended Understandings and Experiences: Nil

Course Overview:

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 friends. You will become a master at reading and writing Japanese characters and discover a new world of possibilities.

By the end of this unit, you will be able to talk about yourself and others and read Hiragana, one of Japan's three alphabets.

Big Ideas: How is our worldview shaped by our family, friends and cultural 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?

JAPANESE

Duration of Course: 1/2 Term

Course Overview:

FOOD CULTURE: 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!

By the end of this unit, you will be able to recognise and discuss Japanese food, taste and restaurant culture.

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: Full year

Recommended Understandings and Experiences: Nil

Course Overview:

MATHEMATICAL OPERATIONS

In Year 7 Mathematics you will learn skills that will become transferrable across your future mathematics studies based on your mathematical fluency, understanding, problem solving and reasoning skills. You will study comparison and basic operations with integers, fractions, decimals and percentages, ratios, algebra, linear relationships, measurement, chance and data. In Year 7 additional time is given in the curriculum to consolidate your knowledge and application of multiplicative thinking and proportional reasoning.

Big Ideas: Creating a mathematical foundation for the future.

Key Questions:

- How are different areas of Mathematics connected?
- How can I use my mathematical understanding to solve simple day-to-day problems?



SCIENCE

Duration of Course: 1 Semester

Recommended Understandings and Experiences: Nil

Course Overview:

ENTER THE LABORATORY

In Year 7 Science you will get your first laboratory experience exploring the many interactions between the Sciences and your day-to-day life. In one Semester of Science, you will engage in all strands of Science including Biology, Chemistry, Physics and Earth and Space, giving you a foundation to build your scientific understanding.

Big Ideas: Making connections between Science and day-to-day life.

Key Questions:

- What is Science and how does it impact me?
- How can I use models to explain scientific systems?
- How will Science influence my future?



DRAMA

Duration of Course: 1 Term

Recommended Understandings and Experiences: Nil

Course Overview:

THEATRE SPORTS

In this course you will be introduced to the fundamentals of Drama. You will learn about different stage types, stage directions, the tools available to an actor and how to create and portray a character in practical exercises. You will build skills in collaboratively working with others to devise, stage and perform short scripts to their class peers. You will become more confident in taking creative risks in a safe, supportive and encouraging environment. You will learn how to analyse and reflect on performances using dramatic terminologies, extending their vocabulary in The Arts.

Big Ideas: The Fundamentals of Drama

Key Questions:

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

MUSIC

Duration of Course: 1 Term

Recommended Understandings and Experiences: Nil

Course Overview:

MUSIC EXPERIENCE

This course is designed to give you an introduction to Music. No prior experience is required. The course is focussed on practical musical skills and will give you a hands on musical experience. You will learn how to play basic pieces on the guitar and keyboard and rock beats on the drum kit. You will learn about the instruments and how to read music using treble and bass clef notation. You will have an introduction to composition using Music Technology.

You 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 and Saxophone, Drum Kit, Trumpet and Trombone.

Big Ideas: Music – Exploring the Options

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

Recommended Understandings and Experiences: Nil

Course Overview:

ART IN OUR WORLD

This course will provide you with an introduction to the basic elements and principles of Art and Design. You will explore the use of various materials and methods in creating art works and also become aware of the place of The Arts in societies and cultures.

You will be encouraged to view their own work and that of other artists and begin to talk and write about the processes and outcomes to develop their creative and critical thinking skills. Through the awareness of the Visual Arts, you will be more conscious of their opportunities to express their thoughts and visions of the world around them.

Big Ideas: Artmaking is part of societies and cultures

Key Questions:

- What is Art?
- Why do we create artworks?
- Does every society and culture embrace artworks?



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AGRICULTURE

Duration of Course: 1 Term

Recommended Understandings and Experiences: Nil

Course Overview:

THE VEGIE PATCH

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?



DESIGN & TECHNOLOGY

Duration of Course: 1 Term

Course Overview:

PRODUCT DESIGN

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 and Metal, including developing and making a C02 dragster.

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?

DIGITAL TECHNOLOGY

Recommended Understandings and Experiences:

Build and extend on understandings from Year 7 Digital Technology

Duration of Course: 1 Term

Course Overview:

DIGITAL DESIGNS

In this course you will develop and extend your understanding of programming using a scripted language. You will apply your own ideas to develop a better game or app. You will design and implement a website to document your understanding of computational thinking. You will use your website to explain how text, image and audio data can be represented, secured and presented in digital systems using binary and hexadecimal.

Big Ideas: Understanding and Creating Digital Solutions

Key Questions:

- How are text, image and sound data represented using binary?
- How do networks store, transfer and allow access to data?
- How can robots be programmed using a collection of smaller programs to solve a problem?
- How do we develop an app or digital game using a text-based programming language?
- How can we access, store and represent 'big data'?
- How can algorithms be represented using diagrams and in English?

ENGLISH

Duration of Course: Full year

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?

Course Overview:

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

Course Overview:

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?

Course Overview:

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?

Course Overview:

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?

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a compulsory subject at Year 8

Duration of Course: 1 Semester

Course Overview:

HEALTHY MINDS & BODIES

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 you develop the knowledge and understanding to develop and maintain healthy relationships with others, and to make positive and safe decisions in relation to your 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?



HUMANITIES AND SOCIAL SCIENCES (HASS)

Duration of Course: Full year

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?

Course Overview:

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)

Course Overview:

MEDIEVAL EUROPE – OFF WITH THEIR HEADS!!!

Was being stretched on the Rack historical yoga? In this unit you will learn that punishments were deadly and the King had the final word. That feudal society was based on religion, and knights fought for the King. By the end of the unit, you will build skills in research and source analysis, and evidence-based writing.

Big Ideas: How does social structure affect everyday life?

Key Questions:

- How did feudal society function?
- What was the role of castles?
- Did punishments really deter crimes?
- Why did religion have such a strong influence?



FRENCH

Duration of Course: 1 Semester

Course Overview:

BONNE RENTRÉE!

Qui est-ce? Il est comment? In Year 8 French you will continue to build on the vocabulary and skills that you gained in Year 7. You will enhance your vocabulary to talk about what you are doing and describing members of your family. You will learn how to describe where you live and what you do with your free time.

Course Overview:

LA VIE CULTURELLE

68 million people live in France, but what do they do? Jouez le football? Regardez la télé? Cultural lessons will see you explore the lives of French people, how they live, their daily activities and how they spend their free time. You will step into the lives of the French through videos, comics and letters, drawing similarities between your life and theirs.

Big Ideas: In what ways do French people live differently to us?

Key Questions:

- How can I describe my family, friends and pets?
- How do European languages differ to English?



JAPANESE

Duration of Course: 1 Term

Course Overview:

FOOD CULTURE: 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!

By the end of this unit, you will be able to recognise and discuss Japanese food, taste and restaurant culture.

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?

JAPANESE

Duration of Course: 1 Term

Course Overview:

HAI CHIIZU, KAZOKU NO SHASHIN WO TORIMASHO!

In this topic we discuss how Japanese people talk to and about their own and each other's families. This is informed by Japan's samurai-centred past and has created a culture of politeness and omotenashi. We will look at ideas such as the Buddhist O'Bon festival that commemorate family and Japanese traditions such as Coming-of-Age Day and Children's Day. Exploring what the life of Japanese families both day-to-day and through special occasions.

By the end of this unit, you will be able to talk about family using polite and humble language to match specific situations or text-types.

Big Ideas: How does the idea of family differ between people and cultures?

Key Questions:

- How do different cultures perceive a 'traditional family'?
- How do Japanese people celebrate and commemorate family?
- What can Japanese and Australian families learn from one another?

MATHEMATICS

Duration of Course: Full year

Course Overview:

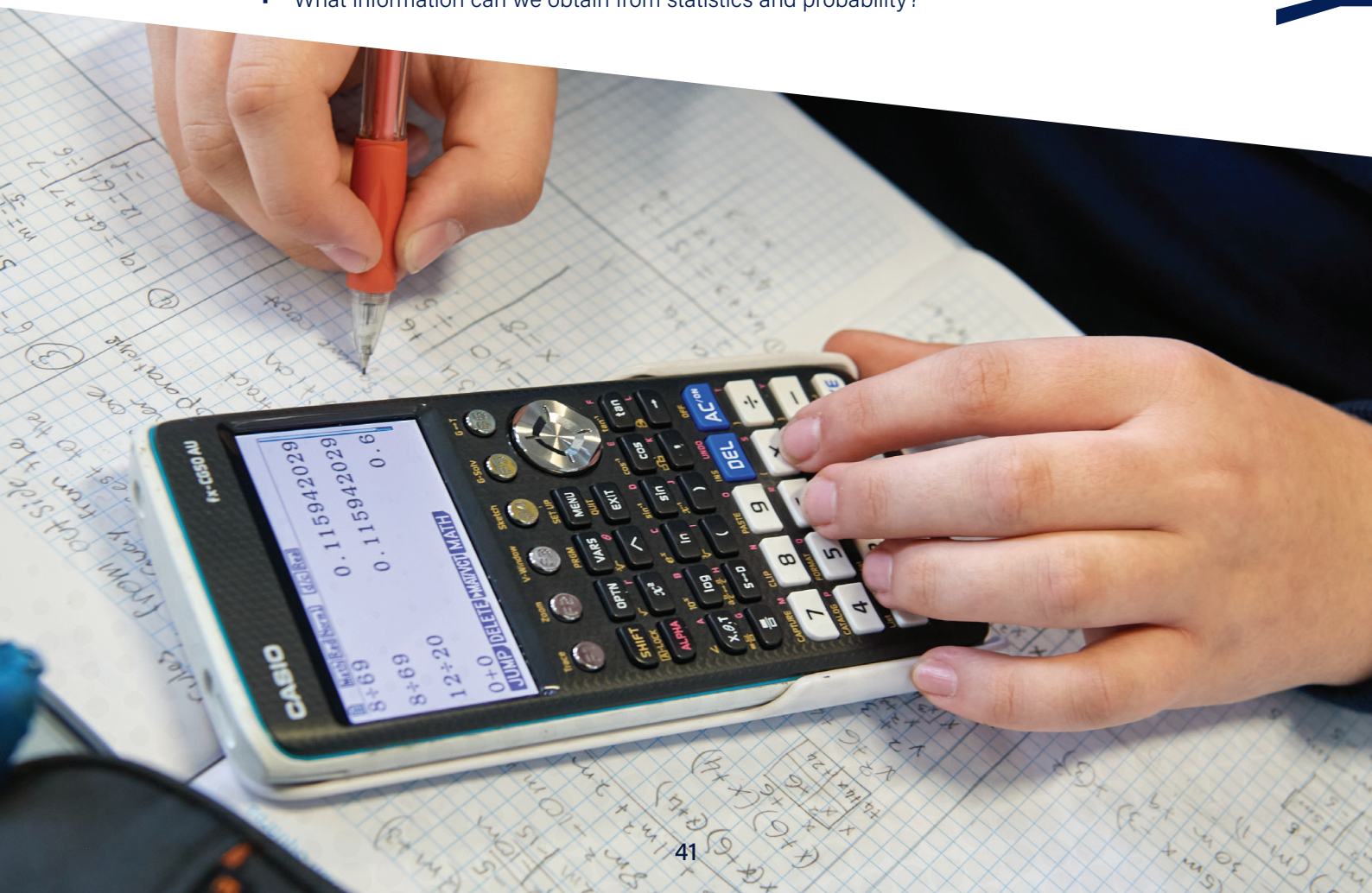
PROBLEM SOLVING

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. In Year 8 additional time is provided in the curriculum to consolidate your multiplicative thinking and proportional reasoning.

Big Ideas: Setting the mathematical scene.

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?



SCIENCE

Duration of Course: 3 Terms

Course Overview:

BIG BANG

You will learn all things Science this year from all aspects of Science. You will 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 energise yourself by looking at energy transformations and then elements and compounds. You will 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

Recommended Understandings and Experiences: Nil

Course Overview:

PAGE TO STAGE

In this course you will learn about the dramatic styles of Melodrama and Comedy, its history, and its conventions, where exaggeration is the key. You learn how to analyse and reflect on performances using dramatic terminologies extending their vocabulary in The Arts. You will build skills in collaboratively working with others in an ensemble to devise your own scripts, sticking true to the conventions of the dramatic style, and undertake the page to stage process resulting in them performing to their class peers. You will become more confident in taking creative risks in a safe, supportive and encouraging environment.

Big Ideas: It's all about the drama!

Key Questions:

- What are dramatic styles and their conventions?
- How can I write an engaging script?
- What is the page to stage process?

MUSIC

Duration of Course: 1 Term

Recommended Understandings and Experiences: Year 7 Music

Course Overview:

ROCK BAND

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 you a hands-on musical experience. You will learn how to play basic pieces on the guitar and keyboard and rock beats on the drum kit. You will have further opportunities to compose using Music Technology.

You 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 and Saxophone, Drum Kit, Trumpet and 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

Recommended Understandings and Experiences: Nil

Course Overview:

MAKING ART

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 a range of artmaking practices. 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?
- What are the mediums or materials used by artists?
- 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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AGRICULTURE A & B

Duration of Course: Full year

Recommended Understandings and Experiences: Nil

Course Overview:

VINE TIME

You will learn about the foundations of soils including key characteristics and limitations in Australia and the South East. You will investigate soil 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?



DESIGN & TECHNOLOGY A & B

Duration of Course: 1 Semester

Recommended Understandings and Experiences:

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

Course Overview:

CONCERT TO CREATION

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 and a wooden chopping board.

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

Key Questions:

- How do I develop my original ideas to a finished product?
- What materials and processes can I use to create products?
- How could I market and sell a product I have made?
- How do I evaluate my product to ensure future improvement?



DIGITAL TECHNOLOGIES

Duration of Course: 1 Semester

Recommended Understandings and Experiences: Year 8 Digital Technologies

Course Overview:

NETWORKING SOLUTIONS

Digital Technologies are a State and Federal Government priority. They are characterised by frequent, rapid change. Digital Technologies is a practical learning area. You will engage in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation develops your understanding of the value of planning and reviewing the design process to realise ideas.

Big Ideas: Understanding how networking and data compression are managed to deliver a range of digital solutions.

Key Questions:

- How are the complexities of access, security and privacy of networked systems managed?
- What are the security practices used to compress data and keep it safe?
- How do you critique, analyse and evaluate problems, needs or opportunities to identify and create sustainable solutions to present day and future problems?



FOOD TECHNOLOGY A & B

Duration of Course: 1 Semester or Full year

Recommended Understandings and Experiences: Nil

Course Overview:

SOMETHING TASTY

These Semester units are 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 these units.

The A and B courses are designed to broaden knowledge and understanding of the topics listed but using a slightly different focus in each of the semesters. Recipes will also be varied.

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?



TEXTILES TECHNOLOGY

Duration of Course: 1 Semester or Full year

Recommended Understandings and Experiences: Nil

Costs: You will be required to supply your own materials for your Major Products.

Course Overview:

FIBRES AND FABRICS

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?

ENGLISH

Duration of Course: Full year

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?

You will 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?

Course Overview:

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

Course Overview:

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?

Course Overview:

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

COMPULSORY

Health and Physical Education (HPE)

Duration of Course: 1 Semester

Course Overview:

This course encourages you to develop skills, knowledge and strategies in order to make healthy, safe and active choices in their lives. You 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. You 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 you make informed decisions about relationships and sexual health?

HEALTH AND PHYSICAL EDUCATION: SPORTS SCIENCE

SPECIALIST

Duration of Course: 1 Semester

Course Overview:

SPORTS SCIENCE

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

Duration of Course: 1 Semester

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?

Course Overview:

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?

Course Overview:

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?

Course Overview:

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

Duration of Course: Full year

Course Overview:

BONNE JOURNÉE!

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 7 and 8. You will learn how to order food, ask for items, and even buy a train ticket. Together, we will investigate French culture further, exploring food, fashion and film together to build a picture of the French world.

Big Ideas: What impact does French culture have on our everyday lives?

Key Questions:

- How can I communicate my wants and needs in French?
- What can fashion, food and film teach us about the way people live?
- How have different aspects of French culture become prominent throughout the world?

JAPANESE

Duration of Course: Full year

Course Overview:

ANIME AND MANGA: JAPAN'S GIFT TO THE WORLD

Anime ga Suki desu ka? Did you know that pop culture is one of the most common reasons students learn Japanese? Since the early popularity of anime like Dragon Ball Z and Sailor Moon the industry has become a pivotal part of Japan's entertainment scene and one of its biggest international exports.

Delve into a world of Studio Ghibli, Funimation and Shonen Jump as we explore the different characters and stories that are iconic to the art form. Dabble in creating your own characters and describing your favourites.

Big Ideas: Why is Anime so popular?

Key Questions:

- How did Anime and Manga introduce Japan to the world?
- What can we learn about Japanese culture through pop culture?
- How have Australians embraced and changed Japan's Anime industry?

JAPANESE (Continued)

Course Overview:

LET'S GO TO TOKYO!

Volcanoes, thriving cities, island resorts and gaming arcades. This is Japan, land of the rising sun, and an increasingly popular destination for the Australian tourist. Can you navigate your way around Japan? Learn about the different islands, tourist hotspots and major metropolitan areas like Tokyo, Kyoto, Osaka and Nagoya.

In this unit, you will learn how to talk about places, give direction and how to travel through Japan respectfully and with a broad cultural understanding.

Big Ideas: What type of place is Japan?

Key Questions:

- How can we explore Japan as mindful global citizens?
- What are the different geographic regions and how are they unique?
- How do celebrations like Golden Week celebrate travel in Japan?

Course Overview:

FLAVOUR OF THE WEEK

What does it mean to be a teenager? A life of perpetual agony that adults who don't seem to understand continue to pile up. Is this the same experience of teens across the world? What kinds of things do Japanese students do on the weekends or for fun? In this topic you will explore the differences between Japanese and Australian school life and hobbies. This includes sports, music, fashion and hobbies.

In this unit, you will learn how to discuss their weekly schedule and share information about times, dates and activities.

Big Ideas: How does the way we spend our free time define us?

Key Questions:

- What do Japanese young people do for fun?
- Why are some human experiences the same all over the world?
- What is similar between Japanese and Australian school life?

MATHEMATICS

Duration of Course: Full year

Course Overview:

THE MATHEMATICS AROUND US

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 context?

Key Questions:

- What is simple interest and how is it 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?



STAGE 1 | PLP

(TO BE DELIVERED IN YEAR 9 SPECIAL PROGRAMS)

Duration of Course: Full year – SACE Stage 1 PLP (compulsory).

Course Overview:

MY PERSONAL LEARNING PLAN

In PLP you will get to explore the world of work. You will learn all about SACE, and explore the SACE Capabilities. You will create your Resumé and undertake a number of career assessments to enable you to make educated choices of subjects and pathways suitable for you. You will explore volunteering and what it means to be a volunteer and further develop your understandings of Careers and Pathways for the future.

Big Ideas: The world of work and real life experiences

Key Questions:

- What are the capabilities and how are they relevant to me?
- How can I enhance my Understanding of Employability skills and attributes to better prepare myself for the world of work?
- How do I know what I want to do when I leave school?
- How can I decide what Career Pathways are the right fit for me?

School Assessment:

PLP: Compulsory 10 SACE Stage 1 Credits

- Assessment Type 1: Folio
- Assessment Type 2: Review



SCIENCE

Duration of Course: Full year

Course Overview:

EVERYDAY SCIENCE

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: Scientific concepts in your every day life.

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

Recommended Understandings and Experiences: Nil

Course Overview:

FUNNY BUSINESS

You will 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. You reflect on how culture shapes our sense of humour. Throughout the course you will be required to maintain a Creative Journal demonstrating their ability to evaluate, analyse and reflect on practical activities, theory components and theatre performances. You will also be given the opportunity to view a live and/or online theatre performance and evaluate the success of the directorial concept, acting and production elements.

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 a particular target audience?

DRAMA B

Duration of Course: 1 Semester

Recommended Understandings and Experiences: Nil

Course Overview:

THE ACTOR'S STUDIO

You will explore realism and the essential skills required to portray realistic characters for serious Drama as seen in television, film and live theatre. You 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, you learn how to develop characters for self-devised scripts and plays. You will be required to maintain a Creative Journal demonstrating their ability to evaluate, analyse and reflect on practical activities, theory components and theatre performances. You will also need to view a live and or online theatre performance and evaluate the success of the directorial concept, acting and production elements.

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?

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

MUSIC A AND B

Duration of Course: 2 Independent Semesters

Recommended Understandings and Experiences: It is expected that students who choose this course have a strong interest in developing musical skills on the instrument/voice of their choice.

Course overview:

THE MUSIC IN ME

Special Consideration:

To study Music as a subject, you will 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 your choice. To study Music at Year 12, it is assumed that you have studied their voice/instrument for a minimum of 3 years. Free tuition (in small groups), provided by the DE Instrumental Music Service is available at Naracoorte High School in the following areas: Flute, Clarinet and Saxophone, Drum Kit, Trumpet and Trombone.

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

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

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

Music Technology: You will use music technology to create, compose, amplify and record your 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/s of music would I like to have learnt how to play/sing by the end of the Semester?

2D VISUAL ARTS A

Duration of Course: 1 Semester

Recommended Understandings and Experiences:

Experiences and completion of Year 8 Visual Arts

Course Overview:

UNLOCKING YOUR CREATIVITY

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 your 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 B

Duration of Course: 1 Semester

Recommended Understandings and Experience: Completion of Year 8 Visual Arts

Course Overview:

ART IN THE ROUND

This course is designed to develop understanding and skills for the creation of art works in 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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Government of South Australia
Department for Education

CRICOS Name: Department for Education • CRICOS Number 00018A