



Naracoorte High School

# Course Handbook

Middle School 2024

Year 7 – Year 9





## Learning Ambitions

We inspire proud resilient citizens that are empowered through a safe and supportive learning environment.

We value community, individual growth and innovative thinking.

### Naracoorte High School

Stewart Terrace, Naracoorte, South Australia 5271

**P:** 08 8762 1333 **E:** dl.0786.info@schools.sa.edu.au

[www.narahs.sa.edu.au](http://www.narahs.sa.edu.au)  



<b>INTRODUCTION</b>	<b>2</b>
<b>INCLUSIVE EDUCATION</b>	<b>3</b>
<b>SUBJECT FLOW CHARTS</b>	<b>6</b>
Flexible Education.....	6
Agriculture.....	7
Cultural Studies.....	8
Design & Digital Technologies.....	9
Design & Technologies – Food & Textiles.....	10
English.....	11
Health & Physical Education /Outdoor Education.....	12
Humanities & Social Sciences.....	13
Mathematics.....	14
Science.....	15
The Arts – Performing Arts.....	16
The Arts – Visual Arts.....	17
<b>YEAR 7 INTRODUCTION</b>	<b>18</b>
<b>YEAR 7 COURSE REFERENCE</b>	<b>19</b>
Agriculture.....	20
Cultural Studies.....	21
Design & Technology.....	22
English.....	24
Health & Physical Education.....	25
Humanities & Social Sciences (HASS).....	26
Mathematics.....	28
Science.....	29
The Arts.....	30
<b>YEAR 8 COURSE REFERENCE</b>	<b>33</b>
Agriculture.....	34
Cultural Studies.....	35
Design & Technology.....	36
English.....	37
Health & Physical Education.....	38
Humanities & Social Sciences (HASS).....	39
Mathematics.....	41
Science.....	42
The Arts.....	43
<b>YEAR 9 COURSE REFERENCE</b>	<b>45</b>
Agriculture.....	46
Cultural Studies.....	47
Design & Technology.....	48
English.....	52
Health & Physical Education.....	53
Humanities & Social Sciences (HASS).....	54
Mathematics.....	56
Science.....	57
The Arts.....	58

## 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](mailto:dl.0786.info@schools.sa.edu.au) if you have any questions regarding our School.

*Lynette Corletto*

**Naracoorte High School Principal**

## **At Naracoorte High School we offer a large range of Interventions ranging from Wave 1 – Wave 3 to support students learning journeys.**

**WAVE 1 Intervention** - Describes quality inclusive teaching which considers the learning needs of all the children in the classroom. This includes differentiated work and creating an inclusive learning environment. **Inclusive quality first teaching for all.**

**WAVE 2 Intervention** - The additional programs and strategies provided to student who require supports in addition to universal supports. The purpose of WAVE 2 intervention is to reduce the risk of academic or behavioural problems. **Additional interventions to enable children to work at age-related expectations or above.** Usually lasts 10-12 weeks.

**WAVE 3 Intervention** - More intensive, individualized support to improve their behavioural and academic outcomes. **Additional highly personalised interventions.** Usually lasts from several semesters to years.

**Functional Literacy** classroom is a space where students are provided opportunities to practice and develop skills within an environment where the content is designed to suit their individual learning requirements. Each student's diverse experiences, and interests, are taken into consideration when designing and implementing the curriculum. Within this learning space, students are provided with the opportunity to participate within interest-based, functional activities which develop their literacy skills. To achieve this, students have been provided choice on topics they wish to investigate, within areas that highlight their strengths and provide them confidence to address misunderstandings. Students have been provided structure on how to achieve their individual learning goals, which have been created with each student. This program is designed to help students understand the requirements of the 'real world' and practise these skills independently before they transition out of school into future environments.

**Functional Numeracy** classroom is a space where students are provided opportunities to practice and develop skills within an environment where the content is designed to suit their individual learning requirements. Each student's diverse experiences, and interests, are taken into consideration when designing and implementing the curriculum. Within this learning space, students are provided with the opportunity to participate within interest-based, functional activities which develop their numeracy skills. To achieve this, students have been provided choice on topics they wish to investigate, within areas that highlight their strengths and provide them confidence to address misunderstandings. Students have been provided structure on how to achieve their individual learning goals, which have been created with each student. This program is designed to help students understand the requirements of the 'real world' and practise these skills independently before they transition out of school into future environments.

**Nurture Class** Nurture groups are founded on evidence-based practice and offer a short-term, inclusive, focused intervention that is successful in the long term. Nurture Groups are classes of between six and 12 young people in early years, primary or secondary settings supported by the whole staff group and parents. Each group is run by two co-educators. Children attend nurture groups but remain an active part of their main home group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken

for granted and everything is explained, supported by role modelling, demonstration, and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared with much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to. As the children learn academically and socially, they develop confidence, become responsive to others, learn self-respect, and take pride in behaving well and in achieving.

**EALD English** is a space where students are provided opportunities to practice and develop skills within an environment where the content is designed to suit their individual learning requirements. Each student's diverse experiences, and interests, are taken into consideration when designing and implementing the curriculum.

The development of literacy skills is important for all people to learn to be independent young people living within the wider community. The big 6 Literacy skills will be developed throughout the year, these include: Oral Language, Phonological Awareness, Letter-Sound Knowledge, Vocabulary, Comprehension and Fluency. These important skills will be implemented in situations which are relevant and appropriate to individual students, to ensure they have multiple opportunities to practise and master these skills.

**Interoception** - The perception of sensations inside the body and includes the perception of physical sensations related to internal organ function such as heartbeat, respiration, safety as well as the automatic nervous system activity related to emotions. Interoception: is a lesser-known sense that helps you understand and feel what's going on inside your body. Kids who struggle with the interoceptive sense may have trouble knowing when they feel hungry, full, hot, cold, or thirsty. Having trouble with this sense can also make self-regulation a challenge.

**Macqlit** is an explicit and systematic reading intervention program for small groups or older lower progress readers.

**What's the Buzz for Teenagers?** The aim is for your child to participate with a small group that offers warmth, explicit teaching and opportunities to connect to other students. What's the Buzz with Teenagers? A universal social and emotional literacy resource covers the following topics;

1. The ins and outs of friendship
2. What is a friend?
3. Switching on positivity
4. Wellbeing and social media
5. Empathy
6. Resilience
7. Dealing with Disappointment (loss and grief)
8. Handling anxiety
9. Responding to dominating behaviours
10. Being hurt, trolled or abused online

**SHine for those with a Disability** - SHine is an important sexual health and positive relationship course offered throughout HPE in our mainstream curriculum offerings. On top of this Naracoorte High School also offer SHine for those with an Intellectual disability by a fully trained professional in the area.



**Drumbeat** – Stands for discovering relationships using music, beliefs, emotions, attitudes, and thoughts. A music program focussing on exploring healthy, supportive relationships, emphasising teamwork and cooperation.

**Boys Group** – An intervention that was run in 2022 by LEWD – 40 mins a week focus on interoception for a targeted group of lower secondary males.

**Girls Group** – An intervention that was run in 2022 by LEWD – 40 mins a week focus on interoception for a targeted group of lower secondary females.

**Guided Reading intervention** – an instructional practice or approach where teachers support a small group of students to read a text independently.

**Differentiation** – Differentiated teaching occurs when a teacher plans a lesson that adjusts either the content being discussed, the process used to learn, or the product expected from students to ensure that learners at different starting points can receive they need to grow and succeed.

**RMF** – Reframing Mathematical Futures is a project aimed at improving student outcomes in relation to multiplicative thinking and proportional reasoning in Years 7 and 8.

**PAT M** – PAT Maths – Progressive achievement test in Mathematics year 1 -10 developed by ACER. Designed to provide complete information to teachers about the level of achievement attained by students.

**PAT R** – PAT Reading comprehension and word knowledge the reading comprehension tests consists of four forms of varying difficulty that covers year 3 – 9.

**FIP** – Flexible Industry Pathway – Included Certificate Course, Contextualised SACE (Workplace Practices) and Industry Immersions. Must be in Year 11 to undertake a FIP and must be on register of providers to access. There are over 15 different Industry areas that can be pursued through a FIP at Naracoorte High School.

**ASBA or SBAT** – Australian School Based Apprenticeship/ School Based Apprenticeship or traineeship – Must involve a paid employment for minimum of seven and a half hours a week. Must be in years 10,11 or 12. Must be engaged in some educational school subject. Can attend school and work or just use part time after school jobs. A certificate 3 counts as Year 12 in everything except Retail. A certificate 2 counts as Year 11 credits. A completed Certificate 3 can be use as 1 year 12 subjects towards an ATAR. A Certificate 3 can be used to obtain all a student's year 12 other than Research Project if they only want SACE and no ATAR.

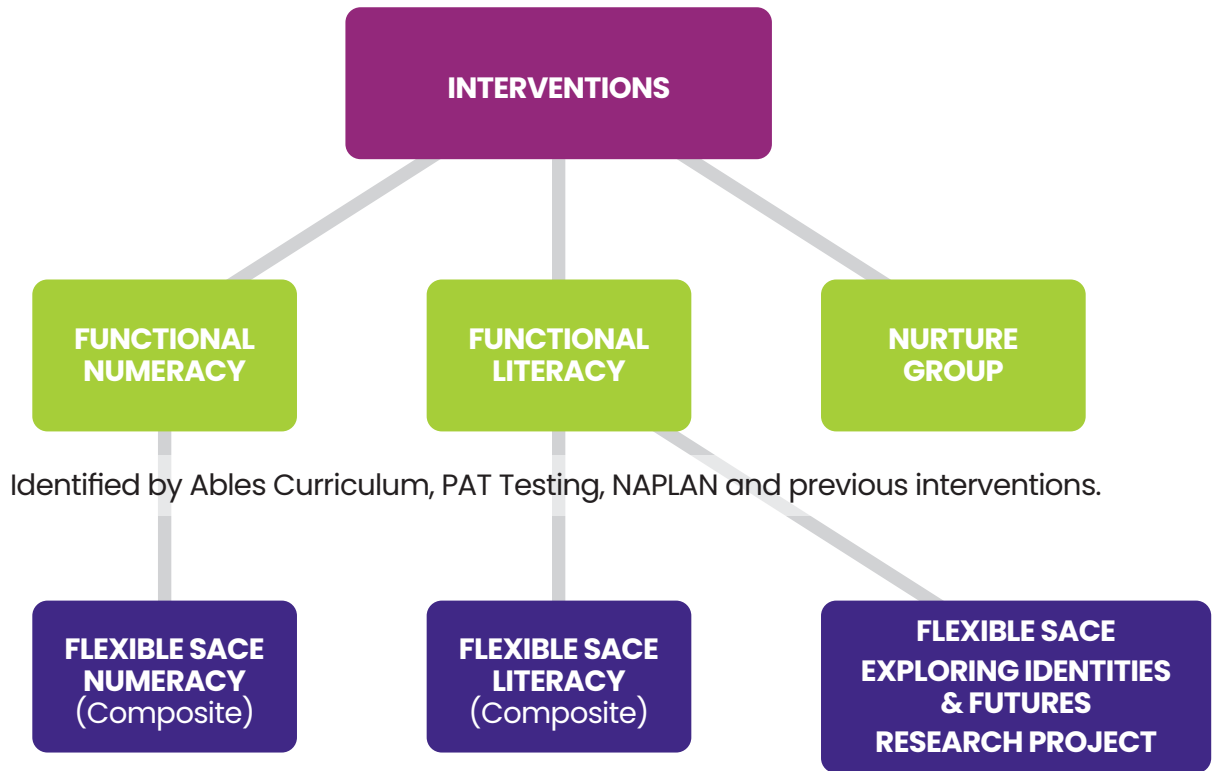
**Mentor Program for Year 12 Students.** All year 12 students at Naracoorte High School are allocated a Mentor that works with them as they face any challenges throughout Year 12, helping them to transition successfully to the next phase of their lives.

**Headspace** is an outside agency that accesses our school weekly providing both a drop in service and a Case Management Model to support our young people with anything mental health related.

**After School Support** – Thursday afternoon between 3.30pm and 4.30pm students are able to access free tutoring from staff in the school library. A great opportunity to catch up on Homework tasks or clarification about learning within the classroom setting.

**Other Interventions** – Drama Club (Monday Lunchtime), Pageturners (bookclub) – Meet twice a Term.

# Flexible Education Pathways



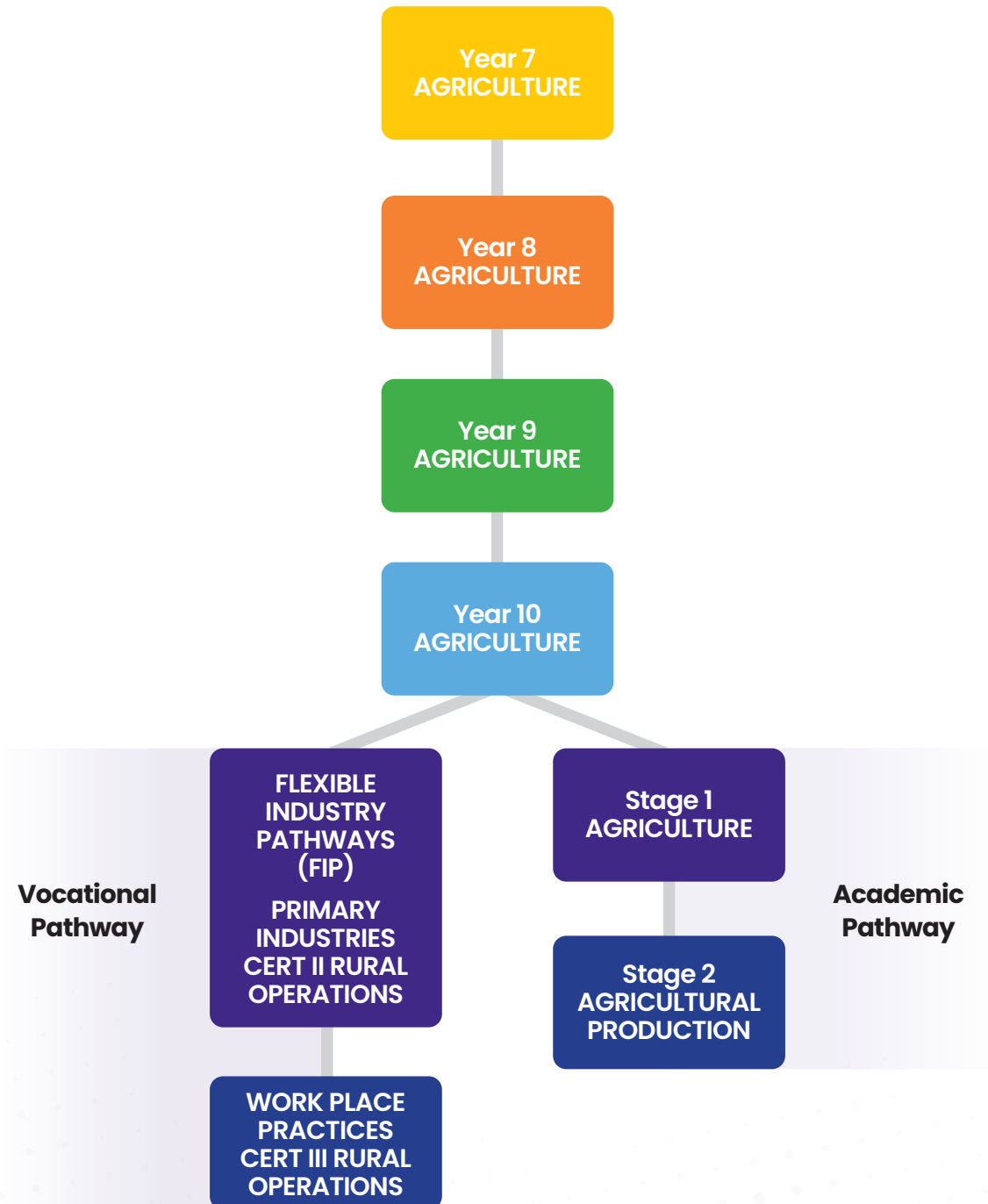
Flexibility in SACE caters for students with work provisions, FLO provisions and FIP provisions.

Students who have undertaken Functional Numeracy and/or Functional Literacy have the choice to undertake Flexible SACE Numeracy, Literacy, Exploring Identities and Futures (EIF) and Research Project (RP).

FLO Students have the choice to undertake Flexible SACE Numeracy, Literacy, EIF and RP.

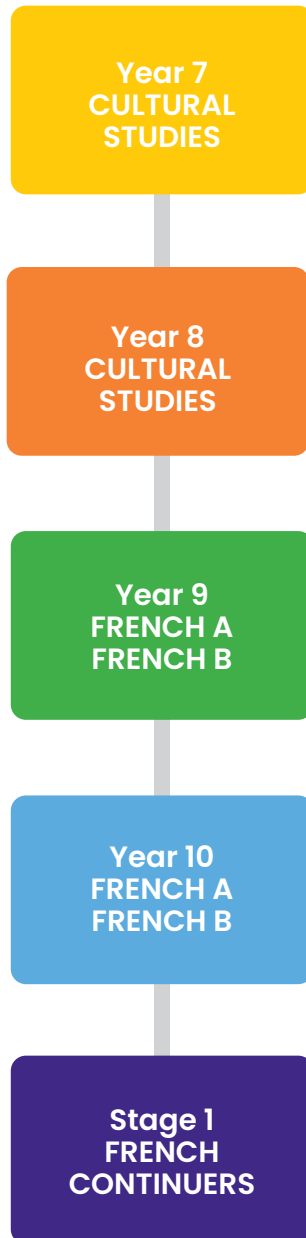
Students on a modified SACE have the choice to undertake Flexible SACE Numeracy, Literacy, EIF and RP.

# Agriculture



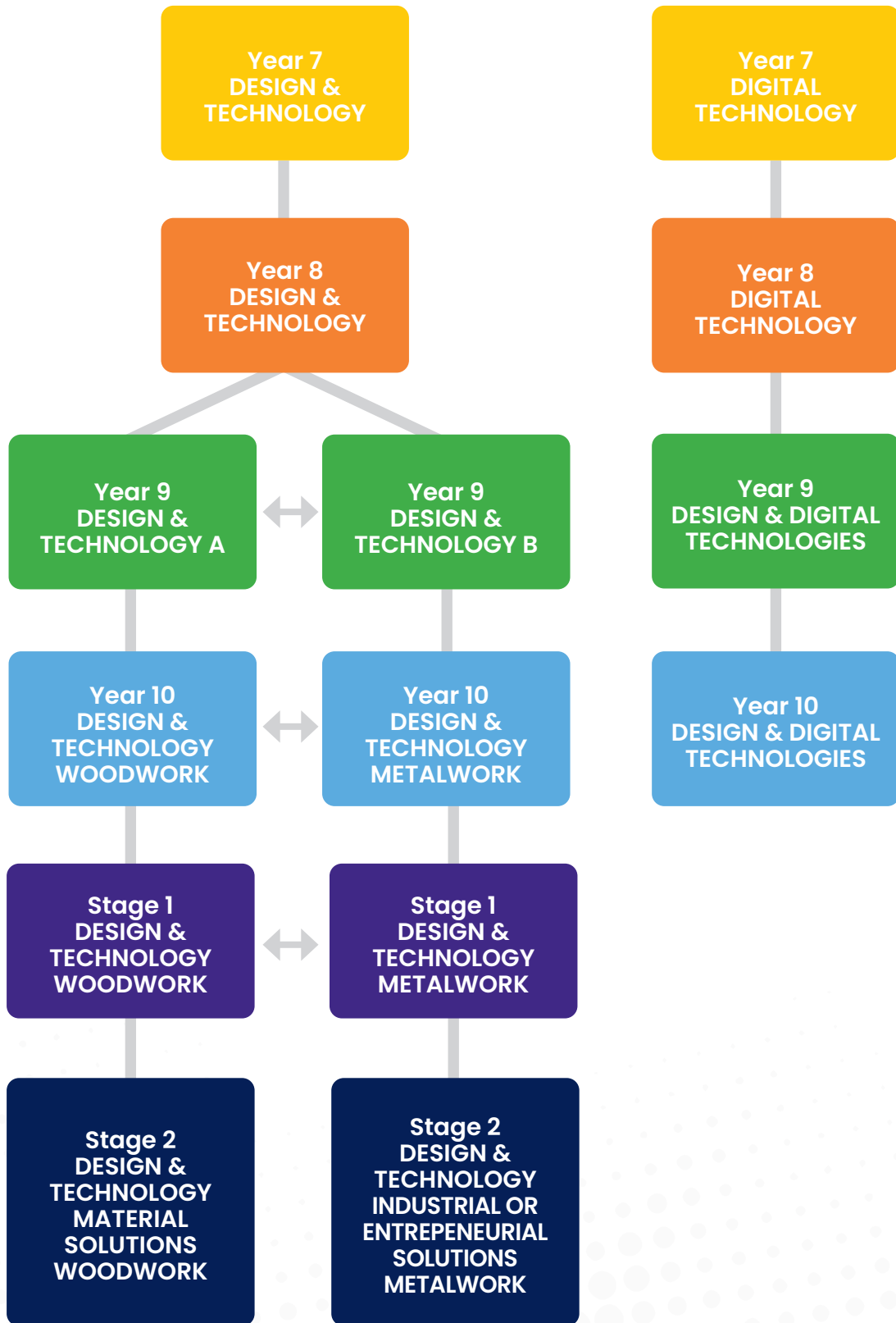
**Community Studies** is a subject option for students not working towards an ATAR.

## Cultural Studies



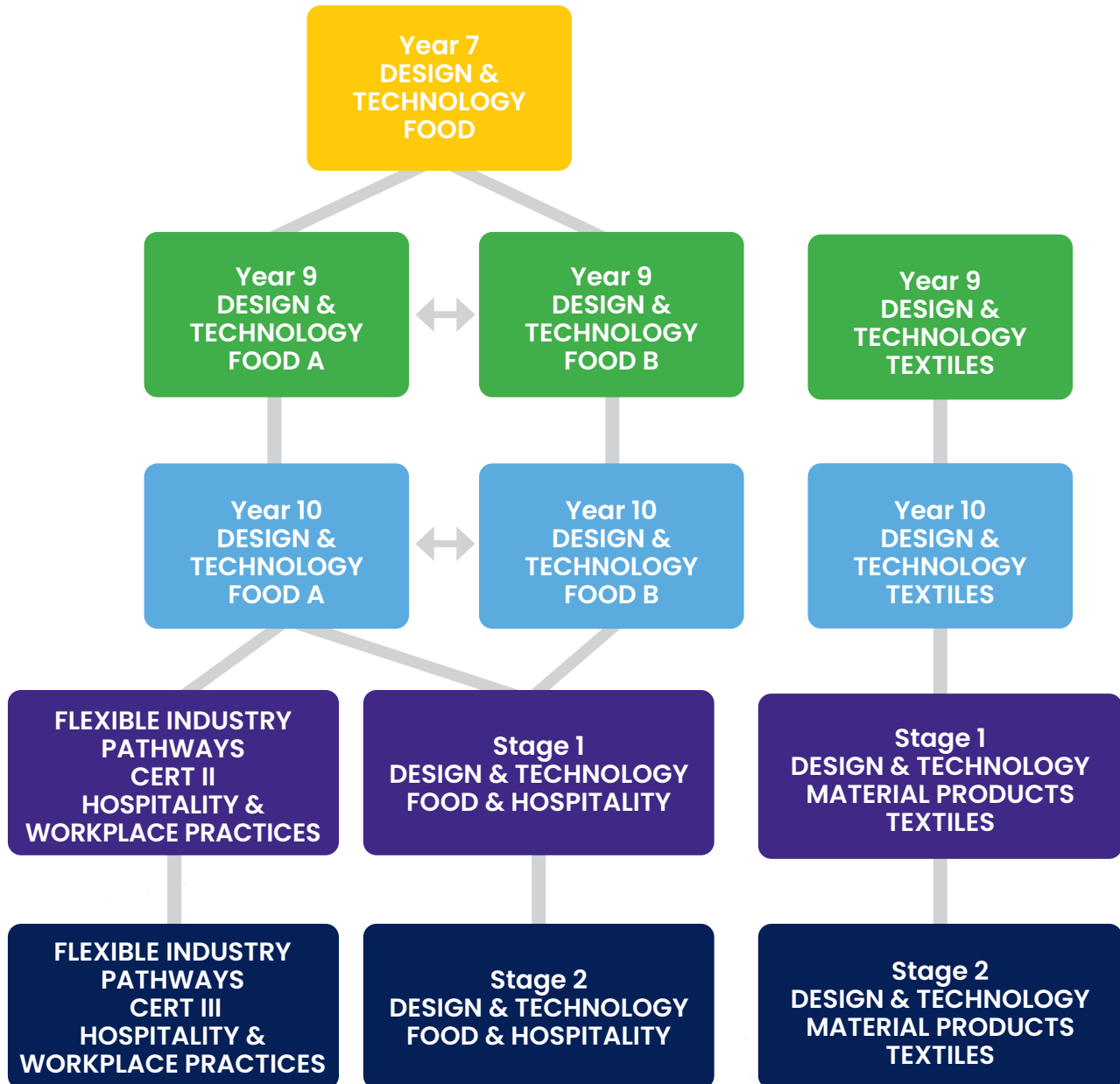
**Community Studies** is a subject option for students not working towards an ATAR.

# Design & Digital Technologies



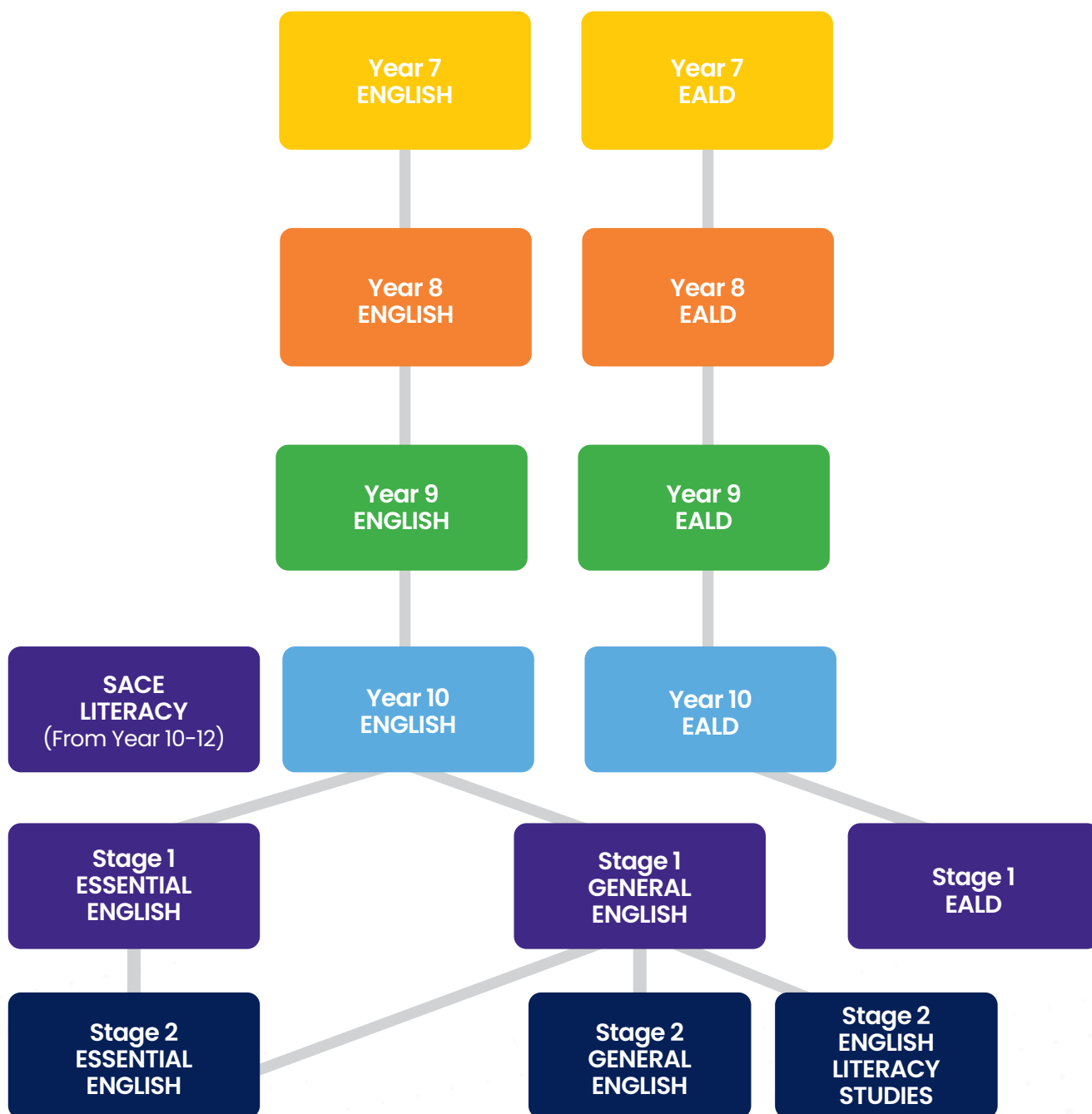
**Community Studies** is a subject option for students not working towards an ATAR.

# Design & Technologies Food & Textiles



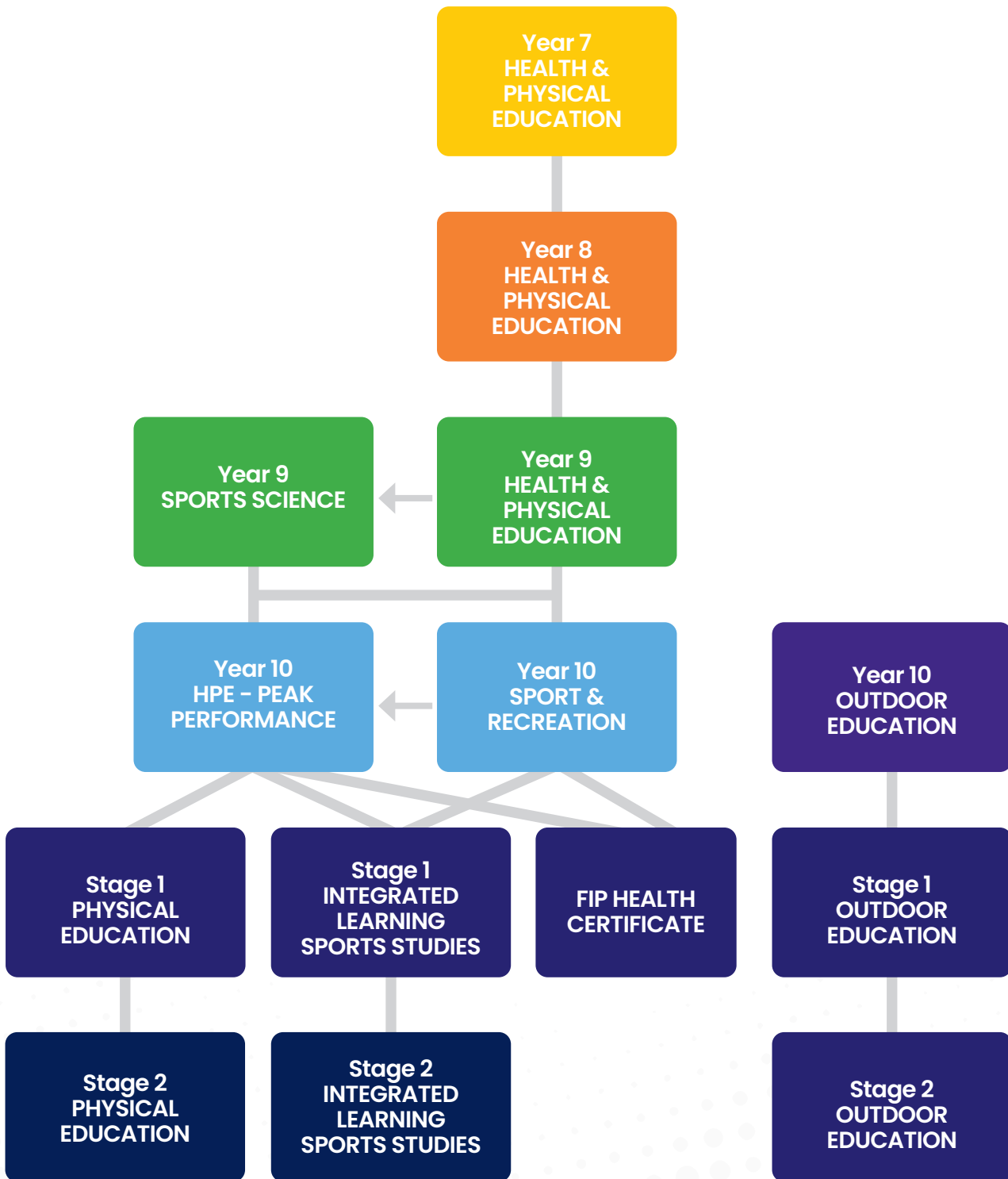
**Community Studies** is a subject option for students not working towards an ATAR.

# English



**Community Studies** is a subject option for students not working towards an ATAR.

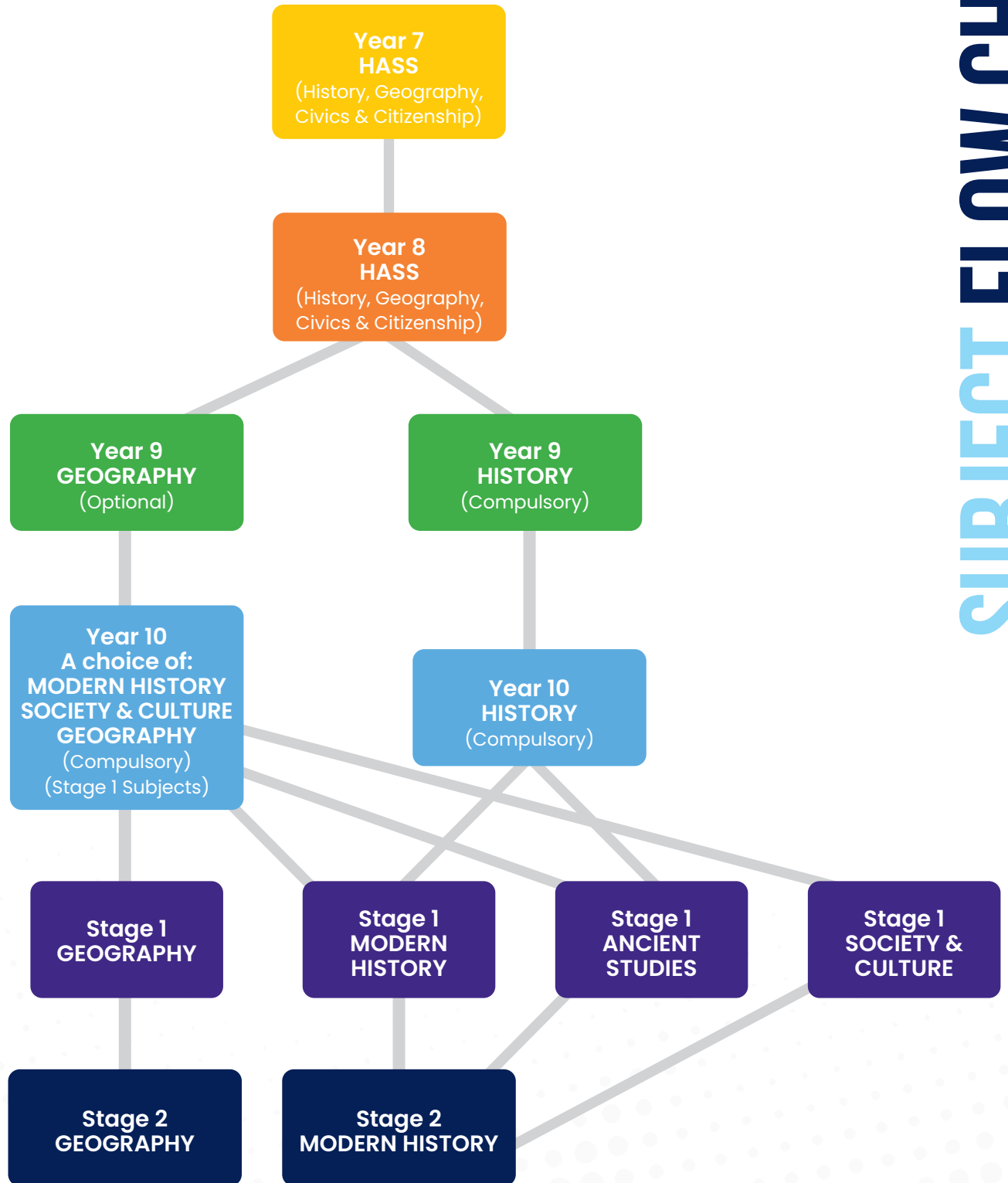
# Health & Physical Education



**Community Studies** is a subject option for students not working towards an ATAR.

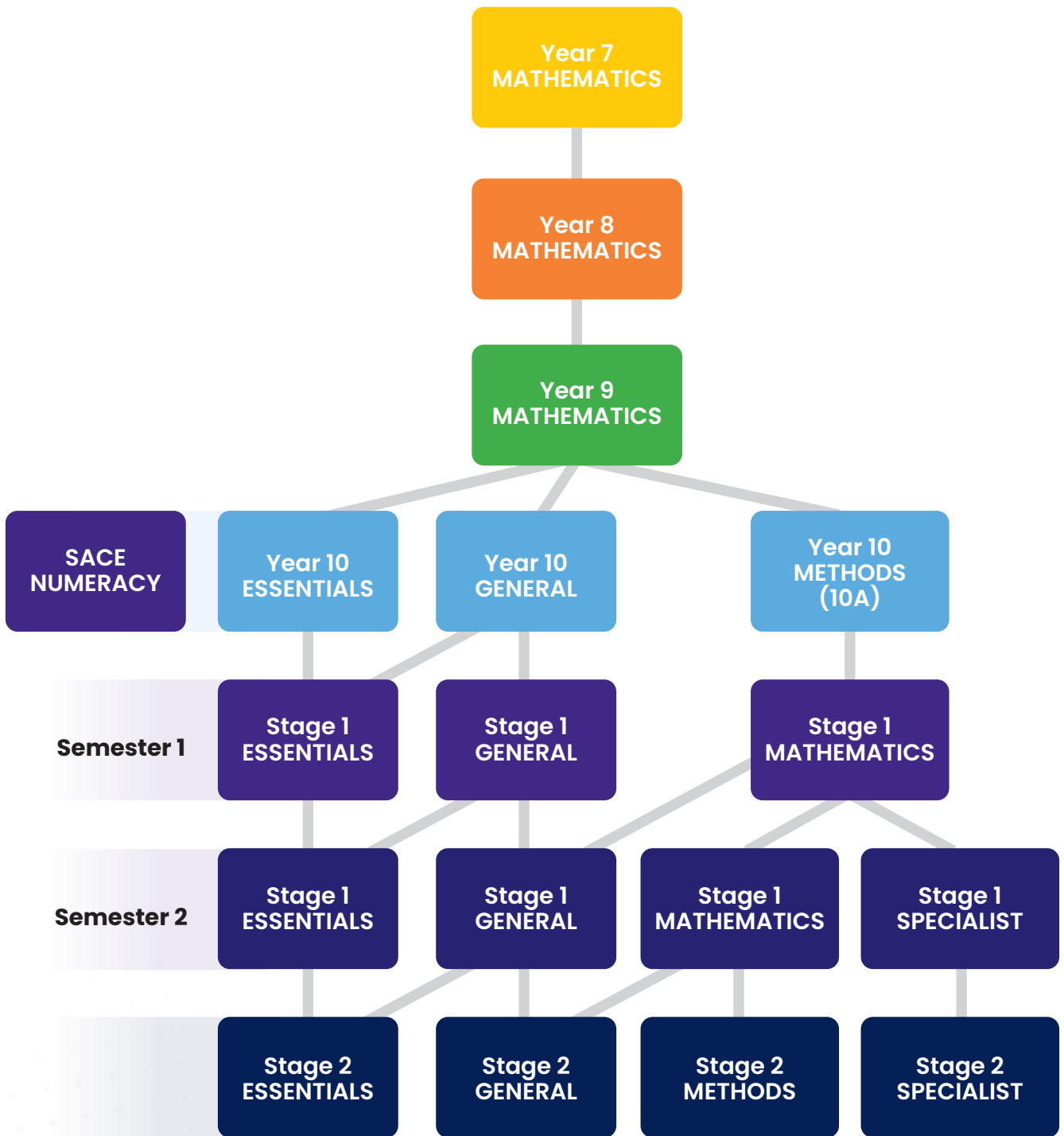


# Humanities & Social Sciences



**Community Studies** is a subject option for students not working towards an ATAR.

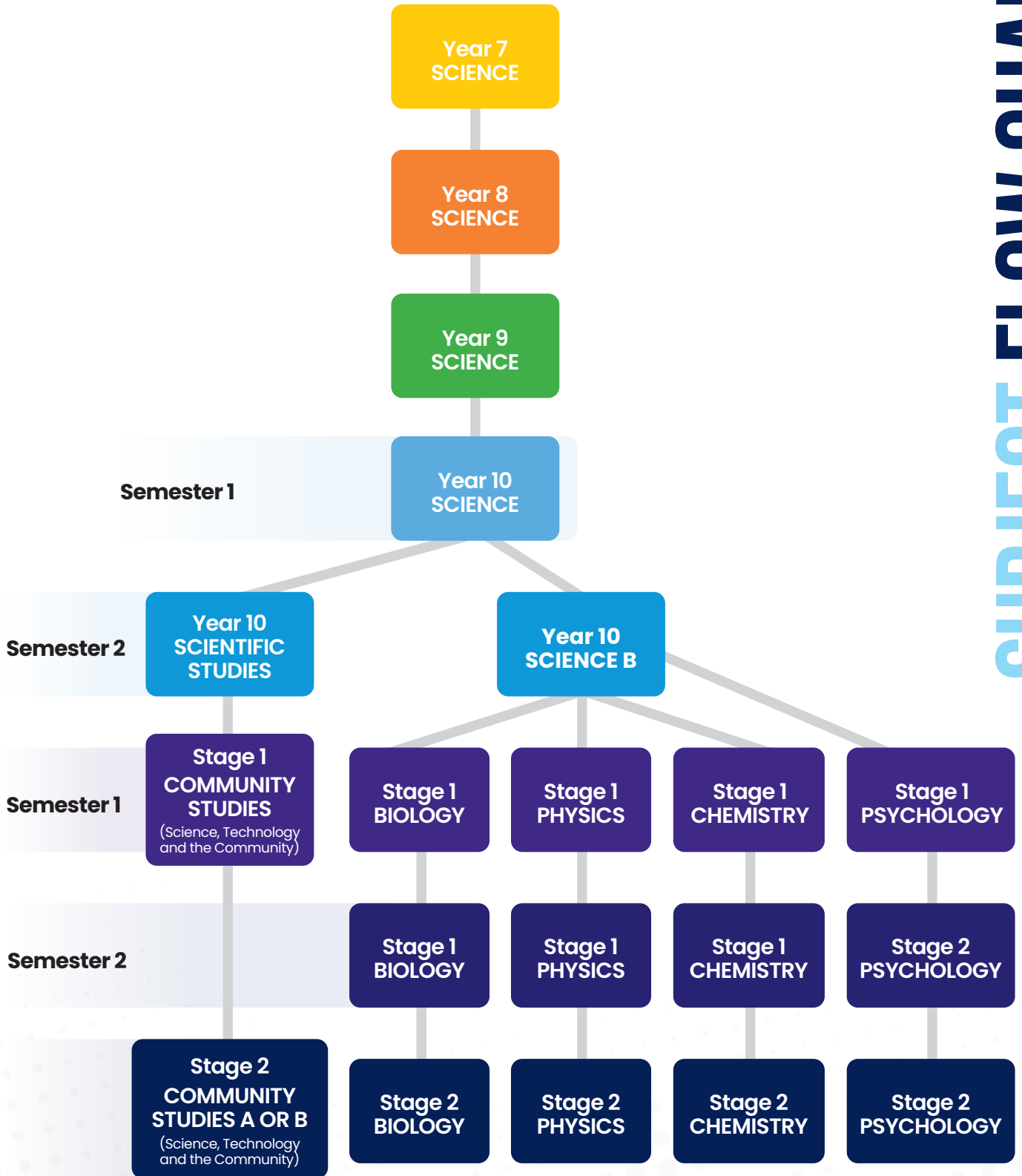
# Mathematics



**Note:** Mathematics is compulsory up to and including Semester 1, Stage 1.

**Community Studies** is a subject option for students not working towards an ATAR.

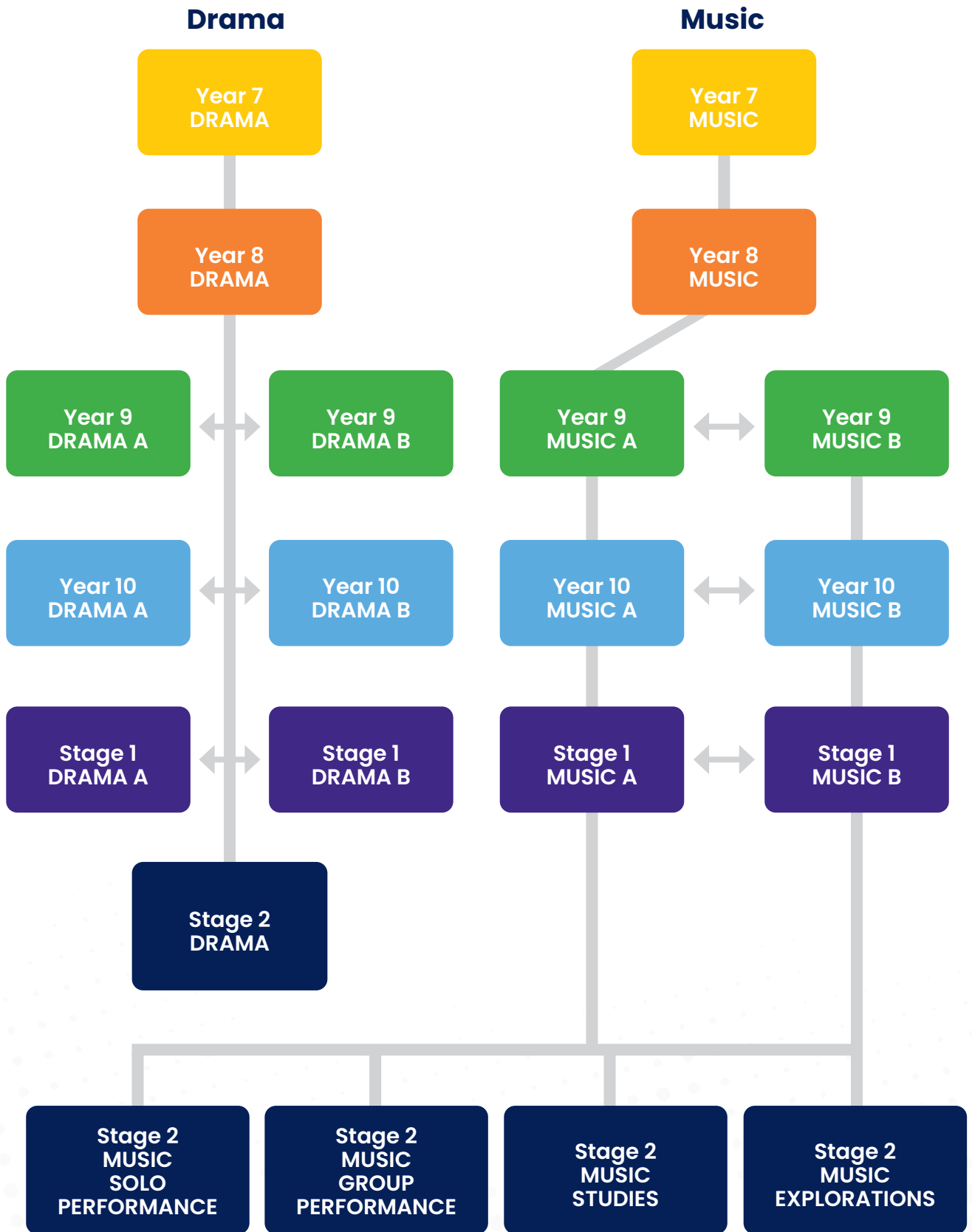
# Science



**Community Studies** is a subject option for students not working towards an ATAR.

# The Arts

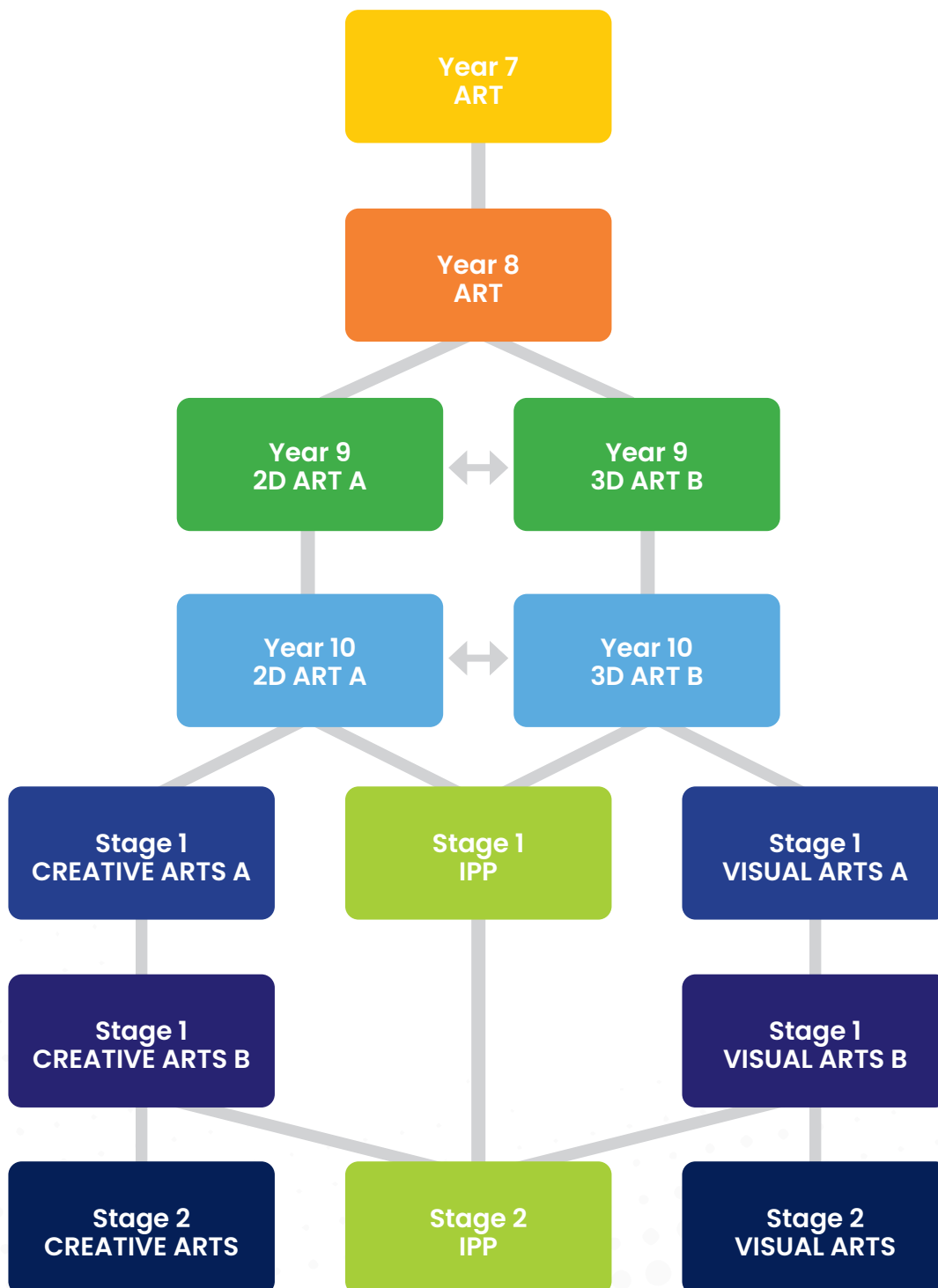
## Performing Arts



**Community Studies** is a subject option for students not working towards an ATAR.

# The Arts

## Visual Arts & Creative Arts Information Processing & Publishing (IPP)



**Community Studies** is a subject option for students not working towards an ATAR.

## Year 7 at Naracoorte High School...

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.



# SUBJECT REFERENCE

<b>AGRICULTURE</b>	<b>20</b>
<b>CULTURAL STUDIES</b>	<b>21</b>
<b>DESIGN &amp; TECHNOLOGY</b>	<b>22</b>
Design & Technology .....	22
Digital Technology .....	22
Food Technology .....	23
<b>ENGLISH</b>	<b>24</b>
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<b>25</b>
<b>HUMANITIES &amp; SOCIAL SCIENCES (HASS)</b>	<b>26</b>
Geography .....	26
Civics & Citizenship .....	26
History .....	27
<b>MATHEMATICS</b>	<b>28</b>
<b>SCIENCE</b>	<b>29</b>
<b>THE ARTS</b>	<b>30</b>
Drama .....	30
Music .....	30
Visual Arts .....	31

# AGRICULTURE

## ON THE FARM

**Duration of Course:** 1 Term

**Recommended Understandings and Experiences:** Nil

**Course Overview:**

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?





# CULTURAL STUDIES

## MULTICULTURALISM IN AUSTRALIA

**Duration of Course:** 1 Term

**Course Overview:**

Did you know that almost 30% of Australia's population were born overseas? Every day, we are informed and influenced by the people around us. In Culture Studies you will investigate the individual elements that create, define and sustain cultures here in Australia and around the world. You will explore videos, learn from different people and use data and statistics to build an understanding of Australian values and how they contribute to our country.

**Big Ideas:** How does an understanding of different cultures create an inclusive society?

**Key Questions:**

- What values are instilled in Australian's that create an inclusive society?
- How can we use statistics and data to help us understand ourselves and others?

---

## BONJOUR ET BIENVENUE!

**Duration of Course:** 1 Term

**Course Overview:**

Bonjour ! Ça va ? Your studies of culture will also include a French language experience. 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 France. 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. All while exploring the culture, food and fun that France has to offer!

**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?

## DESIGN & TECHNOLOGY

### PRODUCT DESIGN

**Duration of Course:** 1 Term

**Recommended Understandings and Experiences:** Nil

**Course Overview:**

In this course you will have the opportunity to design and produce products using a variety of materials and technologies. This will include the use of traditional hand tools, wood working machines and a laser cutter. After completing a product you will review and evaluate your work.

**Big Ideas:** Using new and old technology to make a product

**Key Questions:**

- How can different technologies be used in the design and manufacture process?
- How do I safely and correctly use different tools and machines?
- How can timber be finished to enhance its appearance?

---

## DIGITAL TECHNOLOGY

### PROGRAMMING & GAME DESIGN

**Duration of Course:** 1 Term

**Recommended Understandings and Experiences:** Nil

**Course Overview:**

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

## EVERYDAY FOODS

**Duration of Course:** 1 Term

**Recommended Understandings and Experiences:** Nil

### **Course Overview:**

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

### INNOVATIVE IDEAS

**Duration of Course:** Full year

**Recommended Understandings and Experiences:** Nil

**Course Overview:**

Creativity is key, and in Year 7 English you will get the chance to learn how to use language to create interesting and exciting texts including poetry, narrative and persuasive speeches. Communication is important in everyday life, and knowing the right style of communication for the right purpose and audience will allow you to share your innovative ideas with those around you.

**Big Ideas:** How can words and images create meaning for audiences?

**Key Questions:**

- How can I share my story with others?
  - How do authors create interesting characters?
  - How can speaking be a performance?
- 

### TEXT INSPECTOR

**Course Overview:**

In Year 7 English you will learn how to analyse a text looking for key features in structure and language to understand how texts create meaning. Studying novels, films, short stories and poetry will allow you to become text inspectors and truly understand the message behind a variety of texts. Texts of study may include No Gun for Asmir, My Life as an Alphabet and Road to El Dorado. You will also look at the media, and become critical of the information they share.

**Big Ideas:** Are movies and books more than a story?

**Key Questions:**

- What techniques do filmmakers use to engage audiences?
  - How is a narrative structured?
  - Why is it important to engage in current news and media platforms?
-

# HEALTH & PHYSICAL EDUCATION

## HUMAN MOVEMENT & DEVELOPMENT

**Duration of Course:** 1 Semester

**Recommended Understandings and Experiences:** Nil

### Course Overview:

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 & SOCIAL SCIENCES (HASS)

### HASS INCORPORATES THE STUDY OF GEOGRAPHY, CIVICS AND CITIZENSHIP AND HISTORY

**Duration of Course:** Full year

#### GEOGRAPHY

##### MAKE A WAVE

**Course Overview:**

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?

#### LIVING YOUR BEST LIFE

**Course Overview:**

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 & CITIZENSHIP

##### KNOW YOUR SYSTEMS

**Course Overview:**

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 & SOCIAL SCIENCES (HASS)

## HISTORY

### THE WORLD'S OLDEST CIVILISATION

**Course Overview:**

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.

**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?

---

### MEDITERRANEAN CRADLE OF CIVILISATION

**Course Overview:**

**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?

---

### DYNASTIES AND DRAGONS

**Course Overview:**

**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?
-

# MATHEMATICS

## MATHEMATICAL OPERATIONS

**Duration of Course:** Full year

**Recommended Understandings and Experiences:** Nil

**Course Overview:**

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

## ENTER THE LABORATORY

**Duration of Course:** 1 Semester

**Recommended Understandings and Experiences:** Nil

### Course Overview:

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:

- How do forces and gravity influence the way we build and design structures?
- What makes a solid liquid or gas?
- Why is there more grass and less eagles?
- Does the moon really impact us on Earth?



## DRAMA

### THEATRE SPORTS

**Duration of Course:** 1 Term

**Recommended Understandings and Experiences:** Nil

**Course Overview:**

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 fundamentals 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

### MUSIC EXPERIENCE

**Duration of Course:** 1 Term

**Recommended Understandings and Experiences:** Nil

**Course Overview:**

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

## ART IN OUR WORLD

**Duration of Course:** 1 Term

**Recommended Understandings and Experiences:** Nil

### **Course Overview:**

Do you love being creative and making things? Here's an awesome chance for you to learn more about art and design! In this course, you'll explore different materials and methods to make your own cool art pieces. You'll also find out how art is important in society and culture. Plus, you'll learn how to talk and write about your artwork, which will help you think creatively and critically. This is your chance to express your thoughts and feelings through art and have fun doing it. Get ready to unleash your imagination and join us for an exciting adventure into the world of art!

**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?





## SUBJECT REFERENCE

<b>AGRICULTURE</b>	<b>34</b>
<b>CULTURAL STUDIES</b>	<b>35</b>
<b>DESIGN &amp; TECHNOLOGY</b>	<b>36</b>
Design & Technology .....	36
Digital Technology .....	36
<b>ENGLISH</b>	<b>37</b>
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<b>38</b>
<b>HUMANITIES &amp; SOCIAL SCIENCES (HASS)</b>	<b>39</b>
<b>MATHEMATICS</b>	<b>41</b>
<b>SCIENCE</b>	<b>42</b>
<b>THE ARTS</b>	<b>43</b>
Drama .....	43
Music .....	43
Visual Arts .....	44

## AGRICULTURE

### THE VEGIE PATCH

**Duration of Course:** 1 Term

**Recommended Understandings and Experiences:** Nil

**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?



## CULTURAL STUDIES

### MULTICULTURALISM IN AUSTRALIA

**Duration of Course:** 1 Semester

**Course Overview:**

Did you know that Australia is home to the world’s oldest continuing culture? In year 8 culture studies you will develop a greater understanding about Australia, and what it means to be Australian. You will explore Indigenous Cultures, your own culture and Australia’s global relations through videos, music and presentations to build a deeper understanding of Australia’s National Identity.

**Big Ideas:** What does it mean to be Australian?

**Key Questions:**

- How can a multicultural society help to shape Australia’s national identity?
- How do values and belief influence how people live?

### BONNE RENTRÉE!

**Course Overview:**

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! In Year 8 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 I use language to communicate with others?

**Key Questions:**

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

## DESIGN & TECHNOLOGY

### PRODUCT DESIGN

**Duration of Course:** 1 Term

**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 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

### DIGITAL DESIGNS

**Recommended Understandings and Experiences:**

Build and extend on understandings from Year 7 Digital Technology

**Duration of Course:** 1 Term

**Course Overview:**

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

## CREATIVE CREATURES

**Duration of Course:** Full year

**Course Overview:**

Building on creative skills learnt in Year 7, Year 8 students will become creative creatures as they continue to broaden their imaginative horizons. Practicing different writing techniques and looking at new genres, you will create a range of texts including media and narratives and perform oral presentations.

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

**Key Questions:**

- How can I write creative and engaging narratives?
  - How can I persuade others about important topics to me?
  - How do I perform a speech, rather than just read from my notes to engage my audience?
- 

## OPERATION ANALYSIS

**Course Overview:**

Year 8 students develop their analytical toolbox through studies of film, novel, plays and poetry. Texts look at issues that impact us in Australia, but also across the globe, including topics of sustainability and varying cultures. These can include Trash, Parvana and Spirited Away. You will start to understand that the analytical skills developed in English will be helpful across other subjects and aspects of life outside of school. Let Operation Analysis commence.

**Big Ideas:** How can analysing a range of texts help me in my everyday life?

**Key Questions:**

- How are values, cultures and views of the world represented through texts?
- How are language techniques used to create meaning?
- What ways can I use evidence from texts to influence others?

## HEALTH AND PHYSICAL EDUCATION

### HEALTH AND PHYSICAL EDUCATION IS A COMPULSORY SUBJECT AT YEAR 8

#### HEALTHY MINDS & BODIES

**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 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)

## CHANGING NATIONS – THE CITIES THAT NEVER SLEEP

**Duration of Course:** Full year

**Course Overview:**

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

**Course Overview:**

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)

### MEDIEVAL EUROPE – OFF WITH THEIR HEADS!!!

#### Course Overview:

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?



# MATHEMATICS

## PROBLEM SOLVING

**Duration of Course:** Full year

**Course Overview:**

You will describe index laws and apply them to whole numbers. You will use your understanding of rational numbers to solve problems in financial contexts. You will learn how to expand and factorise algebraic expressions and solve linear equations. In the measurement topic, you will calculate the area of composite shapes and use Pythagoras Theorem to solve problems. 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 involving rational numbers?
- How can algebra be used to solve problems?
- How can we use technology to graphically represent data?
- What information can we obtain from statistics and probability?



## SCIENCE

### BIG BANG

**Duration of Course:** 1 Semester

**Course Overview:**

You will explore the Earth and how different rock types form. Next you will discover the smallest living unit, the cell, and look at what makes up a cell. You will then explore how energy is transformed. Finally rounding up your semester of science with elements and 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?
- Has seismic and volcanic activity increased?



## DRAMA

### PAGE TO STAGE

**Duration of Course:** 1 Term

**Recommended Understandings and Experiences:** Nil

**Course Overview:**

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

### ROCK BAND

**Duration of Course:** 1 Term

**Recommended Understandings and Experiences:** Year 7 Music

**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 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

### MAKING ART

**Duration of Course:** 1 Term

**Recommended Understandings and Experiences:** Nil

#### Course Overview:

Are you interested in art and culture? If yes, then we have an exciting opportunity for you! In this course, you'll learn how people from all over the world use art to tell stories, decorate places, and remember history. You'll also learn about the basic elements of art and how to use them to create amazing compositions. You'll have the chance to try out different materials, techniques, and styles to make your own unique art pieces. We'll also introduce you to famous artists and their works to give you inspiration for your own creations. So come and join us to explore the world of art and develop your own artistic style!

**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?





# SUBJECT REFERENCE

<b>AGRICULTURE</b>	<b>46</b>
Agriculture A and B.....	46
<b>CULTURAL STUDIES</b>	<b>47</b>
French.....	47
<b>DESIGN &amp; TECHNOLOGY</b>	<b>48</b>
Design & Technology A and B.....	48
Digital Technologies.....	49
Food Technology A and B.....	50
Textiles Technology.....	51
<b>ENGLISH</b>	<b>52</b>
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<b>53</b>
Physical Education: Sports Science.....	53
<b>HUMANITIES &amp; SOCIAL SCIENCES (HASS)</b>	<b>54</b>
Geography.....	54
History.....	55
<b>MATHEMATICS</b>	<b>56</b>
<b>SCIENCE</b>	<b>57</b>
<b>THE ARTS</b>	<b>58</b>
Drama A and B.....	58
Music A and B.....	59
2D Visual Arts A.....	60
3D Visual Arts B.....	60

## AGRICULTURE A & B

**Duration of Course:** 1 Semester or Full Year

**Recommended Understandings and Experiences:** Nil

### Semester 1 Course Overview:

#### Vine Time

You will learn about the production cycle of growing grapes using the school vineyard Highcoorte to take samples and test the Baume levels leading up to harvest. You will design and plan a vineyard to demonstrate your understanding.

#### Fencing Fundamentals

You will undertake a short course in basic knots and identifying fencing types around the farm, including planning and costing a fence using design principles.

#### AgriTech Advances

You will explore the challenges facing food and fibre production by identifying technology-based solutions used in primary production. You will explore current and emerging application of agritech, including a visit to Struan Research Centre.

#### Sheep Husbandry

You will be involved in the management of the school ewes prior to and during lambing. You will have the opportunity undertake lamb marking jobs and making decisions for mating of the ewes and the grazing management of pastures.

### Semester 2 Course Overview:

#### Building Biosecurity

You will understand the importance of biosecurity at all levels- from farm gate to national borders and explore the unique biosecurity challenges in Australia.

#### Protein Principles: Beef Production

You will explore beef production from paddock to plate. You will have hands on experience with the show steers to learn about different handling techniques and requirements for showing animals.

#### Feed the world: Farming Systems

You will explore the challenges facing primary producers and communities in order to meet the needs of a growing world population, including using the school farm as a case study.

#### Cropping and Pastures:

You will understand a wide variety of pastures and crops grown in the South East, including undertaking pasture cuts and assessments for feeding livestock. You will undertake soil samples to investigate the effect of pH on pasture growth.

**Big Ideas:** The journey of paddock to plate

#### Key Questions:

- How will we feed the world in 2050?
- What happens if foot and mouth disease enters Australia and what will be the impact to Australian Agriculture ?
- What is the journey of a beef animal from paddock to plate?

## FRENCH

### BONNE JOURNÉE!

**Duration of Course:** 1 Term

**Course Overview:**

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?
  - How have Australians embraced and changed Japan's Anime industry?
-

## DESIGN & TECHNOLOGY A & B

### CONCERT TO CREATION

**Duration of Course:** 1 Semester

**Recommended Understandings and Experiences:**

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

**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 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

## NETWORKING SOLUTIONS

**Duration of Course:** 1 Semester

**Recommended Understandings and Experiences:** Year 8 Digital Technologies

### Course Overview:

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

### SOMETHING TASTY

**Duration of Course:** 1 Semester or Full year

**Recommended Understandings and Experiences:** Nil

**Course Overview:**

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

## FIBRES AND FABRICS

**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:

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

### PRODUCTIVE PARCELS

**Duration of Course:** Full year

**Course Overview:**

After two years of practice and development, you will become quite the 'productive parcels', being able to produce a variety of creative texts for a range of purposes and audiences. This includes picture books for children, as well as narratives to entertain and speeches to persuade, two very important life skills. A focus on originality and sophisticated creative techniques including foreshadowing and symbolism allows your creative skills to grow.

**Big Ideas:** What possibilities arise when I use my imagination and creative flair?

**Key Questions:**

- Is the idea of free speech plausible across place and context?
  - How are images used to communicate messages?
  - How can the combination of language features and multimodal texts strengthen the ideas communicated through stories?
- 

### DIVING IN DEEP

**Course Overview:**

It's time to dive in deep and look at the key elements that make up particular text types. Looking beyond novels, films and poetry, you will study specific genres including dystopia and speculative fiction and investigate themes of self-sacrifice and fate. Texts can include *The Hunger Games*, *Romeo and Juliet*, *The Outsiders* and *Tomorrow When the War Began*.

**Big Ideas:** What techniques and structures are used for certain genres and how do these entice audiences?

**Key Questions:**

- Why are readers more engaged in settings that act as hyperbole to modern issues?
- In what ways do the lives of teenagers change over time?
- Is Shakespeare still relevant today? Why or why not?



## HEALTH AND PHYSICAL EDUCATION (Compulsory)

**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)

### SPORTS SCIENCE

**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

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

**Duration of Course:** 1 Semester

**Course Overview:**

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

**Course Overview:**

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

### DEPTH STUDY 1: ALL ABOARD!

**Course Overview:**

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

**Course Overview:**

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

**Course Overview:**

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?

# MATHEMATICS

## THE MATHEMATICS AROUND US

**Duration of Course:** Full year

**Course Overview:**

You will use linear and quadratic models to solve problems in financial and real world contexts. 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 variables 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 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 different contexts?

**Key Questions:**

- 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 difference between volume and surface area?
- What information can be obtained from linear and quadratic graphs?



# SCIENCE

## EVERYDAY SCIENCE

**Duration of Course:** Full year

**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:** 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?
  - How do plants and animals reproduce?
-

## DRAMA A

### FUNNY BUSINESS

**Duration of Course:** 1 Semester

**Recommended Understandings and Experiences:** Nil

**Course Overview:**

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

### THE ACTOR'S STUDIO

**Duration of Course:** 1 Semester

**Recommended Understandings and Experiences:** Nil

**Course Overview:**

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 & B

### THE MUSIC IN ME

**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:**

**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

### UNLOCKING YOUR CREATIVITY

**Duration of Course:** 1 Semester

**Recommended Understandings and Experiences:**

Experiences and completion of Year 8 Visual Arts

**Course Overview:**

Are you ready to unlock your creative potential? This course is the perfect opportunity for you to explore, experiment, and create amazing artworks using a wide range of materials, techniques, and styles. You'll learn about drawing, painting, printmaking, and collage, and develop a portfolio to showcase your research and thinking process. We'll also dive into the works of different artists and theories to gain appreciation for how they view the world and the impact of art in different cultures. You'll even develop your communication, analytical, and critical thinking skills by discussing and critiquing your own and others' artworks. So come and join us for an exciting journey into the world of art and creativity!

**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

### DISCOVERING 3D ART

**Duration of Course:** 1 Semester

**Recommended Understandings and Experience:** Completion of Year 8 Visual Arts

**Course Overview:**

Are you ready to take your creativity to the next level? This course is the perfect opportunity for you to explore the exciting world of 3D art! You'll learn about the fundamental elements and principles of art and design and how to apply them to create stunning 3D artworks. We'll explore different materials and construction techniques, as well as study the works of renowned 3D artists. You'll also discover how art can transform public spaces. Through this course, you'll develop your communication, analytical, and critical thinking skills as you discuss and critique your own and others' artworks. So come and join us for an exhilarating adventure into the world of 3D art!

**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?







## Naracoorte High School

Stewart Terrace, Naracoorte  
South Australia 5271

**P:** 08 8762 1333 **E:** [dl.0786.info@schools.sa.edu.au](mailto:dl.0786.info@schools.sa.edu.au)

[www.narahs.sa.edu.au](http://www.narahs.sa.edu.au)  



Government of South Australia  
Department for Education

CRICOS Name: Department for Education | CRICOS Number 00018A