Naracoorte High School

Year 9/10 Course Handbook

Community connections, individual growth & innovative thinking

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

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INCLUSIVE EDUCATION AND TARGETED INTERVENTIONS

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

TIER 1 Intervention - Describes quality differentiated learning practice (QDTP) 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.**

TIER 2 Intervention - The extra programs and strategies provided to student who require supports in addition to QDTP. The purpose of Tier 2 intervention is to build on the skills not yet mastered through QDTP and reduce the risk of academic or behavioural problems. **Additional interventions to enable children to work at age-related expectations or above.** Tier 2 interventions are evidence based, time bound programs, focussing on targeted skill build.

TIER 3 Intervention - More intensive, individualized support to amplify the work undettaken in Tier 1 or Tier 2 interventions. Tier 3 interventions are evidence based and time bound, working on targeted skill build. **Additional highly personalised interventions.**

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.

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 & 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.

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.

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), Page Turners (bookclub) - Meet twice a Term.

On Ya Bike and ATM (All things Mechanical) - This program provides hands on life skills with a focus on rebuilding bicycles and fixing engines with the intent of providing opportunities to develop life and employability skills.

Lifeskills 101 - This is a targeted intervention program for those with Disabilities. It combines general LifeSkills with Shine principal's and healthy relationships.

Tumbelin - Adventure therapy intervention delivered by Baptist Care and supported by SSO's. Focusing on healthy lifestyles and positive decision making.

Be You Be Proud - A 4 week intensive Tier 2 intervention that culminates in a camp at Noorla Yo-Long. Focusing on positive self esteem.

Steadfast - A 4 week intensive Tier 2 intervention that culminates in a camp at Noorla Yo-Long. Focusing on healthy decision making.

Year 7 & 8 Curriculum

HOMEGROUP & FUTURES (Full Year)	**MATHS** (Full Year)	**ENGLISH** (Full Year)	**GEO SCIENCE** (Full Year)	**HEALTHY LIFESTYLES** (Full Year)	**VISUAL ART/ PERFORMING ART** (1 Semester)	**AGRICULTURE** (1 Semester)
					TECH (1 Semester)	**HISTORY** (1 Semester)

Year 9 Curriculum

HOMEGROUP & FUTURES (Full Year)	**MATHS** (Full Year)	**ENGLISH** (Full Year)	**SCIENCE** (Full Year)	**HISTORY** (1 Semester)	**ELECTIVE** (1 Semester)	**ELECTIVE** (1 Semester)
				PE (1 Semester)	**ELECTIVE** (1 Semester)	**ELECTIVE** (1 Semester)

Year 10 Curriculum

HOMEGROUP PATHWAYS & EIF (Full Year)	**MATHS** (Full Year)	**ENGLISH** (Full Year)	**SCIENCE** (Full Year)	**HISTORY** (1 Semester)	**ELECTIVE** (1 Semester)	**ELECTIVE** (1 Semester)
				HASS CHOICE (1 Semester)	**ELECTIVE** (1 Semester)	**ELECTIVE** (1 Semester)

SUBJECT REFERENCE

HOME GROUP & MY FUTURE 10

AGRICULTURE

Agriculture A and B 11

CULTURAL STUDIES

French A and B 12

DESIGN & TECHNOLOGY

Design & Technology A and B 13
Digital Technologies 14
Food Technology A and B 15
Textiles Technology 16

ENGLISH

English 17

HEALTH & PHYSICAL EDUCATION

Health & Physical Education 18
Physical Education: Sports Science 18

HUMANITIES & SOCIAL SCIENCES (HASS)

Geography 19
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SCIENCE

Science 23

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HOME GROUP & MY FUTURE

CONNECTION, WELLBEING AND PATHWAYS FOR LIFE BEYOND SCHOOL

Duration of Course: Full Year

Course Overview:

Home Group and My Future work together to provide students with a strong foundation for learning, wellbeing, personal growth, and future pathway development at Naracoorte High School.

Home Group occurs daily for the first 20 minutes of the school day and provides students with a consistent and supportive start to each day. Organised by year level, Home groups create a strong sense of belonging and connection while supporting students to develop positive relationships, organisation, learning habits, and wellbeing routines. Home Group teachers act as key mentors and advocates, supporting students academically, socially, and emotionally throughout their secondary schooling journey.

My Future occurs twice weekly — Monday mornings following Compass for 75 minutes and during the final lesson each Friday for 75 minutes. The structure of the program is intentionally designed to create connection, continuity, and opportunities for students to engage in future-focused learning at both the beginning and end of each week.

Through My Future, students engage in wellbeing activities, career exploration, inquiry learning, community connections, capability development, reflection, and authentic learning experiences that help them better understand themselves and confidently shape their future pathways beyond school.

Together, Home Group and My Future support students to:

- Build positive relationships and a strong sense of belonging
- Develop learner agency and self-management
- Strengthen wellbeing, resilience, and confidence
- Reflect on strengths, interests, and aspirations
- Explore pathways, careers, and future opportunities
- Develop leadership, communication, and collaboration skills
- Connect learning to authentic real-world experiences

The program reflects Naracoorte High School's commitment to developing confident, capable, and future-focused learners who are prepared not only for success at school, but for life beyond it.

Big Ideas: Strong relationships, wellbeing, and learner agency empower students to shape their future.

Key Questions:

- How can I become a confident, independent, and reflective learner?
- What are my strengths, interests, and future aspirations?
- How do positive relationships support wellbeing and success?
- How can I contribute positively to my learning community?
- What skills and capabilities will help me thrive beyond school?
- How can I connect my learning to real-world opportunities and future pathways?

AGRICULTURE A

Duration of Course: 1 Semester

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 priciples.

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.

AGRICULTURE B

Duration of Course: 1 Semester

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: Faming 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 A & B

BONJOUR ET BIENVENUE!

Duration of Course: 2 Independent Semesters

Course Overview:

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

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

Key Questions:

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

LA VIE EN FRANÇAIS?

Course Overview:

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

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

Key Questions:

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

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! But never fear! French is here! You will continue to build your conversational and written skills. You will learn how to order food, ask for items, and even buy a train ticket. You will enhance your vocabulary to talk about what you are doing and describing members of your family. Together, we will investigate French culture further, exploring food, school and activities, to gain a deeper understanding of how French people live.

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

Key Questions:

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

DESIGN & TECHNOLOGY A

Duration of Course: 1 Semester

Course Overview:

You will have the opportunity to further develop skills in Woodwork and Metalwork. You will use the design process to plan and produce your own original products using a variety of machines and processes. The course will focus on extending woodworking skills from previous years, whilst developing new metalwork skills in welding processes and light fabrication.

Projects can include: Chopping Boards (woodwork), 3D CAD Modelling, various skill development tasks and mixed light fabrication (metalwork)

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 do I evaluate my product to ensure future improvement?

DESIGN & TECHNOLOGY B

Duration of Course: 1 Semester

Course Overview:

You will have the opportunity to further develop skills in Woodwork and Metalwork. You will use the design process to plan and produce your own original products using a variety of machines and processes. The course will focus on extending woodworking skills from previous years, consolidating your understanding of Computer Aided Design and developing new metalwork skills in welding processes and light fabrication.

Projects can include: simple storage units (woodwork), various skill development tasks and rocket stoves and timber stools.

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

GLOBAL FLAVOUR FUSION

Duration of Course: 1 Semester

Course Overview:

Take your taste buds on a world tour! This exciting course invites students to explore the diversity of global cuisines while experimenting with modern food trends and fusion dishes. Through a series of practical, hands-on cooking experiences, students will discover how food connects cultures, inspires creativity, and opens doors to future careers in hospitality and the culinary arts.

From Asian street food to Mediterranean mezze, students will learn to create dishes that reflect both tradition and innovation. They will also explore respectful food fusion practices, with a focus on combining Australian native ingredients with international flavour profiles.

Key Experiences:

- Spice route and fusion cooking challenges
- Ingredient research and cultural storytelling
- Practical workshops exploring international techniques
- Knife skills, food safety, and plating basics
- Final challenge: Design your own fusion street food dish

FOOD TECHNOLOGY B

FARM TO PLATE: FRESH, LOCAL & SUSTAINABLE

Duration of Course: 1 Semester

Course Overview:

Get your hands dirty and your taste buds excited! This course takes students on a practical and delicious journey from the school garden to the kitchen, focusing on fresh, seasonal, and sustainable ingredients. Students will learn to grow, harvest, and cook their own produce, while developing practical skills in reducing food waste, respecting local environments, and preparing meals with purpose.

The course explores how contemporary cuisine can honour traditional favourites, including the use of bush foods and native Australian ingredients in modern recipes. Whether you're making garden-fresh pasta sauce, cooking a dish with wattleseed, or designing a zero-waste lunch, this course is all about learning where food comes from and how to make every bite count.

Key Experiences:

- Planning and maintaining a small kitchen garden
- Cooking with seasonal produce and bush ingredients
- Exploring food waste solutions and composting
- Creating fusion dishes that celebrate tradition and innovation
- Final challenge: Design a modern dish using garden produce and a native ingredient

TEXTILES TECHNOLOGY

FIBRES AND FABRICS

Duration of Course: 1 Semester

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:

- s 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?

GEOGRAPHY

Duration of Course: 1 Semester

UNIT 1: AIN'T NO PLANET B

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?

HISTORY

Duration of Course: 1 Semester

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?

INTEREST BASED LEARNING (IBL)

DESIGNED BY INTEREST, DRIVEN BY INQUIRY

Duration of Course: 1 Semester

Course Overview:

Interest Based Learning (IBL) is a student-driven elective designed for learners who are motivated to pursue an area of passion, interest, or future aspiration that may not currently be offered through existing subject pathways at Naracoorte High School.

Through a personalised inquiry and project-based learning approach, students will design and undertake an individual learning pathway aligned to their interests while developing self-management, learner agency, creativity, and problem-solving skills. Learning may include independent study, workshops, mentoring, community or industry connections, practical projects, research, and presentations.

IBL is designed for students who are prepared to take ownership of their learning, manage timelines and goals, respond to feedback, and work independently in a flexible learning environment. The course supports students to develop the capabilities, confidence, and dispositions needed for future learning, employment, and life beyond school.

Application Process:

Entry into the IBL program occurs through an application process to ensure students are prepared for the expectations of independent and self-directed learning.

Students will be required to respond to the following questions:

- Why do you want to be part of the IBL subject?
- What current study habits and skills will help you succeed in IBL?
- What area of interest would you like to study that is not currently offered at Naracoorte High School?
- How do you feel about being the driver of your own learning?

Parents/Caregivers will also be asked to respond to the following:

- How do you feel about your child selecting the IBL subject at Naracoorte High School?
- How will you support them throughout their learning journey?

Applications will be reviewed by the coordinating teacher and school leadership team.

Big Ideas: Learning becomes more meaningful when driven by student interest, inquiry, and purpose.

Key Questions:

- How can my interests shape my future learning and pathways?
- What skills are required to become an effective self-directed learner?
- How can inquiry and project-based learning help solve real-world problems?
- How can I use feedback, reflection, and goal setting to improve my learning?
- How can I turn my passions and interests into authentic learning experiences?

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

THEATRE FOR CHANGE: COMEDY AND CULTURE

Duration of Course: 1 Semester

Course Overview:

In this course, students will explore how theatre can entertain, challenge, and inspire audiences to think differently about the world around them. Through a combination of Political Theatre, Satire, Mime, Clowning, Comedy, Children's Theatre, and Devising, students will investigate how performance can communicate powerful messages while remaining engaging and entertaining.

Students will explore the work of influential theatre-maker Bertolt Brecht, learning how actors and theatre-makers use humour, storytelling, narration, movement, and theatrical conventions to encourage audiences to question societal & political ideas, issues, and perspectives. Practical workshops will develop skills in devising, ensemble performance, mime, physical comedy, character creation, and audience engagement.

Working collaboratively, students will identify a real-world issue, message, or topic that matters to them and create an original performance for a specific target audience. Drawing on the techniques of Epic Theatre and Children's Theatre, students will experiment with creative ways to educate, entertain, and provoke thought through performance.

Students will maintain a Creative Journal to document their ideas, rehearsal processes, and reflections. They will also attend a professional theatre performance and develop a Live Theatre Analysis, evaluating how acting, directing, design, production elements, and theatrical conventions are used to communicate meaning and engage an audience.

Big Ideas: How can theatre change the way people think about the world?

Key Questions:

- How can theatre communicate important messages in creative and entertaining ways?
- How did Bertolt Brecht use theatre to challenge audiences and society?
- How can comedy, satire, and mime be used to explore real-world issues?
- What makes a performance engaging for a specific audience?
- How can theatre-makers use storytelling to educate, influence, and inspire change?
- How can collaboration and devising transform ideas into original performance?
- What responsibilities do theatre-makers have when presenting messages and perspectives?

DRAMA B

THE ACTOR'S STUDIO: SCRIPT, CHARACTER AND PERFORMANCE

Duration of Course: 1 Semester

Course Overview:

In this course, students will explore how actors bring stories and characters to life through scripted performance. Through the study of modern plays and theatre practitioners, students will develop skills in acting, characterisation, movement, voice, and ensemble performance.

Students will investigate the work of Stanislavski, Grotowski, and Frantic Assembly, exploring how different approaches to theatre-making influence performance. Practical workshops will develop physical theatre skills, naturalistic acting techniques, devising processes, and collaborative ensemble work.

Alongside performance work, students will investigate careers within the performing arts and creative industries, exploring the wide range of pathways available both on and off stage.

Students will attend a live theatre performance and develop their understanding of professional theatre by analysing and evaluating the acting, directing, design, and production choices used to engage an audience.

Throughout the course, students will maintain a Creative Journal to document rehearsal processes, practitioner influences, and reflections on their learning. Students will also analyse a live or recorded performance, evaluating acting, directing, design, and production choices.

Big Ideas: How do actors bring stories and characters to life?

Key Questions:

- How do actors create believable and engaging characters?
- How can movement and physicality communicate meaning on stage?
- How do practitioners such as Stanislavski, Grotowski, and Frantic Assembly influence contemporary performance?
- How can scripted texts be interpreted in different ways?
- What role does collaboration play in creating effective theatre?
- What careers and pathways exist within the performing arts and creative industries?

VISUAL ARTS

UNLOCKING YOUR CREATIVITY

Duration of Course: 1 Semester

Recommended Understandings and Experiences: 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. 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?

PHOTOGRAPHY

Duration of Course: 1 Semester

Course Overview:

Are you interested in creating amazing art and taking stunning photos? In this Visual Arts and Photography course, you'll build on what you already know and learn new skills to boost your confidence as an artist and photographer. This course combines Visual Arts and Photography, giving you the chance to explore, create, and share your own artwork and media projects. You'll work on your own and with your classmates and teachers, learning from the work of living artists and photographers from around the world.

Big Ideas: Capturing Moments: Exploring Artistic Power

Key Questions:

- How does photography help us see the world in new ways?
- Why do artists choose certain materials and techniques for the creation of photographic works?
- What are some creative techniques photographers use to make their pictures stand out?


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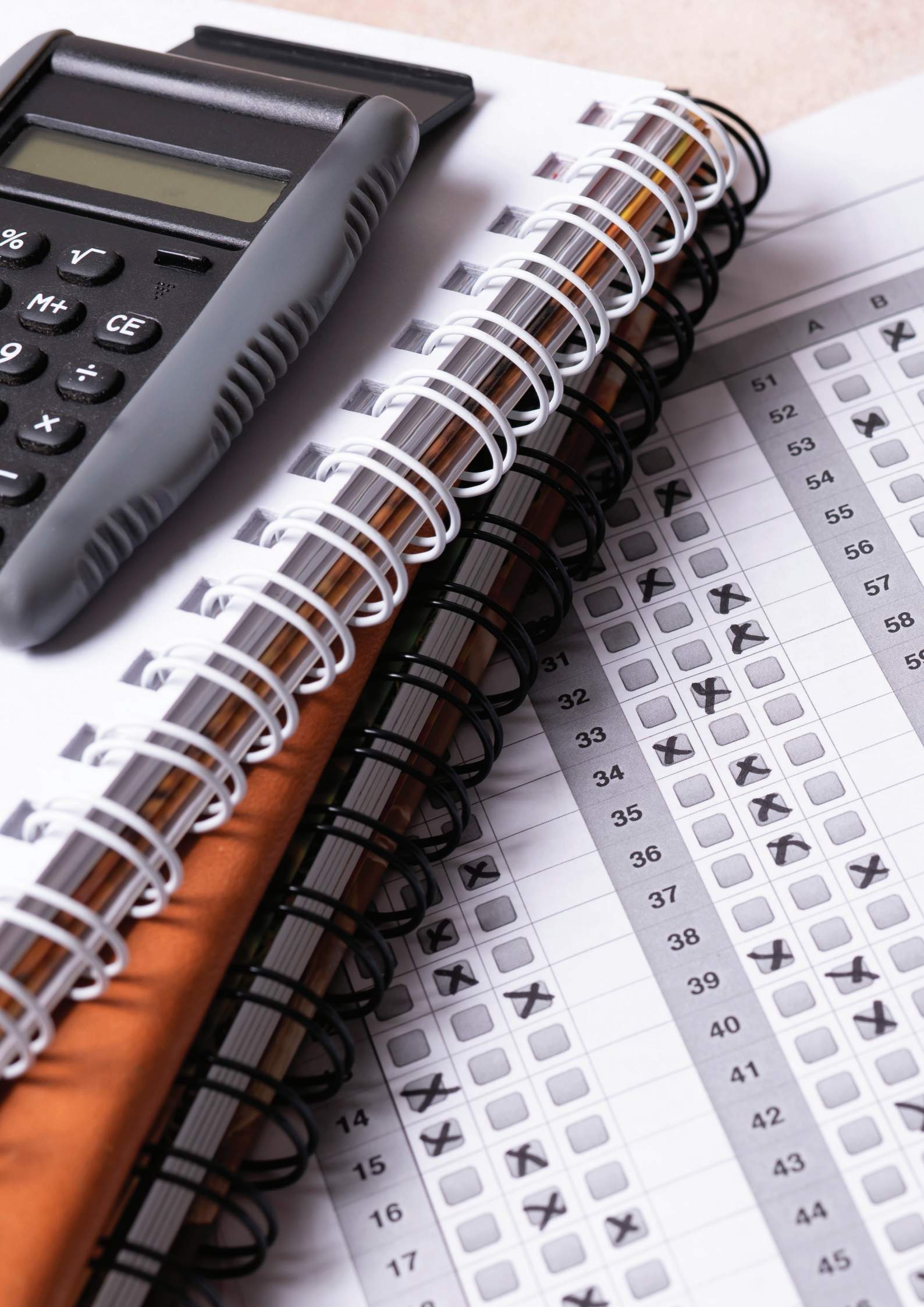
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AGRICULTURE

FOOD, FIBRE AND ANIMALS

Duration of course: Full year

Course Overview:

You will investigate and make judgments on the ethical and sustainable production and marketing of food and fibre and how their production methods and systems are influenced by increases in scientific knowledge and developments in technology. You will select a plant or animal product to produce then investigate ways to value add the primary product to generate a profit. You will investigate the efficient management of animal enterprises including biosecurity, nutrition, reproduction, digestion, grazing management, animal health and husbandry practices. During this course, you will undertake numerous practicals utilising the school livestock.

Big Ideas: Explore why food, fibre and animal production are vital to Australia and how this is a business model for Primary Industries.

Key Questions:

- What is food, fibre and animal production in Australia, and can this be improved to benefit society and the environment?
- How have science understandings changed agricultural practices in Australia?
- What are the ethical issues that arise from food, fibre and animal production?
- In what ways can value be added to primary products produced in Agriculture?
- What makes a successful value adding enterprise?

SACE STAGE 1 | COMMUNITY STUDIES

COMMUNICATION AND THE COMMUNITY

Duration of course: 1 Semester (Semester 1 only) – Available to 2025 Year 10 and Year 11 students - 10 SACE Credits

Area of Study: Communication and the Community - "You're the Voice"

Course Overview:

Self-directed activities in this area of study are likely to involve using language to communicate. Examples of potential activities are:

- Preparing a public presentation / being involved in a public speaking presentation
- Creating/writing articles for a school/community publication
- Writing and/or publishing poetry or a book
- Interviewing people in the community about experiences
- Getting involved in local council/politics
- Creating a website

Big Ideas: Promoting self-confidence/leadership/creativity and/or public speaking skills

Key Questions:

- What issues are important in society today?
- How can I get my voice heard?
- What tools are needed to be a truly active participant in my community?

School Assessment:	**Assessment Type 1:**	Contract of Work (Development of Contract, Folio, Community Activity)
	Assessment Type 2:	Reflection

FRENCH A

BONJOUR ET BIENVENUE!

Duration of course: 1 Semester

Course Overview:

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

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

Key Questions:

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

LA VIE EN FRANÇAIS?

Course Overview:

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

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

Key Questions:

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

FRENCH B

BONNE RENTRÉE!

Duration of course: 1 Semester

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! French is here! You will continue to build your conversational and written skills. You will learn how to order food, ask for items, and even buy a train ticket. You will enhance your vocabulary to talk about what you are doing and describing members of your family. Together, we will investigate French culture further, exploring food, school and activities, to gain a deeper understanding of how French people live.

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

Key Questions:

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

BONNE CHANCE!

Course Overview:

Que sera, sera ! You will start the explore the role that French language can play in your life in the future. What might you buy? Where might you go? What might you do? You will practice writing about and discussing issues that impact the world and people in it. You will explore the current affairs and the French response to global issues, using your building language to share your own point of view.

Big Ideas: What role can French language play in our future?

Key Questions:

- How can I communicate my hopes and dreams in French?
- How can French language be used to discuss events that impact our everyday lives?

DIGITAL TECHNOLOGIES

SUSTAINABLE SOLUTIONS

Duration of course: 1 Semester

Recommended Understandings and Experiences: Year 9 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. Building on the concepts covered in Year 9, you will engage in critical and creative thinking focusing on data security, sustainability and selecting appropriate technologies to develop solutions to real world problems.

Big Ideas: Understanding interrelationships in systems when solving complex problems. Digital Technologies aim to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, you can investigate, design, plan, manage, create and evaluate solutions. This course allows you to determine their level of interest and ability before undertaking more specific IT qualification in Years 11 and Year 12.

Key Questions:

- With consideration to future risks, how do we make informed and ethical decisions about the role, impact and use of technologies in the economy?
- What is the role of Digital Technologies in supporting the development of a sustainable future?
- How do we confidently and responsibly select and use appropriate technologies when designing and creating solutions to real world problems?

FOOD TECHNOLOGY A

EUROPEAN FLAVOURS – THE CULINARY ARTS OF FRANCE, SPAIN & ITALY

Duration of course: 1 Semester

Course Overview:

In this course, students will immerse themselves in the timeless culinary traditions of French, Spanish, and Italian cuisine. Focusing on the balance between technique, flavour, and presentation, students will learn foundational and advanced culinary skills through the creation of traditional European dishes.

From silky French sauces to Spanish tapas and rustic Italian pasta dishes, students will also explore the artistic presentation of food and the integration of Indigenous Australian ingredients to create fusion-style recipes that are both innovative and respectful. Students will engage in plating techniques, dessert artistry, and flavour pairing, all while understanding the cultural significance of these cuisines.

Key Experiences:

- Pasta making and regional Italian specialties
- French patisserie and dessert plating
- Spanish tapas and paella
- Food styling and modern plating techniques
- Indigenous ingredient integration and recipe adaptation

FOOD TECHNOLOGY B

STREET FOOD & START UPS – GLOBAL TASTES AND FOOD BUSINESS INNOVATION

Duration of course: 1 Semester

Course Overview:

This exciting course allows students to explore the vibrant world of street food while learning the fundamentals of running a food-related business. Students will design and simulate their own street food venture through a food truck challenge, where they will develop a signature dish, branding, and a mini business plan.

The course explores global street food favourites such as tacos, bao, satay, samosas, and fusion desserts, while also introducing essential techniques like jam-making, fermenting, and preserving. The hands-on and entrepreneurial nature of this course allows students to combine creativity, culture, and business thinking in a fun and engaging way.

Key Experiences:

- Global street food preparation and tasting
- Preserving, fermenting, and safe food storage
- Street food branding and menu creation
- Running a simulated food truck experience
- Customer feedback, costing, and reflection

DESIGN & TECHNOLOGY – MATERIALS

SUSTAINABLE METALWORK SOLUTIONS

Duration of course: 1 Semester

Recommended Understandings and Experiences: Desirable that you have achieved satisfactory completion of Year 9 Design and Technologies, or understand skills and requirements of Design and Technology.

Course Overview:

Year 10 Metalwork gives you the opportunity to design, plan, fabricate and evaluate projects and learn to use metal to fabricate projects safely and accurately. Skills are developed with recycled scrap metal and then you will fabricate a Major Project where you evaluate and analyse cheap and high-end products similar to your designed solution. Topics/projects include jaffle irons and fabrication.

Big Ideas: Metalworking, Sustainability and Safety

Key Questions: How will you:

- Use hand tools, power tools and fixed machinery safely and accurately?
- Fabricate and work metal to create projects?
- Prepare and finish metal projects?
- Understand sustainability and cost of materials associated with project construction?
- Use Information Communication Technology, Numeracy and Literacy skills in the production of a Design Folio?
- Understand how to use more than one type of welding?

DESIGN AND TECHNOLOGY – WOODWORK A

Duration of course: 1 Semester or Full Year

Recommended Understandings and Experiences: Desirable that you have achieved satisfactory completion of Year 9 Design and Technologies, or understand skills and requirements of Design and Technology.

Course Overview:

Year 10 Woodwork gives you the opportunity to design, plan, construct and evaluate projects. You will learn how to use wood to construct these projects safely and accurately. Skills are developed through a series of small projects before students undertake a major project covering all aspect of the design and construction process. In Year 10 students will aim to master a number of wood joints including: Mitre, domino, mortice and tenon, dovetail and housing joints.

Topics/Projects covered will generally include:
Safety training, Picture frame, Tool box and a Coffee Table

Big Ideas: Design, Create and Evaluate

Key Questions: How will you:

- Use hand tools, power tools and fixed machinery safely and accurately?
- Construct and apply woodwork joints?
- Prepare and finish timber projects?
- Use ICT, numeracy and literacy skills in the production of a design folio?

DESIGN AND TECHNOLOGY – WOODWORK B

Duration of course: 1 Semester or Full Year

Recommended Understandings and Experiences: Desirable that you have achieved satisfactory completion of Year 9 Design and Technologies, or understand skills and requirements of Design and Technology.

Course Overview:

Year 10 Woodwork gives you the opportunity to design, plan, construct and evaluate projects. You will learn how to use wood to construct these projects safely and accurately. Skills are developed through a series of small projects before students undertake a major project covering all aspect of the design and construction process. In Year 10 students will aim to master a number of wood joints including: Mitre, domino, mortice and tenon, dovetail and housing joints.

Topics/Projects covered will generally include:
Safety Training, Bandsaw Box, Clock and a Bedside Table

Big Ideas: Design, Create and Evaluate

Key Questions: How will you:

- Use hand tools, power tools and fixed machinery safely and accurately?
- Construct and apply woodwork joints?
- Prepare and finish timber projects?
- Use ICT, numeracy and literacy skills in the production of a design folio?

ENGLISH

IMAGINATION REAPS REWARDS

Duration of course: Full year

Course Overview:

During Year 10 Engish you have multiple opportunities to develop and extress your creativity. Topics of text production include narrative writing, persuasive presentation and development of media skills including creating feature articles and multi-media texts. You will learn the correct language and structual features of these texts and how to manipulate words to create images that entice a range of audiences.

Big Ideas: How do we use language and text structure to engage and influence a range of audiences?

Key Questions:

- How do authors use their imaginations to engage their audiences?
- How can language techniques be used to create differing meaning?
- What are the visual conventions of different types of media?

DETECTIVE GRADE ANALYSIS

Course Overview:

Other than creativity, Year 10 English calls for you to delve into a range of written adn visual texts to analyse key ideas, values and themes. Studies of text analysis cover novel, film, poetry and short story, just to name a few. Texts can include *Jasper Jones, The Happiest Refugee, I am Legend* and *To Kill a Mockingbird*. You will refine skills of substantiation, using evidence from texts to support your claims and begin to compare texts based on themes, characters and plot.

Big Ideas: What key themes and issues are hidden within popular visual and written texts?

Key Questions:

- How does perception of race and culture inform our worldview?
- How is language used to make meaning in visual and written texts?
- How can I substantiate my opionions and beliefs from a text?

SACE STAGE 1 | EXPLORING IDENTITIES & FUTURES

COMPULSORY SACE ELEMENT

Duration of course: 1 Semester – 10 SACE credits.
EIF has now replaced PLP and remains a compulsory Stage 1 subject studied in Year 10.

Course Overview:

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

Course Content:

EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
- demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

School Assessment:
Assessment Type 1: Exploring me and who I want to be - 50%
Assessment Type 2: Taking action and showcasing my capabilities - 50%

HEALTH AND PHYSICAL EDUCATION

SPORT AND RECREATION (Specialist)

Health and Physical Education at Year 10 – you can choose one of the two Year 10 HPE options.

Duration of course: 1 Semester

Course Overview:

This course is designed to give you some exposure to the sport, recreation and fitness options that are available in the community to encourage a more active lifestyle now and into the future. The types of activities that may be included but are not limited to are: Archery, Lawn Bowls, Golf, Table Tennis, Bocce, Yoga, Pilates, Fitness Circuits and Cycling. There will be an investigation into the suitability of different activities for a range of community groups which will include a submission for improvement to the facilities available.

The course also covers a range of positive life choices that link to relationships, diversity and sexual health issues.

Big Ideas: Traditional sport not for you? How can you maintain an active lifestyle?

Key Questions:

- What opportunities are there, for physical activity, in my community?
- What ideas can I provide to improve the physical activity opportunities available?
- How can I develop lifelong physical activity habits?

HEALTH AND PHYSICAL EDUCATION

SPORT SCIENCE (Specialist)

Health and Physical Education at Year 10 - you can choose one of the two Year 10 HPE options.

Course fees: Subject Semester fees will apply

Course Overview:

This is your chance to develop specialist skills in analysis of technique within a sport using technology. Get the opportunity to use video analysis, sport specific apps and HR watches to collect and analyse individual data. Theory aspects covered are related to the physical activities performed. Sports that may be covered include Badminton, Squash and Modified Games. Theory topics include biomechanics, energy systems, group dynamics and leadership and movement skills, concepts and strategies.

Big Ideas: What makes the difference between beginner learners and elite performers?

Key Questions:

- Can you show proficiency in a range of sports, team and individual?
- How do you learn, analyse and teach skills?
- Can you problem solve in game like situations?
- How can we use digital tools and technology to analyse and enhance performance?

OUTDOOR EDUCATION A

Duration of course: 1 Semester

Course Overview:

This course is designed to provide students with opportunities to develop skills, knowledge, and attitudes necessary to participate safely and effectively in outdoor activities. The course focusses on the exploration of different outdoor environments, personal development, teamwork, risk management, and environmental sustainability. Outdoor activities can include Camping, Cooking Outdoors, Bushwalking and Snorkelling.

Big Ideas:

- Developing outdoor skills and knowledge through safe and effective participation in outdoor activities
- Foster personal growth, leadership and teamwork in outdoor settings

Key Questions:

- Can you show proficiency in a range of lightweight adventurous journeys?
- How do you learn, analyse and improve your skills?
- Can you problem solve and stay safe as a group during adventurous activities?
- How can we use lightweight equipment and technology to undertake successful journeys?

OUTDOOR EDUCATION B

Duration of course: 1 Semester

Course Overview:

This course is designed to provide students with opportunities to develop skills, knowledge, and attitudes necessary to participate safely and effectively in outdoor activities. The course focusses on the exploration of different outdoor environments, personal development, teamwork, risk management, and environmental sustainability. Outdoor activities can include Camping, Cooking Outdoors, Rock Climbing and Canoeing.

Big Ideas:

- Developing outdoor skills and knowledge through safe and effective participation in outdoor activities
- Foster personal growth, leadership and teamwork in outdoor settings

Key Questions:

- Can you show proficiency in a range of lightweight adventurous journeys?
- How do you learn, analyse and improve your skills?
- Can you problem solve and stay safe as a group during adventurous activities?
- How can we use lightweight equipment and technology to undertake successful journeys?

HISTORY A

WORLD WAR II

Duration of course: 1 Semester (Compulsory)

Course Overview:

What freedoms and liberties do we owe to the fallen heroes of war?

This unit explores the events, ideas and the people of World War II. Through letters, books, films and images, you will examine the battlefields of the European and Pacific Theatre, relive the lives of German, Jewish and Australian people and delve into the consequences of the Holocaust and the atomic bomb. You will have the opportunity to argue your perspective on events and develop new analytical skills.

Big Ideas: How does war shape our reality and future?

Key Questions:

- What impact did war have on Australia and the world?
- How has the Holocaust and the atomic bomb changed cultural perceptions of war?
- Why do atrocities from the 20th Century continue to inform today's world?

CIVIL RIGHTS

Course Overview:

The Australian Dream. Built on acceptance, mateship and tolerance. But is it? This unit will investigate the Indigenous Civil Rights Movement from the 1940's until now. You will follow the actions of leaders like Charlie Perkins and the Freedom Rides and Eddie Mabo. You will understand the reasons for continual change. You will compare our freedom fight with that of America and gain a new appreciation for our First Nations People and our shared history.

Big Ideas: Why is freedom a matter of opinion for some and a struggle for others?

Key Questions:

- When will the Civil Rights Movement be "over"?
- Is Australian history, Indigenous history?
- How can we learn more by looking at silenced voices?
- Why is injustice intertwined with equality in history?

HISTORY B

Duration of course: 1 Semester

Course Overview:

This unit explores how historical ideas, people and events have shaped the world since 1850. You will build skills in historical inquiry through the study of political ideas and influential people. You will examine historical interpretations in order to develop arguments. By analysing primary and secondary sources, you will develop an understanding into the role of historical perspectives and the importance of recording history.

Possible topics: Vietnam War, 9/11, Genocide, Revolutions, 1960's Social Movements, personal histories.

Big Ideas: Is history really just a study of the past?

Key Questions:

- • Why does war influence countries who aren't fighting?
- How many acts of genocide constitute genocide?
- Why is it important to learn about the struggles of others?
- How can I learn more about my own history?

GEOGRAPHY B

Duration of course: 1 Semester

Recommended Understandings and Experiences: Satisfactory level of Year 9 HASS skills

Course Overview:

Students investigate the connections between people, places and environments. They explore environmental change, sustainability and human wellbeing at local, national and global scales. Students consider how human actions affect environments, how different world views influence management decisions, and why wellbeing varies between places. Students develop geographical inquiry skills by interpreting maps, data and case studies, and by evaluating possible responses to environmental and social challenges.

Possible Topics Include: Environmental change and management; human impacts on environments; climate change; land and water management; biodiversity loss; First Nations Australians' care for Country; human wellbeing; inequality within and between countries; measuring wellbeing; government and community responses to sustainability and wellbeing issues.

Big Ideas: How are we changing our planet and people's lives for better or worse?

Key Questions:

- How do people and environments influence each other?
- What causes environmental change and how can it be managed?
- Why does human wellbeing vary between places?
- How can communities respond to environmental and wellbeing challenges?

SACE STAGE 1 | MODERN HISTORY

Duration of course: 1 Semester

Recommended Understandings and Experiences: Satisfactory level of Year 10 History skills

Course Overview:

In Stage 1 Modern History you will learn how historical ideas, people, and events have influenced societies in Australia, America, Europe and Africa. By exploring political ideas and influential people and groups, you will build skills in historical inquiry. You will consider the nature of primary and secondary resources, including whose history they tell and whose stories are not included and why. You will examine different interpretations of history to create historical arguments.

Possible topics: Rwandan Genocide, Slavery in USA, Revolutions of 1989, Russian Revolution, Bosnian Genocide.

Big Ideas: Do you wonder how big of an influence history has played in your life?

Key Questions:

- Have social movements created a 'better world'?
- Can people really change the course of history?
- Why are there different interpretations of events?
- How can we learn from mistakes made in the past?

School Assessment:
Assessment Type 1: Historical Skills
Assessment Type 2: Historical Study

ESSENTIAL MATHEMATICS

ADDING UP TO LIFE

Duration of course: Full year

Course Overview:

This course provides a pathway to Stage 1 Essential Mathematics and is designed for those of you who demonstrated limited success in Year 8 and 9 Mathematics. If you choose this subject, you will not be eligible to choose Stage 1 or 2 General or Methods courses.

This course covers financial maths (integers, rates and ratios, fractions, decimals and percentages, interest, graphs), measurement (time, distance, area, surface area, volume), fundamental geometry and trigonometry, statistics and probability, along with the algebra and BEDMAS required to complete all of these.

Big Ideas: Consolidating mathematical skills ready for the workforce.

Key Questions:

- What practical real-life application does each of the key topics have?
- How can you apply your mathematical knowledge in a variety of scenarios and contexts?

GENERAL MATHEMATICS or MATHEMATICAL METHODS (10A)

LEVELLING UP IN MATHEMATICS

Duration of course: Full year

Recommended Understandings and Experiences: Year 9 Mathematics

Course Overview:

In Term 1, you will brush up on your Algebra skills (substituting, basic factorising, rearranging) to then allow you to be successful with the concepts taught within the Measurement topic.

The focus for Term 2 is on your ability to recognise the links between linear and non-linear equations and their graphs. You will also learn to solve linear equations. You will need the basics of algebra (ie. substituting, expanding, factorising) in order to complete the above topics.

In Term 3, you will explore financial maths, in particular compound interest. In the measurement topic, you will solve problems involving surface area and volume for range of prism, cylinders and composite shapes. You will work with right-angled triangles to determine elevation and depression as well as using logical reasoning to construct proofs. You will finish the year off by working on statistics and probability to describe and represent data.

You will be allocated a class according to your PAT-M, NAPLAN and classroom assessment data. These classes are aligned with respective Stage 1 classes.

Big Ideas: Preparing for Stage 1 and 2 Mathematics.

Key Questions:

- How can you solve unknown values by rearranging formulas and substituting values?
- How do we deal with mathematical situations where the numbers are not (yet) known?
- How can we calculate volumes and areas of complex shapes?
- What are surds and how do we use them?
- What are the differences between linear and non-linear relationships?
- What connections can be made between equations and their graphs?
- How do you use the compound interest formula in real life situations?
- How can you use right-angled triangles to solve problems that involve direction, elevation and depression?
- How can you represent different probability experiments using data?

INTEGRATED LEARNING – PATHWAYS

EXPLORE YOUR FUTURE

Duration of course: Semester 2: SACE Stage 1 – Integrated Learning

Course Fees: End of year Adelaide Immersions camp – $550 pp. (approx.)
Opportunities to obtain White Card – $150 pp and First Aid – $150 pp (OPTIONAL).
Try a Trade - FREE

Course Overview:
In Pathways you will get to explore the world of work. Opportunities are provided for you to undertake Industry Immersions with hands on practical experiences to understand a wide variety of industries. You will also be able to gain your First Aid Certificate and White Card qualifications if desired. In this program you will attend hosted Industry Tours and solve real world industry problems. You will build on your Resume and undertake a number of career assessments to enable you to make educated choices of subjects and pathways suitable for you. You will travel to Adelaide at the end of the year and partake in a full week program on Industry Immersions opportunities and University visits.

Big Ideas: The world of work and real life experiences.

Key Questions:

- How can I enhance my Understanding of Employability skills and attributes to better prepare myself for the world of work?
- How do I solve real life industry problems using problem based learning?
- 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?

Integrated Learning 10 SACE Stage 1 Credits

- **Assessment Type 1:** Practical Exploration (2 tasks) - 60%
- **Assessment Type 2:** Connections (1 task) - 20%
- **Assessment Type 3:** Personal Venture (1 task) - 20%

SCIENCE

THE SCIENCE OF WHY WE ARE HERE

Duration of course: Full year

Course Overview:

You will explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. You will explore evidence for different theories, such as the Big Bang and evolution. By learning about Chemistry, you will develop your understanding of atomic theory to understand relationships within the periodic table. You will understand that motion and forces are related by applying physical laws and learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Big Ideas: Take a deeper dive into the four main streams of Science.

Key Questions:

- How has the study of genetics shaped our world?
- Why is the Periodic Table integral to all Sciences?
- Why is the world so diverse?
- What is causing our changing climate?
- How can you manipulate chemical reactions for a desired outcome?
- What is it about Newton's Law that makes it so important to Science?
- What evidence can Scientists use to support theories such as the Big Bang and evolution?

SACE STAGE 1 | SCIENTIFIC STUDIES

SCIENCE FOR LIFE

Duration of course: 2nd Semester only

Recommended Understandings and Experiences: Year 10 Science (Semester 1)

Course Overview:

This course is designed for students not considering science in later SACE. You will apply inquiry-based approaches to design, plan and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively and individually, you will employ a scientific approach to collecting, representing and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

This subject is run as a Year 10 subject, however, successful completion of this subject will give you 10 SACE credits. This subject provides limited pathways in senior sciences.

Big Ideas: Putting Science into everyday life.

Key Questions:

- What do scientists do to identify and solve problems?
- How can I use science to investigate or design solutions?

School Assessment:
Assessment Type 1: Skills and Applications Tasks
Assessment Type 2: Investigation Folio

DRAMA A

ALL THE WORLD'S A STAGE

Duration of course: 1 Semester

Course Overview:

This course introduces students to scriptwriting, performance, and theatre design, including verbatim and community theatre. Students explore Stanislavski's Naturalistic Acting to build believable characters and scenes. They study and perform classic plays such as Antigone, Medea, Othello, and Death of a Salesman, learning to analyse meaning, language, themes, and character intentions. Students also learn to evaluate their own work from the perspective of an audience, considering emotional impact and clarity. Taking on roles as Director, Designer, or Actor, students create a production using lighting, sound, costume, and set to support the playwright's vision. All creative decisions and reflections are tracked in a Creative Process Journal.

Big Ideas: Questioning creative choices.

Key Questions:

- What are the playwright's intentions and how can I support this as a director, designer or actor?
- What production elements can be used to support the playwright's intentions, central themes of a play and support the underlying thought, feelings and intentions of a character?
- What production elements can be used to enhance audience engagement?

DRAMA B

PERFORM. CHALLENGE. CHANGE.

Duration of course: 1 Semester (Semester 2)

Course Overview:

In this course, students explore how theatre can challenge perspectives, expose injustice, and promote social and political change. They study practitioners such as Brecht and engage with Political Theatre, Theatre for Change, and Theatre in Education (TiE). Students explore Indigenous storytelling and its influence on contemporary Australian theatre, learning how performance can reflect identity, history, and voice. Working in groups, students create an original performance addressing a relevant issue, using techniques from a range of practitioners. Each student contributes both onstage and through a production role (e.g. lighting, costume, sound) to which students will log the progression in their journals. Students will also complete a Live Theatre Review and evaluate production and performance elements of a professional production.

Big Ideas: Theatre as a platform for social change.

Key Questions:

- What responsibilities do the creative arts have in the local and global community?
- What impact do the performing arts have on society and the world around us?
- How can theatre bring about social change?

* Content may vary depending on student's prior knowledge, student numbers and the combination of classes.
* Students may be required to attend after school rehearsals

MULTIMEDIA

Duration of course: 1 Semester

Course Overview:

Do you enjoy creating videos, animations, digital artwork, websites, or designing products? Have you ever wondered how movies are animated, how websites are built, or how products are designed and made using technology?

In Year 10 Multimedia, you'll explore a range of exciting creative technologies while developing practical skills that are used in real-world industries. You'll learn how to turn ideas into digital products through animation, video production, graphic design, digital illustration, website creation, 3D modelling, and 3D printing.

Throughout the course, you'll experiment with different software, technologies, and design processes to create projects that reflect your interests and creativity. You might create an animated short film, design a website, develop a brand, produce video content, create digital illustrations, or design and print your own 3D product.

This subject is all about creativity, problem-solving, and innovation. Whether you're interested in gaming, film, design, engineering, social media, content creation, or technology, Multimedia gives you the opportunity to explore future-focused skills while creating exciting projects.

Digital Portfolio: A collection of your work created throughout the semester. You'll document your ideas, learning, and projects as you explore four different areas of multimedia.

Big Ideas: How can we use creativity and technology to design, create, and share ideas with the world?

Key Questions:

- How can creativity and technology be used together to bring ideas to life?
- How do designers and creators use animation, video, digital art, websites, and multimedia to communicate with audiences?
- How can digital tools and technologies help us solve problems and create innovative products?
- What skills, processes, and technologies are used by people working in creative and digital industries?

PHOTOGRAPHY

SEE THE WORLD THROUGH A NEW LENS

Duration of course: 1 Semester

Course Overview:

This exciting course is tailored just for you in Year 10, aiming to dive into the vibrant world of creative photography. You'll learn how to capture mesmerising images using natural light and even dabble in basic studio lighting tricks. Through a mix of theory, hands-on practice, and your own projects, you'll not only master photography basics but also explore your own creativity. Plus, you'll get to level up your skills in Adobe Lightroom and Photoshop.

By the end of the course, you'll:

- Understand the basics of photography like composition, lighting, and camera settings.
- Use natural light to create stunning and emotionally impactful photos.
- Learn how to work with basic studio lighting to enhance your subjects.
- Discover and develop your own unique style in photography.
- Analyse and give constructive feedback on both your own work and others'.
- Present your photographic creations effectively to convey your intended messages and emotions.

Big Ideas: Explore the art and technique of photography

Key Questions:

- How can we use composition techniques to effectively tell a story or evoke emotions in our photographs?
- What role does lighting play in creating mood and atmosphere, and how can we harness natural and studio lighting to enhance our images?
- How can we develop our own unique style and creative voice in photography while still learning from established techniques and practices?
- In what ways can post-processing tools like Adobe Lightroom and Photoshop enhance or alter the message and impact of our photographs?
- How can we analyse and critique our own work and the work of others constructively to continually improve our photography skills and artistic vision?

VISUAL ARTS: ART

WHAT DOES IT MEAN TO BE AN ARTIST IN A MODERN WORLD?

Duration of course: 1 Semester

Course Overview:

In Year 10 Visual Arts: Art, you'll set out on an exciting adventure into creativity and self-expression using a range of artistic tools. Prepare to dive into the realm of visual arts, where drawing, painting, sculpture, and mixed media await your exploration. With dedicated teachers leading the way, you'll master the art of conveying emotions and concepts through your own distinctive creations. Play with colours, textures, and methods as you uncover your unique artistic flair. Whether you're a seasoned artist or just starting out, this course is open to all, inviting everyone to cultivate their creativity and let their imaginations soar.

Big Ideas: Ignite a passion for self-expression and creativity

Key Questions:

- How can different artistic mediums such as drawing, painting, sculpture, and mixed media be combined to convey complex emotions and ideas?
- What techniques and methods can be utilized to develop a distinctive artistic style that reflects individual creativity and expression?
- How does the exploration of colour, texture, and form contribute to the depth and impact of artistic compositions?
- In what ways can the creative process in visual arts serve as a means of self-discovery and personal reflection?
- How can constructive critique and feedback from peers and instructors help to refine and strengthen artistic skills and concepts?

INTEGRATED LEARNING - SNOW ADVENTURES

OFFERED BI-ANNUALLY

Duration of course: Semester 2 ONLY – 20 SACE Credits. A minimum of 5 tasks to be completed for 20 SACE Credits. This is a Stage 1 SACE subject that can be offered to students of Year 10 and 11.

Course Fees: Travel to Mount Hotham approx. cost $1900

Course Overview:

This course provides an opportunity for you to develop a range of personal and group skills in an environment which many students would otherwise not experience.

This course is not just a "trip to the snow" but a range of activities programmed in the lead-up and post snow trip. A learning environment outside school, which is very valuable in motivating you to broaden your education. An unfamiliar environment tests your self-reliance and enables you to develop your Personal and Social Capability, in particular self management. It enables you to focus on your relationship with your peers and teachers.

Practical Exploration:

- Planning Portfolio in preparation for the snow trip. What do I need to know and prepare before going to the Snow. This will include the following topics: Weather, Alpine Environments, Environmental Awareness, Hyperthermia, Hypothermia, Clothing, Equipment, Fatigue, Hydration and Nutrition, Safety, Fitness, Chairlifts/T-bars, Insurance.
- Learning to Ski/Snowboard students will document their skill development in learning to ski/snowboard, and the improvement of their skills, abilities and capabilities.
- Reflect on their journey and provide feedback to their peers in their daily snowsport lessons through a Multimodal Presentation (social media post, speaking at an assembly or present to a Year 9 class to promote Snow Trip 2026).

Connections: They will be part of a team involved in the planning and execution of an evening group activity whilst on the mountain.

Personal Venture: Recreation in an Alpine Environment". Students will choose a topic of personal interest and research everything there is to know about that topic.

Big Ideas:

Use this fun, challenging and unique environment to develop your personal and social skills. Bringing home new found motivation and enthusiasm back into the classroom and community.

Key Questions:

- Would you like a journey of a lifetime?
- What do I need to know before going to the Snow?
- What skills do I need to learn to ski or board?
- How can I collaborate with my team to execute a group activity?
- How can I share my experience with others?
- What topic of personal interest related to alpine environments am I passionate about?

School Assessment:

Assessment Type 1: Practical Exploration 60%
Assessment Type 2: Connections 20%
Assessment Type 3: Personal Venture 20%

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CRICOS Name: Department for Education | CRICOS Number 00018A