PARA HILLS HIGH SCHOOL
raising aspirations, inspiring excellence

Years 7 - 10 Curriculum Guide

Para Hills High School 2025

Government of South Australia
Department for Education

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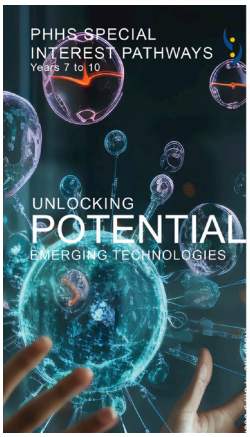
INTRODUCING SPECIAL INTEREST PATHWAYS



Unlocking Potential (UP) - Available to students in years 7 to 10

Our UP program is designed for students who are passionate about emerging technologies and want to extend their skills in areas such as Robotics, 3D printing, Virtual Reality, Cybersecurity and Artificial Intelligence. Students will develop skills such as problem-solving and critical and creative thinking, through exploring how emerging technology can be applied to solve real-world issues. The program has opportunities to be partially delivered off-site at venues like UniSA or Lot14 and students will participate in diverse industry immersion experiences to explore future careers and pathways.

Para Hills Performing Arts Company - Available to students in years 7 to 11

The Para Hills Performing Arts Company provides an opportunity for students to immerse themselves in the diverse and vibrant world of the performing arts. In the program, students will collaborate across year levels to make productions from start to finish. They will have the opportunity to undertake different roles, ranging from off-stage production elements to performance, developing relevant skills and knowledge for performing arts pathways.

The program will see students work closely with the local community and integrate hands on engagement with contemporary practitioners and industry professionals, giving them a comprehensive understanding of the opportunities that the performing arts world has to offer.

**** Applications for the 2026 program will commence in Term 1 2025. Students who are accepted into a special interest program will have alternate subject pattern aligning with their pathway.***

ENGLISH

In year 7, your child will embark on an exciting journey exploring the power of words. Through creating a variety of text types, students learn to convince others with compelling arguments, and descriptive writing, painting vivid pictures with their words. Additionally, students will enhance their oral communication abilities, learning to express their thoughts clearly and confidently. The NAPLAN assessments will provide valuable insights into each student's literacy progress, guiding our teaching strategies. Our comprehensive program aims to nurture a passion for reading and writing while developing critical communication skills essential for academic success.

SKILLS AND KNOWLEDGE

- Reading comprehension
- Writing including spelling, grammar and punctuation
- Analysing and responding to texts
- Oral communication

HEALTH & PHYSICAL EDUCATION (HPE)

Students begin their high school journey with engaging with a variety of sports and health related topics. There is a focus on learning through movement and game play, where they learn rules of different sports and basic tactics. Within health, students begin to understand themselves and their emotions as they grow, explore nutrition and how nutrition impacts fitness.

SKILLS AND KNOWLEDGE

- Physical Fitness — Components of fitness, fitness testing, and goal setting
- Motor Skill Development — Fundamental movement skills and coordination
- Team Sports and Games — Rules, strategies, and participation in sports
- Health Education — Nutrition, personal hygiene, and mental health awareness
- Social and Emotional Learning — Communication, relationships, and resilience

HUMANITIES & SOCIAL SCIENCES

In year 7, students will study an ancient civilisation and its impact on the modern world. For example, students may look at ancient Egyptian tools and designs and the way they have impacted technology and architecture in the modern world.

Your child will explore water and its distribution and impact on the development of civilisations, as well as sustainability and infrastructure with an inclusive mindset – designing and building for access for all. Basic economic concepts are explored and students develop a baseline understanding of government and law.

SKILLS AND KNOWLEDGE

- Researching, analysing sources and communicating findings
- Understanding the connections between people, place and environment
- Understanding rights, responsibilities and how to actively participate in society
- Exploring sustainable ways to interact with the environment

JAPANESE

In year 7 Japanese, students learn basic conversational phrases, essential grammar, and the unique writing systems of Hiragana, Katakana and Kanji. Lessons will immerse students in Japanese culture, through exploring traditions, and etiquette, enriching their language development. Interactive classroom activities and a range of excursions and incursions will ensure students can engage with the language authentically. This subject is designed to spark curiosity and foster a deep appreciation for Japan's rich heritage and global significance.

SKILLS AND KNOWLEDGE

- Vocabulary development
- Oral communication
- Written communication
- Inter cultural understanding

MATHEMATICS

In year 7 mathematics we learn to:

- Work with positive and negative integers, operations with fractions and decimals, concepts of ratios and percentages and start working with algebra
- Investigate properties of geometric figures, introduction to the concept of congruence, and working with units of measurement including area, volume, and capacity
- Collect, represent, and analyse data, and introduce the concept of chance and probability.

SKILLS AND KNOWLEDGE

- Completing short calculations without a calculator
- Thinking like a mathematician
- Using variables
- Communicating our mathematical thinking.

SCIENCE

In year 7 science we:

- Focus on biological, physical, chemical, and Earth and space sciences, including classification of living organisms, particle theory, mixing and separating substances, and Earth's place in the solar system.
- Explore the nature and development of science and how scientific knowledge has changed over time.

SKILLS AND KNOWLEDGE

- Questioning, planning and conducting experiments
- Collecting and analysing data
- Evaluating and communicating findings

DANCE

Dance in years 7 to 10 cultivates creativity, emotional expression, and physical skills, with an emphasis on teamwork through collaborative choreography and performance.

SKILLS AND KNOWLEDGE

- Showcasing a range of performances that demonstrate skill and creativity
- Engaging in the creative process of choreographing innovative works
- Exploring various dance genres such as modern, jazz, and hip hop
- Reflecting on and appreciating the diversity of cultural dance forms.

DRAMA

Drama allows students to express themselves creatively while developing a broad range of interpersonal skills. Students explore the world of theatre, learning to communicate ideas and emotions through performance. They study various dramatic techniques, work collaboratively to create performances, and critically engage with both their own work and that of others. As they progress, they deepen their understanding of dramatic forms and styles, and refine their ability to analyse and create complex performances.

SKILLS AND KNOWLEDGE

- Introduction to the elements of drama and stage presence
- Engagement in simple script work and improvisation
- Collaborative creation of short scenes

MUSIC

Music education combines theory, performance, and composition to develop students' musical abilities and skills in creating and responding to music. Students explore a variety of musical genres, learn to play instruments, compose their own pieces, and perform individually and as part of ensembles.

SKILLS AND KNOWLEDGE

- Introduction to music fundamentals, including rhythm, melody, and harmony.
- Initial practice with vocal and instrumental performance.
- Participation in simple ensemble pieces and class performances.

VISUAL ART

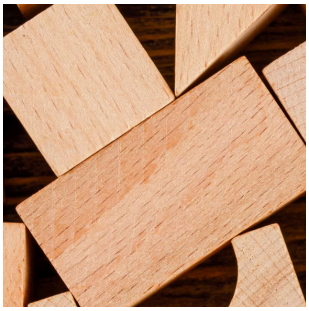
Students explore and experiment with a range of mediums and techniques (e.g. painting, pottery, sketching) to plan, develop and produce works of art. Students research and analyse a variety of artists and influences to develop their own artistic voice. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

SKILLS AND KNOWLEDGE

- Experimentation with basic art techniques and materials
- Introduction to the elements and principles of design
- Creation of personal artwork inspired by art history

DESIGN TECHNOLOGY

Students design, make and evaluate products, solve practical problems and learn to work safely in the workshop with machines. They use timber and utilise both traditional construction methods and modern CAD/CAM computer programming and machine control.

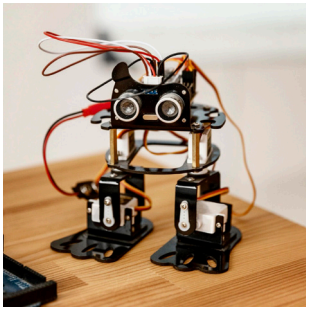


SKILLS AND KNOWLEDGE

- Workshop safety
- CAD/CAM computer programming
- Hands on skills development

DIGITAL TECHNOLOGY

Year 7 digital technology focuses on robotics. Students have the opportunity to develop an interest in coding and 3D printing, allowing them to build their own robotics learning pathways, offering an open platform where students can experiment and learn.



Students will design and build their own robots, while also learning about coding languages and ways of programming their robot. This subject is open-ended, meaning that students who already have some robotics experience will be able to challenge themselves with more complex robots and programs.

SKILLS AND KNOWLEDGE

- Coding and programming
- 3D printing
- Designing and building robots

FOOD TECHNOLOGY

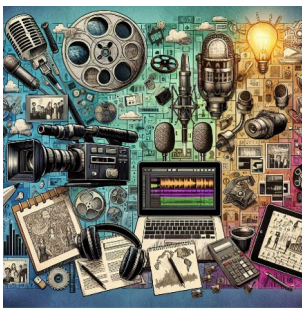
Year 7 Food Technology is an engaging and hands-on course designed to introduce students to the world of food preparation and nutrition. This course will take students through the basics of cooking, food safety, and healthy eating, while also exploring the cultural and technological aspects of food.

SKILLS AND KNOWLEDGE

- Introduction to Food Technologies: Overview of the subject, kitchen safety, and hygiene.
- Cooking Basics: Knife skills, measuring ingredients, and following recipes.
- Nutrition Fundamentals: Food groups, balanced diets, and reading food labels.
- Food and Culture: Exploring global cuisines and food traditions.

MEDIA ARTS

In Media arts, students learn to engage with technologies and cross-disciplinary art forms to design, produce, distribute, and interact with a range of print, audio, screen-based or hybrid artworks. Students engage their senses, imagination, and intellect through media arts works that respond to a range of cultural, social, and organisational influences on media practices.



SKILLS AND KNOWLEDGE

- Making: Short Film/Soundscape/Scripts/Storyboards
- Responding: Film reviews/Analytical Essay

ENGLISH

Students explore a range of texts such as stories, poems, and articles to improve reading skills. They practice writing different types of texts, including creative stories and formal essays, focusing on clear expression and correct grammar.

Lessons include looking at how writers use language to create effects and convey messages. Students learn to think about what they read from various angles and discuss different viewpoints. Texts from diverse backgrounds help students understand and appreciate different cultures.

The aim is to make students more confident in using English and to enjoy reading, writing and speaking as part of their lifelong learning journey.

SKILLS AND KNOWLEDGE

- Reading comprehension
- Writing including spelling, grammar and punctuation
- Analysing and responding to texts
- Oral communication

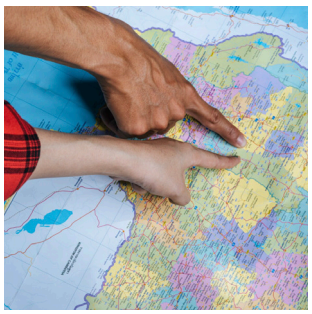
HEALTH & PHYSICAL EDUCATION (HPE)

Year 8 Health and Physical Education builds upon the foundation knowledge and skills acquired in year 7, advancing students' understanding of personal health and enhancing their physical abilities. This dynamic course encourages students to take greater responsibility for their own health and fitness, fostering lifelong habits of regular physical activity and well-being while also engaging in a variety of different sports.

SKILLS AND KNOWLEDGE

- Enhanced Physical Fitness: Training principles, personalized fitness programming, and tracking progress
- Skill Refinement: Development of sport-specific skills and advanced coordination
- Strategic Team Sports: In-depth understanding and application of tactics in sports
- Comprehensive Health Education: Sexual health, substance abuse prevention, and managing stress
- Personal Development: Goal setting, self-esteem, and effective communication skills

HUMANITIES & SOCIAL SCIENCES (HASS)



Year 8 HASS focuses on unpacking a significant event in history that has impacted the entire world, as well as migration and exploration through history. Students look at landscapes and landforms and how these connect to First Nations Peoples of Australia. They develop an understanding of democracy, freedom and rights in an Australian context.

SKILLS AND KNOWLEDGE

- Researching, analysing sources and communicating findings
- Understanding the connections between people, place and environment
- Understanding rights, responsibilities and how to actively participate in society
- Understanding human impact on the environment

JAPANESE

Students will continue to study spoken and written Japanese through an activity-based approach focusing on their ability to communicate. The culture, economy and geography of Japan will also be included in the course of study. Other topics explored in year 8 are discussing the weather, understanding Japanese festivals and food as well as looking at the rise of technology in Japan. Students reflect on their own culture and how this affects them as learners.

Students have the opportunity to apply for the 2 week Japan trip held in October each year. The Japan trip is a wonderful experience for students to showcase their developing Japanese skills.

SKILLS AND KNOWLEDGE

- Vocabulary development
- Oral communication
- Written communication
- Inter-cultural understanding
- Personal reflections

MATHEMATICS

In year 8 mathematics, we learn to:

- Develop understanding of linear relationships, work with indices, and expand knowledge of rational numbers and proportional reasoning.
- Explore geometric reasoning, properties of angles, and further investigate volume and surface area of solids.
- Analyse data from secondary sources and develop an understanding of probability through experiments and simulations.

SKILLS AND KNOWLEDGE

- Completing short calculations without a calculator
- Thinking like a mathematician
- Using variables
- Communicating our mathematical thinking

SCIENCE

In year 8 science we:

- Dive deeper into body systems, explore physical principles such as force and motion, chemical change, and the structure of the Earth and its geological processes.
- Understand the influence of science on society and how scientific practices and knowledge are used to solve problems.
- Hone the ability to formulate questions, predict outcomes, conduct systematic experiments, and analyze complex data sets.

SKILLS AND KNOWLEDGE

- Conduct systematic experiments
- Formulate questions and predict outcomes
- Problem solving using scientific knowledge and principles
- Evaluating and communicating findings

CONSTRUCTION TECHNOLOGY

Students will apply skills in designing a project and then use a variety of construction methods to make a project (such as a small table, mirror frame, or stool) using solid timber and manufactured boards. The project will be made using framing joints such as dowels or biscuit. Research theory topics associated with safety, joining methods and techniques, assembly processes and finishing techniques will compliment practical work.

Students are provided with the opportunity to undertake an additional unit in woodwork that will largely focus on the creative aspects of using the material. Projects may include other construction projects, wood turning, laminating or carving.

Metal fitting and machining - students undertake a unit in metalwork that will largely focus on fitting and machining aspects of metalwork. Tasks involve the use of the precision lathe and other precision machines as well as general bench work.

Metal fabrication - students will shape and join metal tubing and solid steel using the gas and MIG welding process. Students will learn the basic theory of fusion and braze welding grinding, drills and drilling, taps and dies, bending and the manufacture of steel.

Participation in this subject is dependent on students being able to demonstrate the ability to safely work in a workshop.

SKILLS AND KNOWLEDGE

- Metal fabrication, fitting and machining
- Joining methods and techniques
- Assembly processes and finishes techniques

DANCE

Dance in years 7 to 10 cultivates creativity, emotional expression, and physical skills, with an emphasis on teamwork through collaborative choreography and performance.

SKILLS AND KNOWLEDGE

- Showcasing a range of performances that demonstrate skill and creativity.
- Engaging in the creative process of choreographing innovative works.
- Exploring various dance genres such as modern, jazz, and hip hop
- Students reflect on their unique dance pieces and artistic insights (Choreographic Folio).

DIGITAL TECHNOLOGY

Throughout this course students will be exposed to robotics and develop an understanding of block-coding to solve set challenges. Students will assemble VEX robots and be introduced to C++ and Python programming. The course will develop student's problem solving-skills and lead to students designing and assembling their own robots using CAD, 3D printing and CAM technology.

The final project will offer students the opportunity to design their own battle-robots and participate in the Battle-bot challenge. Students will be required to investigate, research and document their final project with the use of CAD software as well as investigating the role and impact the use of robotics has on society.

SKILLS AND KNOWLEDGE

- Block-based coding and programming
- Robotic assemblies and 3D printing
- Basic electronics

DRAMA

Drama allows students to express themselves creatively while developing a broad range of interpersonal skills. Students explore the world of theatre, learning to communicate ideas and emotions through performance.

They study various dramatic techniques, work collaboratively to create performances, and critically engage with both their own work and that of others. As they progress, they deepen their understanding of dramatic forms and styles, and refine their ability to analyse and create complex performances.

SKILLS AND KNOWLEDGE

- Development of character-building techniques and storytelling
- Exploration of physical theatre and mime
- Performance of scripted and devised pieces

FOOD TECHNOLOGY

In Year 8 Food Technology, students will expand their knowledge and skills through practical cooking experiences. This course will explore more complex cooking techniques, diverse cuisines, and the science behind food and nutrition. Students will also develop skills through food presentation and create their own recipes.

SKILLS AND KNOWLEDGE

- Australian dietary guidelines and healthy choice and meal planning
- Breakfast decisions
- Portable lunches and fast family meals
- Food and the media

MEDIA ARTS

In Media arts, students learn to engage with technologies and cross-disciplinary art forms to design, produce, distribute, and interact with a range of print, audio, screen-based or hybrid artworks. Students engage their senses, imagination, and intellect through media arts works that respond to a range of cultural, social, and organisational influences on media practices.

SKILLS AND KNOWLEDGE

- Making: Short Film/Soundscape/Scripts/Storyboards
- Responding: Film reviews/Analytical Essay

MUSIC

Music education combines theory, performance, and composition to develop students' musical abilities and skills in creating and responding to music. Students explore a variety of musical genres, learn to play instruments, compose their own pieces, and perform individually and as part of ensembles.

SKILLS AND KNOWLEDGE

- Development of instrumental skills and vocal techniques
- Exploration of music composition and songwriting basics
- Engagement with a broader range of musical styles and genres

SAASTA CONNECT

The SAASTA Connect program for Aboriginal students in years 8 and 9 encourages attendance at school and positive participation in literacy, leadership and cultural activities.

Connect introduces students to SAASTA and its expectations in preparation to join a school-based or specialist academy from year 10.

The SAASTA Connect program supports positive student outcomes in

- Attendance
- Engagement in school and learning
- Understanding of culture and identity
- Leadership
- Healthy living
- Transition from middle school to senior school.

VISUAL ART

Students explore and experiment with a range of mediums and techniques (e.g. painting, pottery, sketching) to plan, develop and produce works of art. Students research and analyse a variety of artists and influences to develop their own artistic voice.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

SKILLS AND KNOWLEDGE

- Further development of technical skills in drawing, painting, and sculpture
- Study of colour theory and its application in compositions
- Collaborative art projects that foster group dynamics and communication

ENGLISH

In year 9 English, students will sit NAPLAN in the first term. Following this, students engage with a rich tapestry of texts to deepen their understanding of language and literature. They explore themes like identity, ethical dilemmas, and societal changes through novels, plays, poetry, and films.

The curriculum allows students to enhance critical thinking by analysing texts to interpret meaning and examine the influence of context on language. They refine their writing and speaking, learning to craft arguments and narratives effectively.

Students expand their vocabulary and expression, with a view to building increasingly sophisticated ways of expressing themselves in writing and verbally.

SKILLS AND KNOWLEDGE

- Reading comprehension
- Writing including spelling, grammar and punctuation
- Analysing and responding to texts
- Oral communication

HEALTH & PHYSICAL EDUCATION (HPE)

Students will extend their physical skills, understanding of game play and health literacy through a variety of individual and group-based learning experiences.

SKILLS AND KNOWLEDGE

- Game based activity - a variety of activities which will promote the development of tactical play for successful performance
- Elements of fitness - elements that contribute to successful performance. Students are also required to justify how these elements promote successful performance
- The body and physical activity - the body's responses to physical activity and how these responses promote successful performance
- CPC/Shine SA Health - students complete a sexual health and relationships program.

HUMANITIES & SOCIAL SCIENCE (HASS)

Students will learn how advancements in technology changed societies, economies, and the daily lives of people. They'll explore the shift from hand production to machines and the rise of factories. World War 1 and Australia's part in it will be explored. The curriculum covers the efforts of the suffragettes, the movement's key figures, their strategies, and the impact of their struggle on society and gender equality. Students will study the process of colonization, focusing on the effects it had on First Nations populations and the long-term consequences.

The HASS curriculum aims to provide students with a deep understanding of these significant historical events and movements, fostering critical thinking about their causes and effects on modern society. It encourages students to consider different perspectives and develop their own informed opinions on these pivotal moments in human evolution.

SKILLS AND KNOWLEDGE

- Researching, analysing sources and communicating findings
- Understanding the connections between people, place and environment
- Understanding different perspectives
- Understanding Australia's part in World War 1
- Understanding the Industrial Revolution and the impact it had on people

MATHEMATICS

In year 9 mathematics we learn to:

- Focus on real numbers, solve problems involving linear equations and inequalities, and explore the Cartesian coordinate system.
- Investigate properties of circles, apply Pythagoras' theorem, and delve into trigonometry with right-angled triangles.
- Work with statistical plots, measures of central tendency, and probability models.

SKILLS AND KNOWLEDGE

- Researching, analysing sources and communicating findings
- Understanding the connections between people, place and environment
- Understanding rights, responsibilities and how to actively participate in society
- Understanding human impact on the environment
- Thinking and communicating like a mathematician
- Building and testing conjectures
- Investigating mathematical questions

SCIENCE

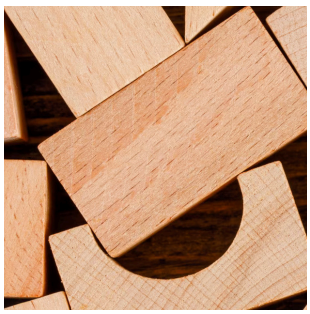
In year 9 science we:

- Study ecosystems, atomic theory, chemical reactions, energy transfer, the universe, and the Big Bang theory.
- Investigate the contributions of scientists to our understanding of the world, and discuss ethical considerations in scientific research.
- Refine skills in designing experiments, using scientific equipment accurately, interpreting multi-modal data, and critically evaluating experimental methods.

SKILLS AND KNOWLEDGE

- Conduct systematic experiments
- Formulate questions and predict outcomes
- Problem solving using scientific knowledge and principles
- Evaluating and communicating findings

CONSTRUCTION TECHNOLOGY



LENGTH 1 or 2 Semesters

Students design and make products, solve practical problems, and learn to work safely in the workshop with portable and fixed machines. It involves using timber, utilising both traditional construction methods and modern CAD/CAM computer programming and machine control.

SKILLS & KNOWLEDGE

- Joint skills
- Project designing
- General workshop safety and machine use
- CAD/CAM - Laser etching & 3D printing
- Laminating/Design
- Framing skills

Participation in this subject is dependent on students being able to demonstrate the ability to safely work in a workshop.

CREATIVE CRAFTS

LENGTH 1 Semester

Within this subject we explore art, design and craft. You will create a range of products. These could involve jewellery design, textiles or sculpture. Students will utilise the design cycle to generate and produce a product.

SKILLS AND KNOWLEDGE

- Design thinking
- Skill development and refinement
- Communication and reflection on the learning process

DANCE

LENGTH 1 or 2 Semesters

Students focus on developing practical skills in contemporary dance and implementing the dance elements into the creative thinking tasks. Students research famous dancers, including the history and creation of dance for stage and film.

SKILLS & KNOWLEDGE

- Develop their dance technique
- Demonstrate dance elements
- Demonstrate composition skills through performance
- Write and talk about dance using relevant terminology
- Participate in group work for choreography and performance.

DRAMA

LENGTH 1 or 2 Semesters

Students are introduced to drama, through practical warm up activities as a class and then partner work and group work. The focus is on the understanding and the implementation of the drama elements.

SKILLS & KNOWLEDGE

- Demonstrating class work and group tasks through performance.
- Elements of Drama
- Role, character and relationships – developing and analysing role play
- Voice and Movement – blocking and props
- Participate in group work for performances

FOOD TECHNOLOGY

LENGTH 1 Semester

Food Technology aims to develop skills and understanding about the design process and product creation while applying safe and hygienic work practices. Students develop food preparation skills and techniques along with creative presentation of food.

Through exploring Multicultural cuisine and Celebration foods, students learn recipe adaptation, portion size and dietary requirements besides gaining knowledge of foods from various cultures and celebrations throughout the world.

SKILLS & KNOWLEDGE

- Food preparation and preparation
- Food safety and handling
- Nutrition and portion sizing

JAPANESE

LENGTH 1 or 2 Semester

Year 9 Japanese expands on foundational language skills as students develop their abilities to read and write in Japanese scripts with minimal supports. Speaking Japanese in natural conversations is a focus and includes the topics of dining out, following directions, and daily routines.

Students explore the different subcultures that make Japan interesting and unique. Students are encouraged to participate in the 2 week trip to Japan offering a real life application of language skills and cultural understanding.

SKILLS & KNOWLEDGE

- Vocabulary development
- Oral communication
- Written communication
- Personal reflections

MUSIC

LENGTH 1 or 2 Semesters

Students will learn a chosen instrument for a year and extend their skills by playing as a member of the class ensemble. Students will develop their notation, music analysis skills, compositional skills and further develop their music production.

Students will engage in free tuition of 1 of the following instruments for one 30-minute lesson per week (in addition to their other subjects): electric bass, electric guitar, drums, voice, trumpet, trombone or saxophone.

SKILLS & KNOWLEDGE

- Performing musical works with accuracy and technical control and expression
- Understanding their role in an ensemble
- Reading and playing music notation
- Planning and executing creative intentions using technology
- Critically reflecting on their own development

SAASTA CONNECT

LENGTH Full year

The SAASTA Connect program for Aboriginal students in years 8 and 9 encourages attendance at school and positive participation in literacy, leadership and cultural activities.

Connect introduces students to SAASTA and its expectations in preparation to join a school-based or specialist academy from year 10.

The SAASTA Connect program supports positive student outcomes in

- Attendance
- Engagement in school and learning
- Understanding of culture and identity
- Leadership
- Healthy living
- Transition from middle school to senior school.

STEM PROJECTS

LENGTH 1 Semester

In STEM projects we have to opportunity to focus in depth on the Engineering Design Process to work and think like engineers.

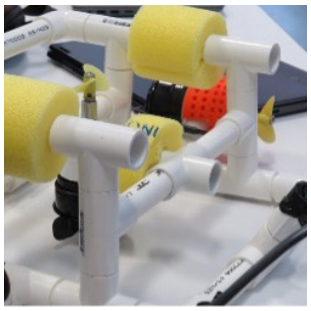
We will pick a project to develop (in 2024 this was the Subs in Schools competition) and form teams. The teams will then follow the engineering process to complete the project.

Possible projects include:

- Submarines
- CO_2 powered cars
- Robotics Competitions

The main skills we will develop are:

- Collaboration
- Problem Solving
- Building electric circuits
- 3D design and 3D printing



Example of student design work of the 2024 Subs in Schools Program

VISUAL ART

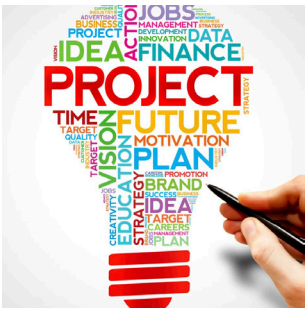
LENGTH 1 or 2 Semesters

Students will do a range of art making through different techniques and practical applications. Also, they will identify and analyse how artists use visual arts to communicate ideas and show this in their art works. Students will look at a range of cultures, times, places and influences on how art is made.

SKILLS & KNOWLEDGE

- Analyse contemporary and historical art and design work
- Using a range of techniques and mixed media to produce art design pieces
- Continual development of using art vocabulary
- Presenting artworks and written practical statements on their own work

AGENCY IN MOTION (AIM)



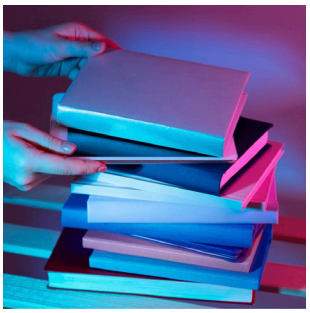
Agency in Motion (AIM) is a Stage 1 subject that builds on the work from Exploring Identities and Futures (EIF) that supports students to learn more about how to develop their agency. Students develop their self-concept and explore a topic or project that interests them. Students engage in planning, reflection and refining their skills to explore their aspirations and passions.

Students completing AIM will receive 10 Stage 1 credits.

SKILLS & KNOWLEDGE

- Independent learning skills
- Project management
- Seeking and applying feedback

ENGLISH



The year 10 English curriculum serves as a pivotal bridge to Senior English, equipping students with advanced literacy skills and critical analysis techniques.

Students engage with a variety of genres, from classic literature to contemporary media (based on student interest and passions), to understand different perspectives and cultural contexts. They learn to dissect texts, exploring themes, language use, and the impact of societal values. There is an emphasis on clear and persuasive communication, both in writing and speaking, as well as the development of research skills, with an increased ability to source and synthesize information.

SKILLS & KNOWLEDGE

- Critical analysis
- Exploring themes
- Oral and written communication
- Researching and synthesizing information

EXPLORING IDENTITIES AND FUTURES (EIF)

Exploring Identities and Futures (EIF) is the result of work to revitalise the Personal Learning Plan (PLP) and Research Project (RP) to better meet the needs of current and future students in a changing world.

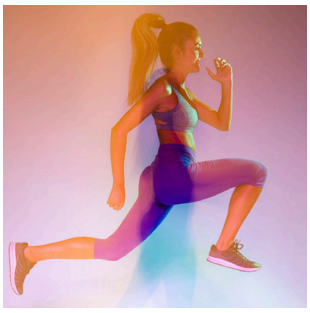
EIF responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future.

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

SKILLS & KNOWLEDGE

- Reflection and responding to feedback
- Oral and written communication
- Student agency and self motivation

HEALTH & PHYSICAL EDUCATION (HPE)



The learning in the HPE year 10 course will enable students to focus on analysis and decision-making skills through performing physical movement and analysing the physical movement of others.

SKILLS & KNOWLEDGE

- Game-based activity - students will enhance their understanding of tactical play across different movement contexts
- Fitness factors - students analyse factors of fitness within movement performance and how they ensure successful performance
- Training principles and methods - students develop understanding of methods of training that promote improvement in physical activity
- Shine SA/CPC Health - students complete a sexual health and relationship program supported by Shine SA.

HUMANITIES & SOCIAL SCIENCE (HASS) - HISTORY

The year 10 History curriculum takes students on an insightful journey through modern world history, preparing them for deeper historical studies. Students explore World War II, exploring its causes, major events, and profound impacts.

They gain an understanding of the struggles for human rights, including the Civil Rights movement and Indigenous peoples' rights, and examine how global events have shaped contemporary Australia.

SKILLS & KNOWLEDGE

- Students will develop critical thinking by analysing historical sources and perspectives,
- Enhance their communication skills through discussions and presentations
- Build a strong foundation in historical knowledge and inquiry skills, setting the stage for more advanced study in senior years.

MATHEMATICS

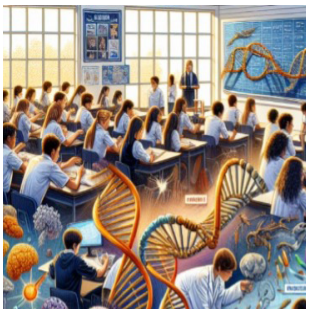
In year 10 mathematics we:

- Expand algebraic skills with quadratic expressions, equations, and functions, and apply arithmetic and geometric sequences.
- Study similarity and congruence, apply trigonometry to general triangles, and explore circle geometry.
- Analyse data distributions, compare data sets, and use probabilities to make informed judgments.

SKILLS & KNOWLEDGE

- Thinking like a mathematician
- Communicating like a mathematician
- Building and testing conjectures
- Investigating mathematical questions

SCIENCE



In year 10 science we:

- Examine the theory of evolution, the molecular basis of heredity, the periodic table and chemical reactions, motion and energy, and global systems such as climate.
- Consider the role of science in future challenges and opportunities, and the responsibilities of scientists in the context of global issues.
- Master the design and execution of controlled experiments, the use of scientific models, and the application of statistical analysis in hypothesis testing.

SKILLS AND KNOWLEDGE

- Conduct systematic experiments
- Formulate questions and predict outcomes
- Problem solving using scientific knowledge and principles
- Evaluating and communicating findings

CONSTRUCTION TECHNOLOGY

LENGTH 1 or 2 Semesters

Students design and make products, solve practical problems, and learn to work safely in the workshop with portable and fixed machines. It involves using timber, utilising both traditional construction methods and modern CAD/CAM computer programming and machine control.

SKILLS AND KNOWLEDGE

- Joint skills
- Project Designing
- General workshop safety and machine use
- CAD/CAM - Laser etching & 3D Printing
- Laminating/Design
- Framing Skills

Participation in this subject is dependent on students being able to demonstrate the ability to safely work in a workshop.

CREATIVE CRAFTS

LENGTH 1 Semester

Within this subject we explore art, design and craft. You will create a range of products. These could involve jewellery design, textiles or sculpture. Students will utilise the design cycle to generate and produce a product.

SKILLS AND KNOWLEDGE

- Design thinking
- Skill development and refinement
- Communication and reflection on the learning process

DANCE

LENGTH 1 or 2 Semesters

Students focus on developing practical skills in contemporary dance and implementing the dance elements into the creative thinking tasks. Students research famous dancers, including the history and creation of dance for stage and film.

SKILLS & KNOWLEDGE

- Develop their dance technique
- Demonstrate dance elements
- Demonstrate composition skills through performance
- Write and talk about dance using relevant terminology
- Participate in group work for choreography and performance

DRAMA

LENGTH 1 or 2 Semesters

Students are introduced to drama, through practical warm up activities as a class and then partner work and group work. The focus is on the understanding and the implementation of the drama elements.

SKILLS & KNOWLEDGE

- Demonstrating class work and group tasks through performance
- Elements of Drama
- Role, character and relationships – developing and analysing role play
- Voice and Movement – blocking and props
- Participate in group work for performances

FOOD TECHNOLOGY & WIDE WORLD OF FOOD

LENGTH 1 or 2 Semesters

Food Technology aims to develop skills and understanding about the design process and product creation while applying safe and hygienic work practices. Students develop food preparation skills and techniques along with creative presentation of food. Through two major folio tasks, namely Multicultural cuisine and Celebration foods, students learn recipe adaptation, portion size and dietary requirements besides gaining knowledge of foods from various cultures and celebrations throughout the world.

SKILLS AND KNOWLEDGE

- Demonstrate time management and organisational skills
- Safe food handling, preparation and presentation
- Develop skills that require equipment handling and cooking methods
- Current food trends
- Evaluation

JAPANESE

LENGTH 1 or 2 Semesters

Year 10 Japanese is designed to refine students' proficiency in the language, preparing them for advanced studies or real-life communication. The curriculum covers nuanced aspects of Japanese communication and etiquette, literature, and arts. Students are encouraged to apply their language skills during the potential school trip to Japan, enriching their educational experience with firsthand cultural interactions.

SKILLS & KNOWLEDGE

- Vocabulary development
- Oral communication
- Written communication
- Preparation for SACE

LEARNING ON COUNTRY (OUTDOOR ACTIVITIES)

LENGTH 1 Semester

This subject is ideal for students passionate about the outdoors and eager to enhance their outdoor education skills with a cultural dimension.

In the Learning on Country (Outdoor Activities) course, students will learn essential bushcraft skills, including navigation, cooking, and bush etiquette, while gaining an understanding of sustainable practices and environmental care. They will also explore the significance of Aboriginal culture in relation to the land across Australia, learning traditional methods and perspectives on land ownership and care.

Learning on Country is hands-on and has a large practical component, requiring students to be active participants in various terrains through activities such as mountain biking, rock climbing, orienteering, and kayaking.

SKILLS & KNOWLEDGE

- Planning nutritious meals
- Evaluating environmental impact
- Developing deeper respect for the land and its original custodians

There is an extension opportunity for students to work towards earning an additional 10 Stage 1 SACE credits in Cross Disciplinary Studies which will be discussed with students.

MUSIC

LENGTH 1 or 2 Semesters

Completion of year 9 music preferred. It is recommended that students undertake a full year of music if they want to continue to year 11.

Students will learn a chosen instrument for a year and further extend their skills by playing as a member of the class ensemble.

Students will engage in free tuition of 1 of the following instruments, for one 30-minute lesson per week (in addition to their other subjects): electric bass, electric guitar, drums, voice, trumpet, trombone or saxophone.

SKILLS AND KNOWLEDGE

- Musical skills including composition and notation
- Critical listening and composition skills
- Using technology to create music

STEM PROJECTS

LENGTH 1 Semester

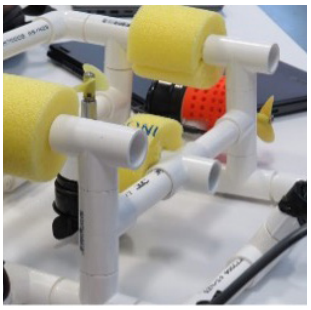
In STEM projects we have to opportunity to focus in depth on the Engineering Design Process to work and think like engineers.

We will pick a project to develop (in 2024 this was the Subs in Schools competition) and form teams. The teams will then follow the engineering process to complete the project.

Possible projects include submarines, CO_2 powered cars, robotics competitions.

SKILLS AND KNOWLEDGE

- Collaboration
- Problem solving
- Building electric circuits
- 3D design and 3D printing



Example of student design work of the 2024 Subs in Schools Program

SOUTH AUSTRALIAN ABORIGINAL SECONDARY TRAINING ACADEMY (SAASTA)

LENGTH Full year (2 Semesters)

The South Australian Aboriginal Secondary Training Academy (SAASTA) offers young Aboriginal and Torres Strait Islander students a range of highly engaging learning and personal development opportunities. Our Academy works with school leaders and local communities to give students the skills, opportunities and confidence to dream, believe and achieve in the areas of education, employment, sport, healthy living and connection with their culture.

Note: Students must be enrolled during the calendar year of the program. If starting in year 10 or 11, students are eligible to continue for consecutive years if they continue to meet the program KPI's and are successful in the relevant year's selection process.

Try-outs/interviews take place for the specialist academies in late term 3 or early term 4 each year. Information is sent to schools notifying students of the dates and times for recruitment processes. This process involves an opportunity for students to showcase their skills or aptitude in their chosen academy area. Regular attendance and good grades at school are also key factors when determining which students are selected.

PE EXTENSION

LENGTH 1 Semester

This is an elective subject for an extra semester of PE for students who are looking to develop and apply more specialised movement skills, and complex strategies to improve physical fitness and performance during game play.

SKILLS AND KNOWLEDGE

- Factors affecting performance
- Fitness and training principles
- Participation in sport
- Skill coaching

Students will use their critical and creative thinking skills to analyse their movement and performance and identify areas for improvement.

VISUAL ART

LENGTH 1 or 2 Semesters

Students will do a range of art making through different techniques and practical applications. Also, they will identify and analyse how artists use visual arts to communicate ideas and show this in their art works. Students will look at a range of cultures, times, places and influences on how art is made.

SKILLS AND KNOWLEDGE

- Analyse contemporary and historical art and design work
- Using a range of techniques and mixed media to produce art design pieces.
- Continual development of using art vocabulary
- Presenting artworks and written practical statements on their own work