NURIOOTPA HIGH SCHOOL

2025

Curriculum Guide
Years 7 & 8

Course Selection Guidelines

Making choices of subjects is very important. Every student should make a serious effort to plan their curriculum pathway to enable them to follow their chosen career path and interests.

In selecting a course students should consider:

- The curriculum pattern
- Student interests
- Career choices and/or post school options
- Current subjects and progress
- Subject teacher recommendations

Students can get help to choose the most appropriate course by talking to:

- Parents/caregivers and/or their friends and other relatives
- Home Group Teacher
- Subject Teachers and coordinators
- Year Level Manager
- School Counsellors
- The SACE/VET Coordinator
- Personnel at other agencies (eg Centrelink, Employment Directions, TAFESA)
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Information to help choose wisely is available from:

- NHS Curriculum Guide
- SACE website
- SATAC Guides
- Tertiary Institution information
- Online information via links in this guide
- Pamphlets and booklets in the Senior Learning Hub

Parents can help by:

- Being positive, supportive and encouraging
- Assisting in finding information
- Attending the Curriculum Expo and course counselling days

Remember:

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- Ensure you select reserve subjects that you are interested in. These reserve subjects may be used if your first choice is unavailable, clashes with another subject or is at capacity.

The school will make every effort to offer the subjects that you select. However, this may not be possible. You will be consulted if changes need to be made.

Course Selection Process

1.Students will be issued with a Course Counselling newsletter. This will include recommendations for English and Maths for the following year.

2. Carefully read the subject descriptors in this guide before selecting your units. We suggest that you download a copy of this guide for all of next year so that you may refer back to this information in discussing study plans for next year and beyond.

3. Progress to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion to the next semester, or the same subject at the following year may have to be negotiated individually if student achievement is not satisfactory.

4. Additional information is available to students via their Home Group teachers, online links to subject information videos, speaking to subject teachers and faculty leaders. Students are also encouraged to access other sources of information. Parents can contact appropriate school staff via the email links in this guide if they require any further information.

5. Additional information is available to parents and students by attending the Careers Expo.

6. Whilst there is a set curriculum pattern of required subjects at Years 7-10, some flexibility is possible to meet individual student needs. Students (with support from parents/caregivers) may seek approval from their Year level Leader to change the curriculum pattern. The decision to allow this flexibility will be made in consultation with other school staff and will be based on the individual student's skill levels and/ or future pathways.

7. Students, with assistance from parents/caregivers and counselling from Home Group teachers and/or course counselling staff, nominate their subject preferences via the online Web Preferences portal . A link to login to the student's unique portal will be sent to the student's school email address.

8. The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.

9. Although every effort is made to accommodate all student preferences, this is not always possible. Where students are unable to study their selected subjects, they are re-counselled to enable them to select appropriate replacement subjects. It is important to note that reserve preferences may be used and should also be considered carefully and be of interest to the student.

10. Students, with support from parents, will have limited opportunities to make changes to the chosen course.

For information regarding the SACE and Senior School Curriculum subjects, please refer to the NHS Year 11 or 12 Curriculum Guides

Key Staff for Course Counselling

Roy Page
Principal

Brent Bloffwitch
Deputy Principal
Curriculum & Pedagogy

Daniel Quinlivan
Assistant Principal Years 11/12
SACE/VET Coordinator

Ann Hargreaves
Assistant Principal
Years 9/10
Daily Operations

Bec Bolton
Assistant Principal
Years 7/8
Wellbeing

Sue Clark
Assistant Principal
Inclusive Education

Brad Sheridan
Year 11/12 Leader

Asher Hausler
Year 12 Manager

Angus Magarey
Year 11 Manager

Alex Hoffmann
Year 9/10 Leader

Jessica West
Year 10 Manager

Kellie Allen
Year 9 Manager

Danielle Langhorn
Year 7/8 Leader

Katelyn Baldock
Year 8 Manager

Kate Rix
Year 7 Manager

Erin Dayman
Inclusive Education
Coordinator

Rick Lane
Wellbeing Leader

Lauren Semmens
Wellbeing Leader

Year 7/8 Subject Guide	Semesters
English	2
Mathematics	2
Science	2
Humanities and Social Sciences	2
Languages	1
Agriculture	1
Health/PE	1
Home Economics	1
Visual Arts	1 Term
Digital Technologies	1 Term
Performing Arts Drama & Music	1
Technologies	1

Instrumental Music Program

All students at year 7/8, are encouraged to enrol in weekly instrumental lessons provided by the school. Please see music staff for enrolment form.
Program: The instrumental programs for flute, clarinet, saxophone, trumpet, trombone, guitar, bass guitar, drums and voice are available at school. Unfortunately the Instrumental Program does not offer individual keyboard lessons. Students wishing to have individual keyboard lessons will need to pay direct to the keyboard teacher. (approx. $28 per lesson)
Instrument Hire: Flutes, clarinets, saxophones, trumpets and trombones can be hired through the school. Costs vary depending on the instrument. Please contact the Arts Co-ordinator for more information, or students can use their own. Students learning other instruments will need to have access to these at home, along with any required equipment, such as leads, sticks etc.
Extra Instrumental Costs: Other costs that may be incurred include replacement guitar strings, drum sticks, valve oil, reeds for woodwind instruments, tutor books, special workshops and some sheet music, which can be purchased from many music shops.
Students participating in Instrumental Music lessons will be required to participate in concerts and ensembles which can include Choir, Concert Band, Guitar Ensemble or Percussion Ensemble.
The focus capabilities for these subjects are citizenship, personal development, communication and learning.

English

(Compulsory-2 Semesters)

English has a direct role in the development of language and literacy skills and the year 7 and 8 English program is designed to create confident learners. Students are given opportunities to develop and apply their growing knowledge in a practical way with increasing confidence, relevance, accuracy and clarity.

Students will participate in a range of activities related to reading, writing, speaking, listening, viewing analysing and creating. They will read and view a variety of texts, develop analytical skills and create a range of texts for different purposes. Students will investigate different aspects of media and language texts. They will develop effective group and speaking skills and make presentations and ICT skills are embedded into the program. Students will continue to develop their skills as listeners, speakers, readers, viewers, creators and writers.

Assessments in year 7and 8 will consist of a minimum of 4 common assessments tasks per semester including:

Responding to texts

Creating texts

ENGLISH & LITERACY COORDINATOR - NAT NOACK Natalie.Noack632@schools.sa.edu.au

English Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
English	English	Essential English	Essential English	Essential English
		English	English	English
		English Literary Studies	English Literary Studies	English Literary Studies

Mathematics

(Compulsory-2 Semesters)

Mathematics is all around us, in everything we do. It is the building block for everything in our daily lives, including mobile devices, architecture (ancient and modern), art, money, engineering, and even sports.

Since the beginning of recorded history, mathematic discovery has been at the forefront of every civilized society, and in use in even the most primitive of cultures. The needs of math arose based on the wants of society. The more complex a society, the more complex the mathematical needs.

Mathematics is a way of understanding the world through the use of number and space. Students analyse mathematical problems through investigating, comparing, reflecting and testing information to work out possible answers. They develop the mathematical skills and understandings that they need in all areas of their lives. They explore and analyse data and numerical and spatial patterns, learn about measurement and number, and develop spatial understanding and geometric reasoning. Students develop critical and creative thinking to solve unfamiliar and complex problems.

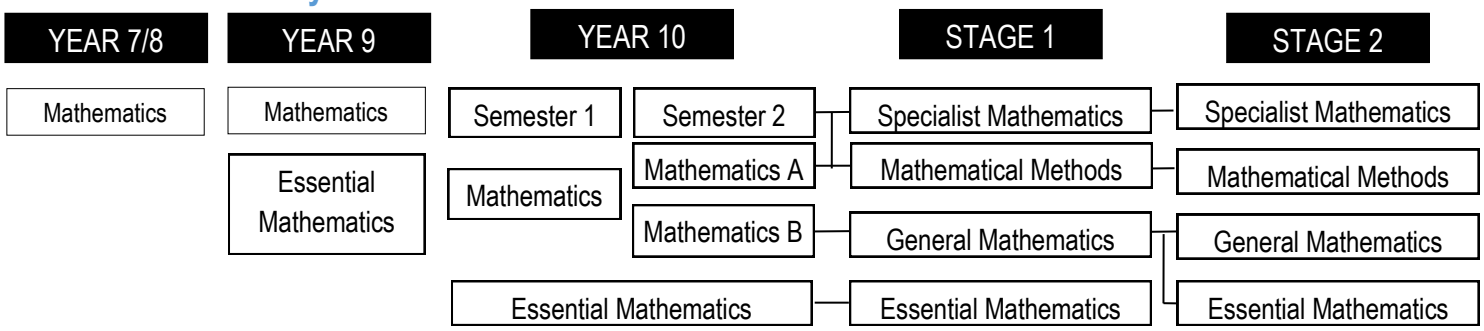
Calculators

All students are expected to have their own calculators.

A **scientific calculator** is suitable for all courses up to year 10 and for Stage 1 Essential Mathematics.

MATHEMATICS & NUMERACYCOORDINATOR - ANDREW TURNBULL / Andrew.Turnbull99@schools.sa.edu.au

Mathematics Pathways



Mathematics

COURSE DESCRIPTION:

Students consolidate their learning from primary school before further developing their knowledge, understanding and application of mathematical concepts. Students will have diagnostic testing that identifies mathematical misconceptions and then appropriate intervention will be implemented to improve student's numeracy skills Students will undertake the curriculum set out under the Australian Curriculum including:

- Number and Place Value – working with whole numbers and powers
- Real Numbers – decimals, percentages, rates and ratios
- Money and Financial Mathematics – profit and loss
- Patterns and Algebra – working with and simplifying expressions
- Linear and non-Linear Relationships – use of graphs and graphing processes
- Geometric Reasoning – properties of shapes and their application
- Using Units of Measurement – perimeters, areas, volumes, time intervals
- Chance – elementary probability techniques
- Data Representation and Interpretation – working with elementary statistical techniques

ASSESSMENT:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

IMPORTANT CONSIDERATIONS:

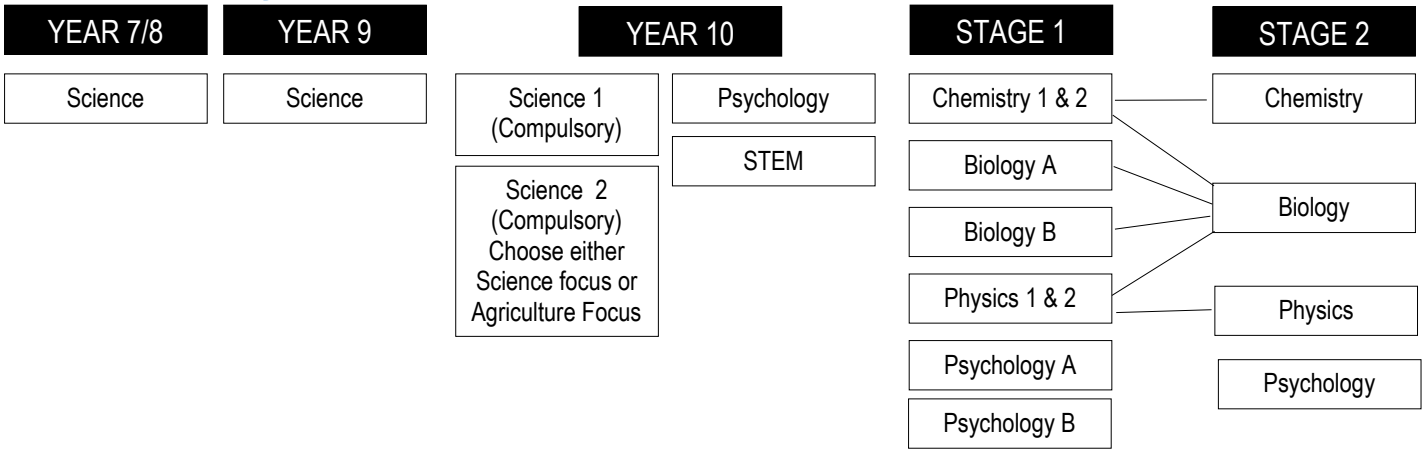
This is a compulsory subject and students will require a scientific calculator

Science

This course incorporates the equivalent of one semester of Science and one semester of Agriculture. Students develop skills in investigating, describing and understanding the physical and biological environment. We aim to develop the students' interests so they will understand the relevance of Science in their everyday lives and the need to be environmentally responsible. In Agriculture, students will explore various horticultural and animal enterprises, including various plants, goats, poultry, calves, and vegetable production.
In the Science laboratory students will learn experimental procedures and theories relating to energy, chemistry, physical sciences, biology and agriculture.

SCIENCE & STEM COORDINATOR - CHRIS GAMBELL Chris.Gambell297@schools.sa.edu.au

Science Pathways



Science - Year 7

COURSE DESCRIPTION:
Chemistry- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.
Biology - There are differences within and between groups of organisms; classification helps organise this diversity. Interactions between organisms, including the effects of human activities can be represented by food chains and food webs .
Physics - Change to an object's motion is caused by unbalanced forces acting on the object.
Earth in Space - Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon.
Science inquiry skills - designing and conducting investigations, processing and analysing data, and evaluating results.
Science as a Human Endeavour - Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available. Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures. People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity.
STEM: Science Technology Engineering and Mathematics- Students will participate in activities to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models.
ASSESSMENT:
Tests, research assignments, practical reports and a range of other evidence is used, including model building.

Science - Year 8

COURSE DESCRIPTION:
Chemistry- Properties of the different states of matter can be explained in terms of the motion and arrangement of particles. Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances.
Physics- Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems.
Biology - Cells have specialised structures and functions. Body systems, such as the circulatory system, contain organs which carry out specialised functions.
Science inquiry skills- designing and conducting investigations, processing and analysing data, and evaluating results.
Science as a Human Endeavour- Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available. Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures. People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity.
STEM: Science Technology Engineering and Mathematics- Students will participate in activities to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models. Past examples have been designing, building and testing rockets, bridges and towers, and coding Lego Mindstorms robots.
ASSESSMENT:
Tests, research assignments, practical reports and a range of other evidence is used, including model building.

HASS - Humanities and Social Sciences

In Years 7-8 of the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Civics and Citizenship and Economics and Business. In all four subjects, the curriculum is organised into two broad interrelated strands: knowledge and understanding, and inquiry and skills. At Nuriootpa High School, History is combined with Civics and Citizenship in one semester and Geography is combined with Economics and Business.

Geography/Economics & Business

(1 SEMESTER)

There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' which focuses on water as an example of a renewable environmental resource and 'Place and liveability' which develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. There are two units of study in the Year 8 curriculum for Geography: 'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms and 'Changing nations' which investigates the changing human geography of countries, as revealed by shifts in population distribution. The Year 7-8 Geography courses include specific units and tasks that assess the Economics and Business achievement standards.

History/Civics and Citizenships

(1 SEMESTER)

The Year 7 History curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE), including indigenous perspectives. The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students will explore these concepts through a range of in-depth studies of diverse cultures and societies. The Year 7-8 History courses include specific units and tasks that assess the Civics and Citizenship achievement standards.

HASS & LANGUAGES COORDINATOR - CAROLINE BEY Caroline.Bey555@schools.sa.edu.au

HASS and Languages Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Geography/ Economics & Business	Geography	Geography	Modern History	Modern History
History/Civics & Citizenship	History	History	Ancient Studies	Society and Culture
German	Issues in Society	Turning Points History	Legal Studies	Ancient Studies
Indonesian	Global Connections	Women, Society and Culture	Society and Culture	Legal Studies
	German	German	Women's Studies	Women's Studies
			Media Studies	Business Innovation
			Business Innovation	Media Studies
			German	German

Languages

Through learning languages other than English, students gain knowledge, skills and values that enable them to
• communicate in another language
• compare languages and cultures, to understand differences and similarities
• extend their understanding of themselves and their own language
• strengthen their literacy and numeracy skills
• develop skills to become global citizens

German

Year 7 German caters for beginners and also for those who have some exposure to a language in primary school. Throughout their studies in Year 7 & 8, students will be encouraged to develop skills in speaking, reading and writing the German language. Students will gain a wider appreciation of everyday life in Germany and German speaking countries by investigating German culture, customs, history and geography and making comparisons with the Australian way of life

Indonesian

Year 7 and 8 Indonesian introduces students to the study of Languages through the Australian Curriculum strands of Communicating and Understanding. Students will gain understanding and awareness of the connections between language and culture through the study of friendships, arts and entertainment, and school life. Students will develop their language and grammatical knowledge through a range of texts, experiences and tasks. Students will be encouraged to develop skills in listening, speaking, reading and writing in Indonesian. Students will reflect on their own languages and cultures, and those of Indonesia, throughout their studies to develop their intercultural understanding.

Agriculture

YEAR 7

Year 7 Agriculture includes learning about the history and development of agriculture across the world and within Australia; Physiology and propagation of plants; History and Indigenous Agriculture, Fruit production and a focus on goat and pig enterprises.

YEAR 8

Year 8 Agriculture includes Farm Safety; Design, planting and maintaining a school vegetable patch (as part of a group), a home vegetable patch assignment (individual), and exploring animal enterprises which can include poultry, calves and sheep.

Please note: Year 8 Agriculture requires a $10.00 payment contribution to cover vegetable production and a pair of gardening gloves.

AGRICULTURE COORDINATOR - MILLY HOFFMANN / Milly.Hoffmann416@schools.sa.edu.au

Agriculture Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Agriculture	Agriculture A (Productivity Focus)	Livestock and Aquaculture	Agriculture A - Livestock Production	Agricultural Production
	Agriculture B (Sustainability Focus)	Vines and Wines	Agriculture B - Plant Production	
		Wine and Vine Management		

Physical Education

(1 Semester)

Across years 7 and 8, students will be exposed to a variety of activities, including Minor Games, Game Creation, Athletics, Expressive Movement (Dance/Gymnastics), Net and Wall Games, Fitness, Invasion Games, Sport Education, Outdoor Endeavours and Softball. Students are required to change into the PE uniform for each lesson. Students will complete a literacy rich task each term.

Home Economics/Health

(1 Semester)

Students will undertake 6-7 weeks of Health, Textiles and Food Technology at both year 7 and 8. Students will undertake the Sexual Health and Relationships Education course, along with contemporary community health issues during the health unit. Throughout the textiles and Food Tech units, students will learn about design process, skill development and the use of a variety of equipment in the development of a product. Assessment will include practical performance during the textiles and cooking components, with reflections to compliment. Students will also complete a number of written tasks throughout the course.

HEALTH/HOME ECONOMICS AND PE COORDINATOR - RHYS LACEY / Rhys.Lacey309@schools.sa.edu.au

Health and Physical Education Pathways

YEAR 7/8	YEAR 9	YEAR 10		STAGE 1	STAGE 2
Physical Education	Physical	Health and Physical Education (Compulsory)	High Performance: Football	Physical Education A	Sports Studies
Home Economics/ Health	Home Economics/ Health	Physical Education Specialist: Boys	Child Studies	Physical Education B	Health
	Food Tech	Physical Education Specialist: Girls	Food Tech	Food and Hospitality A	Food and Hospitality
	Dance	Outdoor Education	Food Tech Café Culture	Food and Hospitality B	Child Studies
	High Performance: Football			Child Studies	Physical Education
				Health & Wellbeing	
				Outdoor Education	
				Fitness	

Visual Art/Design

Students are given the opportunity to explore ideas and concepts in both Art and Design. Visual Art encourages students to express their ideas, as well as explore and develop media techniques through 2D and 3D practices. Within the Design course, the emphasis is on problem solving, idea generation and understanding the design process and the role of design in society. Students will also learn about and respond to art and design works from different historical and cultural contexts. In year 7 they study Drawing, Printmaking and Design for a term and in year 8 they study Painting, Sculpture and Design for a term.

ARTS COORDINATOR - ANNE JOHNSON / Anne.Johnson620@schools.sa.edu.au

Visual Arts Pathways

YEAR 7/8	YEAR 9	YEAR 10		STAGE 1	STAGE 2
Visual Art/Design	Drawing and Painting	Drawing and Painting	Photography	Drawing and Painting	Visual Art Art/Design
	Sculpture and Printmaking	Design	Digital Art and Graphics	Sculpture and Printmaking	
	Design	Sculpture and Printmaking	Creative Art and Design	Photography	
				Design	
				Digital Art and Graphics	

Performing Arts - Drama

(1 Term)

Both Year 7 and 8 introductory 10 week courses aim to expose students to the creative performing arts process whereby they will learn to develop confidence on stage whilst working collaboratively in an ensemble and as an audience. Students will learn about the Elements of Drama and how they can be manipulated to control and communicate effective messages for an audience. They will learn to work cooperatively and constructively in order to take creative risks and to develop their new skills through improvisation, theatre games, mime, stage blocking, dance-drama, tableaux work, page to stage process and character work. Different performance styles and cultural dramatic practices, including Indigenous people and Ancient Greek theatre will be investigated. Students will also undertake written evaluations based on how they and others from different cultures communicate meaning and intent through drama. Participation in practical activities, problem solving and critical and creative thinking are integral components of both courses

Performing Arts - Music

(1 Term)

Year 7 Music encompasses fundamental music skills of rhythm and pitch. Students will learn about these elements and practice / rehearse them individually and as a class through percussion ensembles, theoretical study and literacy units. They will learn to listen and participate actively in a band setting.

Year 8 Music develops students' individual skills on a variety of rhythm section instruments (guitar, drums, piano) and guides application and further understanding of the fundamental theory learned in year 7. Students undertake practical assessment, presenting learned songs on each instrument as they develop skill and technique over time.

ARTS COORDINATOR - ANNE JOHNSON / Anne.Johnson620@schools.sa.edu.au

Performing Arts Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Drama	Drama A	Drama A	Creative Arts Drama A	Music
Music	Drama B	Drama B	Creative Arts Drama B	Creative Arts Drama
	Music A	Music A	Music Experience	
	Music B	Music B	Music Advanced	

Technologies

(1 Semester)
At Year 7/8 level Technologies encompasses Woodwork, Metalwork, Electronics, Computer Aided Design (CAD), and, Digital Technologies across the curriculum. The implementation of STEM (Science, Technology, Engineering and Mathematics) plays a crucial role within product development and creates opportunities for Year 7/8 students to apply all aspects of STEM into their task work.

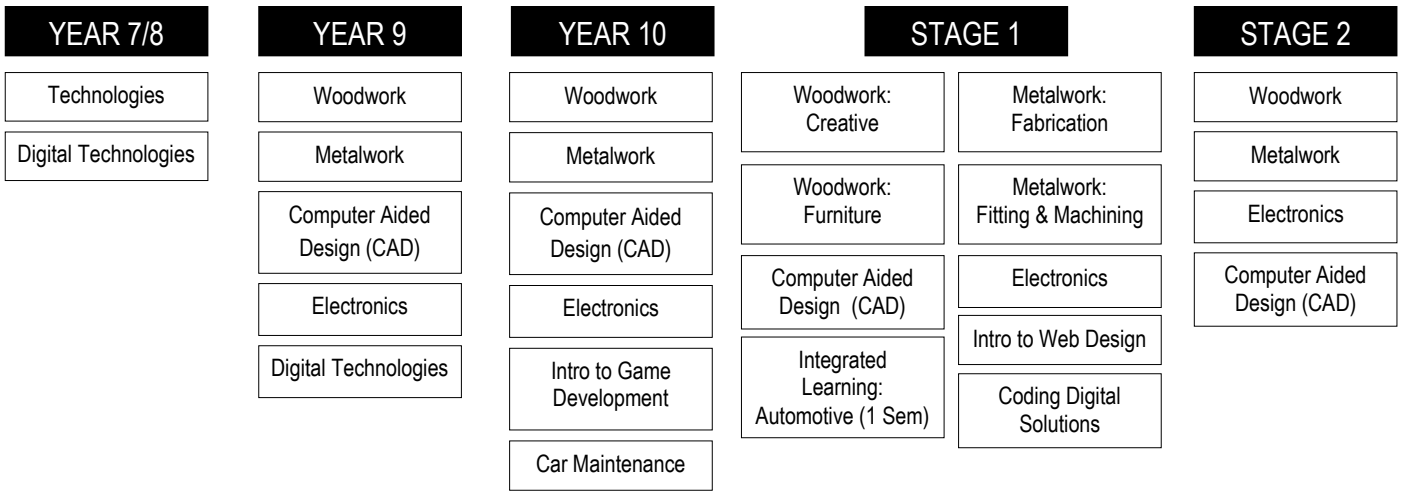
Through rotations of Woodwork, Metalwork, Electronics and CAD, students are given the opportunity to experience a wide range of activities through designing, investigating, making and evaluating a variety of models and projects. The use and application of digital technologies is embedded across all aspects of the Technologies curriculum through the use of specific curriculum software, Solidworks and DayMap, and the specific use of BYOD and Mobile devices for educational applications is supported.

Digital Technologies is studied for a Term, through which students develop a range of essential digital literacy skills important throughout high school and the workforce as well as a range of digital process and production skills. Digital Technologies leads into higher year level pathways such as Game Development, Web Design and Coding Digital Solutions.

At the conclusion of Technologies and Digital Technologies, students will have had a productive practical experience, which then leads them to more confidently select full semester long subjects of combinations of either Woodwork, Metalwork, Electronics and 3D Computer Aided Design in Year 9.
Please Note: Technology subjects provided at Years 7 and 8 require $25.00 payment contribution per year to cover materials used in individual projects across Woodwork, Metalwork, Electronics and CAD

TECHNOLOGIES COORDINATOR - RAINER KAHL / Rainer.Kahl980@schools.sa.edu.au

Technologies Pathways



Technologies

Year 7

In 2025, Year 7 students will undertake 4 x 5-week rotations of either the Woodwork, CAD, Electronics and Metalwork.

Year 8

In 2025, Year 8 students will undertake another 4 x 5-week rotations of either the Woodwork, CAD, Electronics and Metalwork. Students will complete a Term of Digital Technologies to support subject selection options for Year 9, 2026.

Digital Technologies

Year 7

In 2025, Year 7 students will undertake 1 x 10-week term of Digital Technologies focusing on Fundamental Digital skills essential for Secondary School success and developing a range of digital process and production skills.

Year 8

In 2025, Year 8 students will undertake 1 x 10-week term of Digital Technologies focusing on computational thinking and programming fundamentals. Students will design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs.