



Middle School Curriculum **HANDBOOK**



2025
**BALAKLAVA
HIGH SCHOOL**
EXCEL TODAY TO
CHALLENGE THE FUTURE



Government
of South Australia

Department for Education

PRINCIPAL
Derek Friedrichs

MIDDLE SCHOOL ASSISTANT PRINCIPAL
Pina Ribbons



Our VISION

“Through the highest quality teaching and in a caring learning environment, students are inspired and supported to achieve their best so they can thrive in their life beyond school.”

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Positive Relationships
Respect
Integrity
Dedication
Excellence

BALAKLAVA HIGH SCHOOL

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PRINCIPAL'S Welcome Message

Choosing a school for your child is a big decision for parents and caregivers. This Curriculum Handbook will assist families to navigate our program offerings and showcase the enriching, valuable and life-long learning experiences on offer at Balaklava High School.

For over 100 years, Balaklava High School has served the community with a long and proud tradition of providing broad subject choice and quality programs, in a highly supportive environment. We extend students' abilities and set them up for individual success to reach their full potential both at school and after they leave us. Our graduates have gone on to pursue careers in a variety of industries through apprenticeships, directly into employment, through University, TAFE or other education providers.

All courses offered at BHS from Years 7-11 are one semester in length. Students in Years 7 and 8 will study a set range of subjects to ensure they are exposed to a variety of opportunities before they get to Year 9 when they will be able to make informed decisions about where their studies might take them.

Choosing subjects can be very challenging but, by being well informed, students are more likely to make selections that best suit their current needs and interests as well as their future aspirations. This handbook provides information on subjects offered at BHS and is an important document that I encourage all students and their parents or caregivers to read carefully and then discuss as a family before making decisions.

School reports, teacher recommendations and future career goals should also be used to guide students and their families when planning subject selections. Students should take the opportunity to seek help from appropriate staff members who will be able to provide more information regarding specific subjects. We also encourage students to access websites and other resources that can help with exploring future study and career options.

Whilst there are a large number of courses offered in this handbook, not all of them will be able to be delivered at BHS. The courses that finally run will be decided by the number of students who choose subjects; therefore, it is important that students give serious consideration to their selections. We will also attempt to place students in their subjects of preference; however, this is not always possible.

If you require any further information or explanations of the subjects and what they entail, please contact your child's Homegroup Teacher, the Middle School Assistant Principal or the relevant learning area leader for assistance.

Derek Friedrichs
Principal



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BALAKLAVA HIGH SCHOOL

Leadership

TEAM



PINA RIBBONS
Assistant Principal
Middle School

“The Middle Years of schooling are a significant time in the lives of our young people, and are critical for the development of lifelong skills and capabilities for the 21st Century. At Balaklava High School, development of the whole student begins during the transition to high school.”



DEREK FRIEDRICHS
Principal



KEV KELLY
Deputy Principal



CARENA BROOKES
Assistant Principal
Senior School



KYM ADAMS
Senior Leader
Wellbeing & Inclusion



ASH PARSONS
Senior Leader
Wellbeing & FLO



HANNAH MARSHALL
Coordinator
Literacy & English



AMBER BUICK
Coordinator
Numeracy & Maths



DEANNE BOWDEN
Coordinator
Student Engagement



LUKE CLARK
Coordinator
VET & Pathways



ELLY SWIFT
Business
Manager

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Year 7 - 9

THE MIDDLE YEARS

Year 7 Transition

Induction of Year 7 students into Balaklava High School involves visits to each feeder primary school by the Assistant Principal and key stakeholders. They will explain the semester structure and outline changes that student can expect upon arrival at Balaklava High School. Students will also be given the outline of the Year 7, 8 and 9 curriculum structures at this time.

These visits will occur throughout the year and will be followed by Year 7 Parent / Caregiver meetings early in Term 4, to outline high school life and answer any questions about Balaklava High School and our curriculum.

All students will visit the High School in Term 4 as part of our transition program to meet teachers and use many of our facilities.

Middle School

Students in Year 7, 8 and 9 are in their Middle Years of schooling and have unique developmental and academic needs. Students will be undergoing significant growth; and changing intellectually, physically and emotionally. Middle Schooling is about meeting the needs of students in these year levels.

At Balaklava High we aim to do this by:

- Having fewer teachers with each class so that positive relationships between teachers and students are better able to develop
- Keeping class sizes small
- Celebrating successes in various ways throughout the year
- Talking with students about what they will learn and exploring how they learn best
- Having teachers working together in teams
- Developing positive links between school and home
- Year level assemblies each term.

Our Middle School teachers provide a well-planned curriculum, use a variety of teaching and assessment strategies, and delivery systems to foster a positive and collaborative climate in our middle school setting.

Middle Years should be seen in context with a student's whole school life. Primary school provides a very stable environment where, each week, students generally remain in the same class and are taught by very few different teachers. In Year 9, students have a small selection of subjects to choose from. Through Year 7, 8 and 9, the Middle Years:

- Class groupings are kept largely the same
- Students are taught by fewer teachers than they would normally experience in senior secondary school but more than in primary school.

In Senior School (Years 10 – 12) subject choice is far greater and students are taught by a wide range of different teachers throughout the year depending on the subject choices they have made.

All students are provided with opportunities to achieve success and are encouraged to strive for academic excellence. Student success is recognised and valued through our reward and incentive programs. Our learning programs ensure students are given opportunities to think critically, lead a healthy life, behave ethically and promote values for citizenship.

Middle School students' positive academic effort and achievement and an ongoing positive involvement in the broader school community could be rewarded in their nomination to attend the Middle School Success Camp. This camp occurs in Term 4 each year, and is provided at no or limited cost to successful students who have been nominated by their teachers.

Homegroups and Classes

When establishing classes and homegroups the main consideration is to ensure that students are placed with other students who will positively support their achievement at school. Some consideration is given to maintaining friendship groupings but only if they promote positive behaviour and learning.

Information from their Primary School regarding general attitude and how well they work with other students is a key feature in determining student placement in class and home groups.

Homegroups are kept as small as possible, which allows students to form stable, close and mutually respectful relationships with their homegroup teacher and peers.

Student Counselling

Where an issue exists at any time during the year, the school will be pleased to arrange for interviews with the Counsellor or other staff at a convenient time. Students are encouraged to discuss their concerns with their Homegroup Teachers, Middle School Assistant Principal and/or Year Level Coordinator.

Student Led Conferences

Parent/Caregivers interviews are held twice through the year. All caregivers are encouraged to attend these. If changes need to be considered or there is concern over a student's progress, interviews may be requested by teachers, parent / caregiver or students at any stage during the school year.

Attendance

It is extremely important that students attend school and all their lessons every school day. When illness or urgent family business prevents students from attending school, a note explaining the absence must be given to the student's homegroup teacher.

A text message will be sent automatically to a parent/guardian's mobile phone reporting a student's absence and requesting a reason for that absence. Students who attend school regularly are much more likely to be successful than those who often miss school.



Empower Program

The aim of the Empower Program is to address the social and emotional wellbeing of all students at BHS. The program embeds qualities of productive and respectful relationships and a strong sense of community and individual responsibility. Empower is underpinned by an ethos of care and respect for all, with the goal to build the capacity of the school community to support each student to thrive and develop and engage in meaningful and successful learning and relationships. Research indicates that relationships between students and staff are critical factors in the development and maintenance of healthy school cultures and academic achievement.

Our focus as a school is on learning programs that develop a growth mindset, build resilience and motivation for learning, and develop students General Capabilities. Various activities and options are undertaken as a Homegroup, year level, mixed year levels and whole school. Students will participate in Child Protection Curriculum (CPC), assemblies, curriculum enrichment, career counselling and community service.

Reflection of Learning Program

All students in Years 7, 8 and 9, at the end of the year, are required to present an oral presentation on aspects of their learning. The program is designed to enable students to:

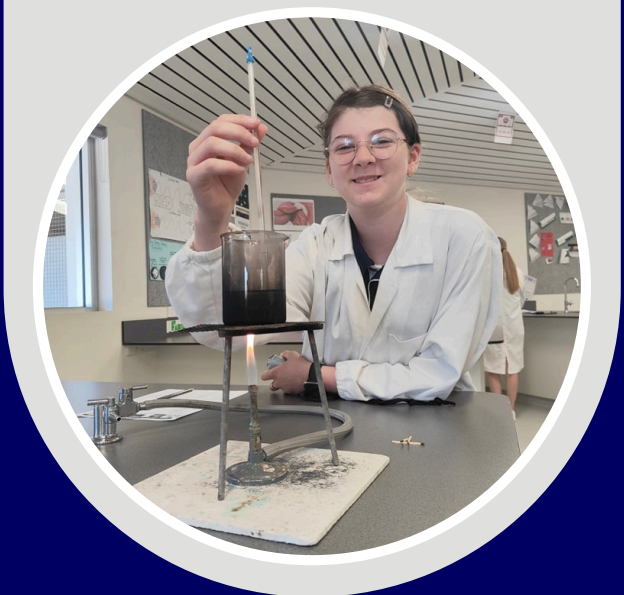
- Make connections between their subjects and what they learn
- Have more choice in what they choose to present
- Provide a much more “meaningful”, “real” or “authentic” means by which students demonstrate their learning and skills.

At Year 8 the oral presentation is 5 to 7 minutes in length and delivered to the student’s Homegroup. A panel of adults comprised of teachers and community members will assess the presentations.

At Year 9 the oral presentation is 7 to 10 minutes in length and is delivered to an assessment panel only.

Parents/Caregivers are encouraged to attend and/or be involved in the assessment panels. Student assessment sheets are uploaded to DAYMAP with students’ reports at the end of the year.

Year 7 students will reflect on their first year at high school, by creating and presenting a reflection, for example: Homegroup news report to present to our future Year 7s on Transition Day.



Middle School Graduation Certificate

A Middle School Graduation Certificate was introduced in 2007 to recognise the successful participation of Year 7, 8 and 9 students in their education. This has been done to encourage and reward students for their efforts in all areas of school life. The levels of achievement are based on:

- Academic achievement, based on grades
- Personal commitment to the school, as shown by attitude, behaviour, diary use, uniform, Homegroup participation etc.
- Reflection of Learning program, whereby students present their learning at the end of the year.
- Wider school involvement, including Student Council, sports, academic competitions, music and broader school activities.

There are different levels of achievement within the Middle School Certificate: Distinction, Credit and Pass. A formal graduation ceremony will take place near the end of the year for Year 9 students who successfully graduate from Middle School.

CERTIFICATES OF ACHIEVEMENT

Certificates of Achievement are presented to students to acknowledge their academic success at the end of each term.

1.HIGH ACHIEVER CERTIFICATES are awarded to students in all year levels to acknowledge excellence in their overall performance for each reporting period.

2.IMPROVER CERTIFICATES are awarded to students in all year levels to acknowledge a significant improvement from the previous reporting period.



Assessment and REPORTING

A subject outline which summarises each subject's assessment will be given to students at the beginning of each semester. At BHS, to fulfil our reporting obligations and provide effective feedback, we use continuous assessment. This means that assessment tasks with comments are provided throughout a student's course of study. Subject outlines and tasks with comments can all be accessed through Daymap. A summary of grades is provided in reports at the end of each semester with more detailed reports provided for Stage 2 subjects. Students' grades are based on a combination of tests, assignments, projects, practicals and exercises.

The use of grades is designed to serve two purposes. Firstly, the grade is a statement about subject promotion, and tells the students whether he or she is able to continue the study of that subject area at a higher level. Secondly, the grade is a statement about the student's level of achievement within the subject and is based on the Australian Curriculum assessment criteria.

The grade represents a statement about the student's level of achievement within the subject as defined in the following table.

| | A | B | C | D | E | N/A |
|---------------|---|--|--|---|---|---|
| GRADES | Your child is demonstrating excellent achievement of what is expected at this year level. | Your child is demonstrating good achievement of what is expected at this year level. | Your child is demonstrating satisfactory achievement of what is expected at this year level. | Your child is demonstrating partial achievement of what is expected at this year level. | Your child is demonstrating minimal achievement of what is expected at this year level. | On occasion not applicable grade will be given. This could include reasons such as significant absence or withdrawal from the course. |

“Middle School is an exciting time for young people; not quite children anymore and not yet adults. At Balaklava High School we understand that each student bring their own strengths and abilities and we meet each student on their own terms. It's a time for young people to deepen their knowledge and skills, interests and passions.”





Year 7 - 9 Curriculum Structure

The school's curriculum is based on the Australian Curriculum and provides students with a range of learning experiences both within and outside the school.

In Years 7, 8 and 9 students have the opportunity to study in 8 learning areas: Arts (Visual Arts and Performing Arts), English, Humanities and Social Sciences (Geography, Civics and Citizenship, Business and Economics and History), Health and Physical Education (Physical Education, Home Economics, Health), Languages Other Than English, Mathematics, Sciences (Science, Agriculture), Technology (Technical Studies, Digital Technologies).

| YEAR 7 | |
|--|---|
| SEMESTER 1 | SEMESTER 2 |
| English (4 lessons) | English (4 lessons) |
| Mathematics (4 lessons) | Mathematics (4 lessons) |
| HASS (4 lessons) | HASS (4 lessons) |
| Science (4 lessons) | Science (4 lessons) |
| HPE (3 lessons) | HPE (3 lessons) |
| Food & Fibre Agriculture (3 lessons) | Food & Fibre Home Ec. (3 lessons) |
| Performing Arts (3 lessons) | Visual Arts (3 lessons) |
| Auslan (3 lessons) | Digital Technology (3 lessons) |
| Empower (2 lessons) | Empower (2 lessons) |

| YEAR 8 | |
|--|---|
| SEMESTER 1 | SEMESTER 2 |
| English (4 lessons) | English (4 lessons) |
| Mathematics (4 lessons) | Mathematics (4 lessons) |
| HASS (4 lessons) | HASS (4 lessons) |
| Science (4 lessons) | Science (4 lessons) |
| HPE (3 lessons) | HPE (3 lessons) |
| Food & Fibre Agriculture (3 lessons) | Food & Fibre Home Ec. (3 lessons) |
| Performing Arts (3 lessons) | Visual Arts (3 lessons) |
| Auslan (2 lessons) | Technical Studies (4 lessons) |
| Digital Tech (2 lessons) | |
| Empower (1 lesson) | Empower (1 lesson) |

| YEAR 9 | |
|----------------------------|----------------------------|
| SEMESTER 1 | SEMESTER 2 |
| English (5 lessons) | English (5 lessons) |
| Mathematics (5 lessons) | Mathematics (5 lessons) |
| HASS (4 lessons) | HASS (4 lessons) |
| Science (4 lessons) | Science (4 lessons) |
| HPE (3 lessons) | HPE (3 lessons) |
| Elective 1 (4 lessons) | Elective 3 (4 lessons) |
| Elective 2 (4 lessons) | Studio (4 lessons) |
| Empower (1 lesson) | Empower (1 lesson) |



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YEAR 7 SUBJECT
DESCRIPTIONS

Digital Technologies

Digital Technologies introduces students to the Digital Systems that will affect them, by analysing properties of network systems, creating a range of digital solutions and interactive information, evaluate data, communicate and collaborate using digital technology. Students will have the opportunity to learn:

- Digital systems
- Data and information
- Creating digital solutions
- Digital citizenship



English

Students will learn the key structural elements of writing needed for high school education not only in English but across subject areas. Using print, digital, and online media, students develop skills that allow them to express their imagination, ideas and opinions. Developing reading and comprehension skills is a core component of the Year 7 English course.

Areas of study include:

- Creative Writing
- Film Study
- Literary Study (novel/short stories)
- Poetry Study and Creation
- Public Speaking

Students will be encouraged to read widely and independently through the Premier's Reading Challenge. They will also have the opportunity to participate in various writing and speaking competitions throughout the year.

Food & Fibre - Agriculture

This subject is an introduction to all aspects of agriculture, gaining valuable hands-on experience while linking practical skills with theoretical knowledge. The curriculum covers essential topics such as animal welfare and husbandry, farm safety, sustainable environments and horticulture. Students will engage in working a market garden, assisting with calf/lamb feeding, managing poultry and egg production, conducting soil tests with an overarching emphasis on safety, hazard identification and the use of personal protective equipment. Students will be able to apply for their egg collection pass to be involved throughout the year with egg collection and the poultry teams. Learning across these core areas will develop a comprehensive understanding of agriculture fundamentals.



Food & Fibre - Home Economics

The Home Economics semester consists of a term focused on Food Technology and a term focused on Textiles Technology. The Food Technology term is an introduction to the technology processes, basic skills and equipment used in the kitchen and textiles areas. Hygiene, safety, healthy eating and cooperation will be emphasised. A variety of healthy foods will be prepared using the Australian Guide to Healthy Eating and safe food handling procedures. Basic hand and machine sewing skills will develop as students gain their sewing license and create a textiles project. Safety, sewing machine parts and functions as well as basic fabric construction and types will be covered.

Health & Physical Education

This course is designed to expand students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. Students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activities settings. Students will participate in a range of Invasion, Net and Wall and Striking and Fielding games and physical activities during practical lessons and learn about Sexual Health and Relationship Education from the Shine SA curriculum in addition to physical activity and nutrition, the body and safety during theory lessons.



Humanities - Geography

Students develop an understanding of the environmental and human practices that lead to water scarcity and solutions, using examples and studies from Australia, West Asia, or North Africa. They also study the elements used to measure the livability of spaces and what motivates people to live in certain communities. Solutions are also discussed, in regards to how spaces can be healthier and more livable for youth, by looking at strategies used in Australia and Europe.

Areas of study include:

- Unit 1 - Water in the world
- Unit 2 - Place and livability

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approximately \$20.00.

Humanities - History

Students will undertake a study into the ancient past, learning how we piece together an understanding of ancient society through available primary source evidence. Students will become ancient archaeologists and historians, using the available evidence from the ancient past to draw their own conclusions to ancient mysteries that still remain to this day.

Students will undertake Areas of Study including:

- Investigating the past (Indigenous Australian focus)
- The ancient Mediterranean world (Egypt, Greece or Rome)
- The Asian world (India or China)

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approximately \$20.00.



Languages - Auslan

In Year 7, Auslan at Balaklava High School focuses on introducing basic communication skills, including vocabulary, grammar, and conversational abilities, while also introducing students to Deaf culture. Students learn the importance of visual communication, engage in interactive activities, and explore the history and social norms of the Deaf community, fostering both linguistic proficiency and cultural awareness.

Activities like role-playing, videomaking and interactive games help reinforce language learning while providing cultural context. Students also learn about the significance of visual communication, such as the use of facial expressions and body language, which are integral to Auslan. Additionally, there is a focus on understanding the importance of accessibility, the role of Auslan interpreters, and the broader implications of Deaf culture in Australian society.



Mathematics

This course builds on the skills learnt in the final years of Primary School and continues the development of concepts stated in the Australian Curriculum. There is an emphasis on fractions, decimals, percentages and ratios, patterns and algebra, measurement, geometry and data.

Information Communication Technologies will be used throughout the year to enhance learning experiences. Students will be expected to be involved in group work, investigations and project tasks. They will be assessed through written reports, tests, classwork and homework tasks.

Students are expected to have an Abacus Calculator for this course.

Performing Arts

This course is an integrated unit incorporating elements from the Music, Drama and Dance curriculum areas. Students will explore the elements of Music/Drama both as theoretical concepts, as well as through practical playing of a variety of instruments/performance. Students study arts specific terminology, evaluating performance and responding to Music/Drama.

Students will work collaboratively and individually to apply their theoretical learning in practical situations in order to develop their performance skills and abilities further. Students are expected to participate in the practical performance aspect of the course as well as complete the required theory components.

Out of school hours rehearsals/ performances will be required. Excursion costs of approximately \$20.00-\$25.00 are a possibility.



“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

"The beautiful thing about learning is that no one can take it away from you."

B.B. King



Science

Students complete a full year of Science in Years 7-9. Scientific skills are the core of what we try to achieve, that is; problem solving using a logical process and experimentation. Students build skills in writing scientific reports. They learn about a variety of topics that then allows them to make an informed decision about continuing with Science in Year 11 (Stage 1) or Year 12 (Stage2). Students are encouraged to recognise that science is a human endeavor with people influencing scientific discoveries and building our knowledge of the world around us.

Learning and Assessment

Practical sessions are a key part of learning and these are used to provide a problem-solving opportunity. Students are guided by the online learning platform Stile, used to supplement the hands-on activities within Science. This software allows an interactive learning approach and provides an excellent tool to build knowledge and give feedback.

Topics include:

- Introduction to Science
- Mixtures and Magnetism
- Our place in Space
- Resources and the Water cycle
- Forces and Simple Machines
- Classification and Food webs

Visual Arts

The Visual Arts course encompasses areas within Art and Design. Students will be introduced to fundamental skills and processes of art making by being exposed to areas of learning such as drawing, painting, printmaking and sculptural techniques.

Students will explore areas of design such as graphic design and product design to understand the value of form and function. Emphasis is placed on developing students' understanding of the Visual Art elements and responding to existing works.

All facets of the Visual Arts involve both practical and theoretical components.





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YEAR 8 SUBJECT
DESCRIPTIONS

Digital Technologies

Digital Technologies introduces students to the Digital Systems that will affect them, by analysing properties of network systems, creating a range of digital solutions and interactive information, evaluate data, communicate and collaborate using digital technology. Students will have the opportunity to learn:

- Networks and transmitting data.
- Computers and Binary
- Robotics and embedded systems
- Connected or distracted, informed or misinformed?



English

This course covers the areas of reading, viewing, writing, speaking, listening and grammar. Students will be exposed to different text types of writing, and be expected to respond to, and produce, their own texts in both written and oral forms.

Analytical reading and writing along with basic drafting skills will be developed. Texts may include novels, short stories, poetry, film, drama and media.

Core summative tasks include:

- Poetry Study
- Novel Study
- Film Study
- Creative Writing
- Public Speaking

Students are encouraged to read widely and independently and have the opportunity to participate in various writing and speaking competitions throughout the year. Students will also complete both informal and formal oral presentations.

Food & Fibre - Agriculture

Students will build on their paddock to plate experiences through the poultry industry. Biosecurity and animal welfare principles will be evaluated. The focus will then shift to solving the problem of feeding a growing world population and students will explore ways to increase productivity with limited resources. Opportunities to value add to farm produce will also be incorporated.

Food & Fibre - Home Economics

The Home Economics semester consists of a term focused on Food Technology and a term focused on Textiles Technology. The Food Technology term will allow students to develop a strong understanding of various cooking skills as they learn through a variety of recipes, focused on different methods of cookery. Students will build on cooking skills they developed in Year 7. The Textiles Technology term will allow students to further develop textiles techniques whilst discovering different types of fibres and fabrics.



Health & Physical Education

This course is designed to expand students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students develop specialised movement skills and understanding in a range of physical activities settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students will participate in a range of Invasion, Net and Wall and Striking and Fielding games and physical activities during practical lessons and learn about Sexual Health and Relationship Education from the Shine SA curriculum in addition to risk, safety, culture and community connection during theory lessons.



Humanities - Geography

The two units of study are:

- Landforms and Landscapes
- Changing Nations

Landforms and Landscapes develop students' understanding of the concept of environment and enables them to explore the significance of landscapes to people. The distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing Nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The process of urbanization and the level of concentration in Australia will be compared to other countries and regions.

Students will complete a variety of assessment tasks involving the use and interpretation of maps, photographs and other representations of geographical data. They will also complete individual tasks and present information as oral report, posters and pamphlets.

A short unit of Business and Enterprise will also be included during this semester.

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approximately \$20.00



Humanities - History

This course will focus on the Pre-Modern Period between 500 AD – 1750 AD. Students will learn key historical skills such as the ability to analyse historical sources. They will also connect with people during this time through creative empathy tasks such as writing their own medieval journals and designing their own family crests.

Topics may include:

- Medieval Europe
- Tokugawa Japan
- The Black Death
- Civics and Citizenship

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approximately \$20.00.

Languages - Auslan

In Year 8, Auslan at Balaklava High School focuses on developing communication skills, including vocabulary, grammar, and conversational abilities, while also researching Deaf culture. Students learn the importance of visual communication, engage in interactive activities, and explore the history and social norms of the Deaf community, fostering both linguistic proficiency and cultural awareness.

Activities like role-playing, videomaking and interactive games help reinforce language learning while providing cultural context. Through these activities, students deepen their cultural knowledge, gain practical language experience, and develop the skills needed to interact effectively within the Deaf community. Additionally, students learn about the role of Auslan interpreters and accessibility, emphasizing the importance of inclusivity in communication.



Mathematics

This course builds on the skills learnt in Year 7 and continues the development of concepts stated in the Australian Curriculum. Emphasis is placed on number, geometric and measurement skills and how they may be applied to the real world. Information Communication Technologies will be used throughout the year to enhance learning experiences. Students will be expected to be involved in group work, investigations and project tasks. They will be assessed through written reports, tests, classwork and weekly homework tasks.

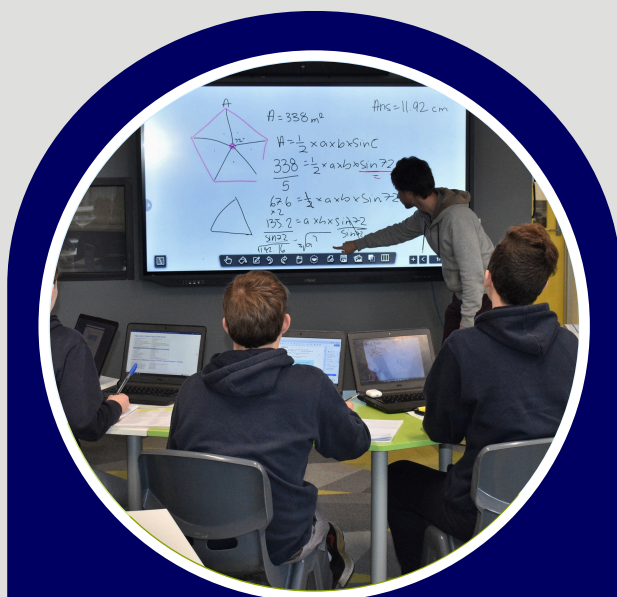
Students are expected to have an Abacus Calculator for this course. Participation in the Maths Trail is expected at an approximate cost of \$20.00.

Performing Arts

This course builds on the knowledge and skills acquired in the previous year. Students will build upon their knowledge of the elements of Music/Drama/Dance to explore more advanced concepts both theoretical and practical through playing of new instruments/performances. Students study arts specific terminology, evaluating performance and responding to Music/Drama/Dance. Students will work collaboratively and individually to apply their theoretical learning in practical situations in order to develop their performance skills and abilities further. Students are expected to participate and apply their learning to the performance aspect of the course as well as complete the required theory components. Out of school hours rehearsals/performances will be required.

Excursion costs of approximately \$20.00-\$25.00 are a possibility.

“Education is not the learning of facts. It’s rather the training of the mind to think”
Albert Einstein



Science

Students complete a full year of Science in Years 7-9. Scientific skills is the core of what we try to achieve, that is; problem solving using a logical process and experimentation. Students build skills in writing scientific reports. They learn about a variety of topics that then allows them to make an informed decision about continuing with Science in Year 11 (Stage 1) or Year 12 (Stage2). Students are encouraged to recognise that science is a human endeavor with people influencing scientific discoveries and building our knowledge of the world around us.

Learning and Assessment

Practical sessions are a key part of learning and these are used to provide a problem-solving opportunity. Students are guided by the online learning platform Stile, used to supplement the hands-on activities within Science. This software allows an interactive learning approach and provides an excellent tool to build knowledge and give feedback.

Topics include:

- Cells and Body Systems
- Energy and Heat
- States of Matter and Chemical change
- Elements and Compounds
- Active Earth



Technical Studies

In this introductory unit to the area of Design and Technology, students will develop a wide variety of hands on and theoretical skills in the areas of Woodwork, Plastics and Metalwork. Technical graphics using Computer Aided Design software may combine with manual drawings to form part of the design process.

A range of projects will be made in the workshop together with various research tasks. Emphasis is placed on working safely in the workshop and learning basic WHS principles and ideas. An Issues Research Task covering an aspect of contemporary society in technology will be undertaken.

Visual Arts

The Visual Arts course encompasses areas within Art and Design. Students will be developing folios to demonstrate creative thinking and problem-solving processes. Students will be exposed to a range of art medium and techniques such as drawing, painting, printmaking and sculpture. Students will explore areas of design such as graphic design and product design to understand the value of form and function. Emphasis is placed on developing students' understanding of the Visual Art elements and principles.

All facets of the Visual Arts involve both practical and theoretical components.





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YEAR 9 SUBJECT
DESCRIPTIONS

Design

Recommended: Satisfactory completion of Year 8 Visual Arts

The Design course will further develop key skills and processes in the development of Design projects. Assignments are designed to build on student's previous knowledge in making and responding to existing work, with a growing focus on student led exploration. Emphasis is placed on students' use of the visual art principles and elements in their work and further developing their ability to think creatively and problem solve. All facets of Design involve both practical and theoretical components.

Assessments include: Analogue Clock Design and Application of Advanced Technology practical skills that will explore a range of practitioners and Design products.



Digital Technologies

Recommended: Satisfactory completion of Year 8 Digital Technologies

Digital Technologies allows students to consider how humans interact with networked systems, interrogate security practices and data integrity, create a range of digital solutions and communicate and collaborate using digital technologies.

Students will have the opportunity to learn the following topics:

- Connected via a network
- Data driven innovation
- Creating an App, game or website
- Augmented Reality (AR)

Drama

Recommended: Satisfactory completion of Year 8 Performing Arts

This course is designed to prepare students for senior school Drama Studies; there is a significant theoretical component in preparation for this. Through studying specific texts of theatre, students will develop their practical work ability to write academically using Drama specific terminology and style; particular emphasis is placed on analysis and evaluation aims to improve students' stagecraft and performance ability in a variety of contexts.

Students will continue to develop their practical skills through a monologue performance piece. Out of school hours rehearsals/performances will occur and full participation is required.

Excursion costs of approximately \$20.00-\$25.00 are a possibility.



English

The areas of reading, viewing, writing, speaking, listening and grammar are covered and will develop the Australian Curriculum requirements. Students will be exposed to different genres, and will respond to and produce their own texts in both written and oral forms. Analytical reading and writing along with effective drafting skills will be developed. Texts may include novels, short stories, poetry, drama, film and media.

Core genres will include:

- Film analysis and creation
- Poetry analysis and creation
- Analytical essay writing
- Persuasive writing
- Newsroom production
- Narrative writing
- Public Speaking

Students are encouraged to read widely and independently and have the opportunity to participate in various writing and speaking competitions throughout the year.

Food and Fibre - Agriculture

Students will focus on locally significant industries including pigs and wool production and the innovative ways technology is used in an agricultural setting will be featured. Practical management of the other school enterprises including feedlots, value-adding and broadacre and horticultural crops will also be experienced.



Health and Physical Education

This course supports students to refine and apply strategies for maintaining a positive outlook and evaluating behaviour expectations in different leisure, social, movement and online situations.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students will participate in a range of Invasion, Net and Wall and Striking and Fielding games and physical activities during practical lessons and learn about Sexual Health and Relationship Education from the Shine SA curriculum in addition to alcohol education and mental health and wellbeing in theory lessons.

Home Economics

In this subject, students will do one term of Food and one term of Textiles. Students will develop their skills in food preparation and presentation using a wide variety of basic skills and techniques. The emphasis will be on demonstrating safe food handling and hygiene as they develop sound management practices. They will work both individually and in small groups to develop food preparation skills.

Machine skills and techniques and new textiles will be the focus. Students will have the opportunity to experiment with a variety of techniques and textiles before completing a project. Students will learn about different types of fabrics and fibres.

Students may be required to purchase fabrics and trimmings.



Humanities - Geography

This course will focus on the Modern World and Australia from 1750 until 1901. This time period provides an understanding of Asian-European relations including the European discovery and settlement of Australia and the responses of Indigenous peoples.

Topics may include:

- Technological Progress and Social Change
- European Settlement of Australia
- Indigenous and Settler Relations
- Australian Gold Rush
- Nationalism and Federation
- World War 1

Students will complete a variety of assessment tasks including oral presentations, posters and pamphlets in order to develop sound research and analytical skills.

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approximately \$20.00.



Humanities - History

The two units of study are Biomes and Food Security and Geographies of Interconnections.

Biomes and Food Security examines the role of the environment in food production and the challenges and constraints on expanding food production in the future. Investigation using examples from Australia and across the world are a focus for this topic.

Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Students will complete a variety of assessment tasks involving the use and interpretation of maps, photographs and other representations of geographical data. They will also complete individual tasks and present information as oral report, posters and pamphlets.

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approximately \$20.00.

Languages - Auslan

In Year 9, Auslan at Balaklava High School focuses on growing communication skills, including vocabulary, grammar, and conversational abilities, while also researching Deaf culture. Students learn the importance of visual communication, engage in interactive activities, and explore the history and social norms of the Deaf community, fostering both linguistic proficiency and cultural awareness.

To enhance understanding, students work with and create a variety of resources, including Auslan videos that demonstrate signing in different contexts, helping them to see real-world applications of the language. They also practice translating between Auslan and English, building an awareness of the nuances between the two languages. Additionally, students learn about the role of Auslan interpreters and accessibility, emphasizing the importance of inclusivity in communication.



Mathematics

This course builds on skills from Year 8 and works within the Australian Curriculum framework. Emphasis is placed on number revision, geometric, algebraic and measurement skills and how they may be applied to the real world. Information Communication Technologies will be used throughout the courses to enhance learning experiences. Students will be involved in group work, investigations and project tasks. They will be assessed through written reports, tests, class work and homework tasks.

Students are expected to have an Abacus calculator for this course.

Music

Recommended: Satisfactory completion of Year 8 Performing Arts

This course is designed to prepare students for senior school Music Studies; there is both a theory and practical component in preparation for this. Students explore musical performance both in a solo capacity and as a part of a class ensemble. It is not a requirement to already play an instrument but it is desirable.

The theory component has a focus on training the ear to recognise different tonality, intervals, rhythmic and melodic dictation. Students also begin to look at simple arrangements and composition of music.

Science

Students complete a full year of Science in Years 7-9. Scientific skills is the core of what we try to achieve, that is problem solving using a logical process and experimentation. Students build skills in writing scientific reports. They learn about a variety of topics that then allows them to make an informed decision about continuing with Science in Year 11 (Stage 1) or Year 12 (Stage 2). Students are encouraged to recognise that science is a human endeavor with people influencing scientific discoveries and building our knowledge of the world around us.

Learning and Assessment

Practical sessions are a key part of learning and these are used to provide a problem-solving opportunity. Students are guided by the online learning platform of Stile, used to supplement the hands-on activities within Science. This software allows an interactive learning approach and provides an excellent tool to build knowledge and give feedback.

Topics we learn about:

- Light, Sound and Electricity
- Atoms, Chemical Reactions and Radiation
- Plate tectonics
- Microbiomes and Ecosystems
- Body coordination: Nervous, Endocrine and Immune Systems



Studio

Students in Year 9 will choose from a number of different studios offered each year, where they will have the opportunity to develop the knowledge and skills needed to thrive in their life now and beyond school. Areas of learning will extend beyond the content delivered from the Australian Curriculum.

Elements of a thriving learner include:

- Lifelong learning
- Deep understanding and skillful action
- Ability to transfer learning
- Agency
- Human connectedness
- Belonging

For further information on each element visit <https://www.sace.sa.edu.au/thrive/>

Technical Studies

This unit will cover skills and concepts from a wide variety of topics in the Design and Technology area. The main areas of study offered in this unit are Woodwork and Metalwork, design and CNC (Computer Numerical Control). Development of hand and CADD (Computer Aided Design and Drafting) skills will be extended with a strong emphasis on workshop and personal safety.

Topics may include:

- Woodwork Joints
- Graphic Communication and Interpretation of Drawings
- Oxy Acetylene Welding/Metal Fabrication
- Metal Fabrication
- Material Study Project
- 3D Printing/CADD

Visual Arts

Recommended: Satisfactory completion of Year 8 Visual Arts

The Visual Arts course will further develop key skills and processes in the development of Visual Arts projects. Assignments are designed to build on student's previous knowledge in making and responding to existing work with a growing focus on student led exploration. Emphasis is placed on students' use of the visual art principles and elements in their work and further developing their ability to think creatively and problem solve. All facets of the Visual Arts involve both practical and theoretical components.

Assessments include: Indigenous Inspired Skate Decks and Principles of Art practical skills that will explore a range of art making techniques

"The future belongs to those who believe in the beauty of their dreams."

Eleanor Roosevelt

BALAKLAVA HIGH SCHOOL
EXCEL TODAY TO CHALLENGE THE FUTURE

