



Subject Information 2024

PERSONAL LEARNING PROGRAM YEAR 9



**St. Joseph's
College Echuca**
STRENGTH & KINDLINESS



**Kildare
EDUCATION
MINISTRIES**
In the Brigidine Tradition

*A Kildare Education Ministries
Catholic secondary school in
the Brigidine tradition*



Overview

At St Joseph's College we are constantly striving to improve the educational opportunities of the students entrusted to our care.

Two goals in the teaching and learning area of our current strategic plan are to:

- enable students to develop the independence and drive to be confident, engaged and self-disciplined learners
- cultivate positive and consistent learning environments where teachers can teach and students can learn.

In order to achieve these goals, in 2018, St Joseph's College introduced a Personal Learning Program for all students in Years 8 and 9. The Personal Learning Program enhances the way the curriculum is delivered to all students in these year levels by giving them greater choice in selecting subjects they have a passion for, or interest in. It continues to give them breadth of exposure across the traditional learning areas.

The Personal Learning Program provides students with greater opportunity to work at a level appropriate to their abilities and interests rather than their age. This has been done by realigning the curriculum from Years 7-12 to a vertical structure.

The advantage of moving the whole school to this structure has been threefold:

- It has allowed students in Years 8 and 9 to personalise their learning experience, by selecting subjects they are interested in.
- It has allowed students to study many of these subjects in greater depth.
- It has enabled students to accelerate more easily if appropriate or receive greater targeted assistance to improve their literacy or numeracy skills if required.

Our Year 7-10 curriculum leads to the Victorian Certificate of Education (VCE) , Vocational Major (VCE VM) and the Victorian Pathways Certificate (VPC) in Years 11 and 12.

The vertical curriculum offers semester units in all key learning areas. These are organised into four sequential levels, years 7-10.

Typically students undertake six units each semester. By the end of Year 10 students must have completed a minimum number of units in each key learning area. A semester unit generally consists of six lessons per fortnight.

The vertical curriculum structure allows students to:

- complete secondary education over six years having studied all units at an appropriate level for their development
- accelerate in one or more key learning areas
- consolidate, if necessary, in one or more areas
- specialise in some areas by taking extra units in key learning areas in which they are particularly talented or interested
- complete one or two VCE units in Year 10.

Personal Learning Program

Students in Years 8 and 9 develop their Personal Learning Program by selecting the semester units that make up their Personal Learning Program Passport. This is undertaken in Term 3.

The Personal Learning Passport consists of a specified number of semester units from all key learning areas. Some units such as English, Maths and LOTE (Year 8) are core, but students will have a range of choice as to the area of study with other learning areas such as Religion, Humanities, Science, The Arts, Technology, Health and PE. Student choice continues to increase in Year 9 where students are able to select one semester unit from those offered to focus on an area of passion or interest.

Table of Contents

Overview.....	2
Focus of each year level.....	5
Selecting your program	6
Using the handbook.....	7
Personal Learning Passport (Year 9)	8
Sample Programs.....	9
Arts	11
Art, Drama, Media and Music	
English	15
HPE	19
Health and Physical Education	
Humanities	21
History, Geography, Civics and Citizenship, Economics and Business, Careers	
LOTE	25
Languages other than English	
Mathematics	27
Religion	29
Religion, Personal Best	
Science	33
Biological Sciences, Chemical Sciences, Environmental Sciences, Physical Sciences, Social Sciences	
Technology	36
Design and Technologies: Fabrics, Food, Metal and Wood, Digital Technologies: Digital Technology and Web Design	



Focus of each year level

Year levels at St Joseph's College have a particular focus for students:

Years 7 and 8 Foundation

Students undertake a core program in these first two years of secondary schooling at St Joseph's College.

Students in Year 7 and 8 will complete the following year long subjects:

- English
- Maths
- Religion
- Science
- Humanities
- Health and Physical Education
- Italian
- Reading Room

They will also be introduced to a range of Art and Technology Subjects across these two years.

Years 9 and 10: Exploration

Students have the opportunity to explore in greater depth the learning areas they have a particular interest in. English, Maths and Religion are core subjects, but students are able to choose their other semester units from a wide and varied selection.

Years 11 and 12: Pathways

Students are able to concentrate their efforts in achieving success in the learning pathway they have selected. The aim of these two years is to ensure a pathway, post Year 12, whether it be at University, TAFE, an apprenticeship or employment.

Selecting your program

Year 7 and 8

The program for students entering Years 7 and 8 is set. All students will follow a common program for their first two years at St Joseph's College, with the ability to select their Art and Technology units at Year 8.

Years 9 and 10

The program for students entering Years 9 and 10 has both core and optional units. Subject selections should be made in consultation with subject teachers, Learning Mentors and parents. There are a number of units which must be selected by the end of Year 9 for each curriculum area (see table on page 8). Students need to balance their unit selections to achieve this outcome. These will be reflected in each student's Personal Learning Passport

1. New students

Course planning and unit selection for all new students will be completed during an individual course planning meeting with the Pathways Coordinator.

2. Acceleration

Continuing students who wish to accelerate, or undertake VCE units when they are in Year 10, must have the written agreement of their current subject teacher, their House Leader, appropriate Learning Leader and a parent or guardian. New enrolments in Years 8-10 may be permitted to accelerate based on their past school assessments and reports.

Using the handbook

Information on the range of units offered to students as part of their Personal Learning Program can be found under the learning area to which the unit belongs.

The Arts	(pages 11 - 13)
English	(pages 15 - 17)
Health and Physical Education	(pages 19 - 20)
Humanities	(pages 21 - 23)
Languages other than English (LOTE)	(pages 25 -26)
Mathematics	(page 27)
Religion	(pages 29 - 31)
Science	(pages 33 - 35)
Technology	(pages 36 - 38)

Units are grouped in each learning area under a coloured stripe that indicates which Victorian Curriculum Level, and in turn, year level they are appropriate for:

- VC Year 7 appropriate for students in Year 7
- VC Year 8 appropriate for students in Year 8
- VC Year 9 appropriate for students in Year 9
- VC Year 10 appropriate for students in Year 10

VC Year 7

VC Year 8

VC Year 9

VC Year 10



Personal Learning Passport (Year 9)

The following semester units must make up a student's Personal Learning Passport.

YEAR 9	
Learning Areas	No of Semester Units
English	2
Mathematics	2
Religion	1
Science *	1 or 2
Humanities *	2 or 1
Health and Physical Education	1
The Arts or Tech	1
Personal Best and Careers	1
Free Choice	1

Free choice **consists of any semester unit of Religion, LOTE, Art, HPE, Technology, Science or Humanities** at the appropriate level.

*Three semester units of both Science and Humanities must be studied across Years 8 and 9.

Examples:

Student A: Year 8 : 2 semester units of Science and 1 semester unit of Humanities
Year 9: 1 semester unit of Science and 2 semester units of Humanities

Student B: Year 8: 1 semester unit of General Science and 2 semester units of Humanities
Year 9: 2 semester units of Science and 1 semester unit of Humanities

Sample Programs

Year 9: Straight Year 9 Course

Semester 1	English (Core)	Maths (Core)	Religion Term 1 Core Differences in the World Term 2 Choice Religious Art Seeking Social Justice How do you decide?	HPE (Core) Life's Essentials	Science (Choice) e.g. Love Where You Live	Free Choice e.g. Fitness and Training or Italian or Rock ConneXions etc
Semester 2	English (Core)	Maths (Core)	Personal Best and Careers (Core)	Hums/Sci (Choice) e.g. Australia: Birth of a Nation	Humanities (Choice) e.g. Laws and Business	Art/Tech (Choice) e.g. Art

Year 9: Accelerated Year 9 Course

Semester 1	English (Core)	Maths (Core) Year 10 General Maths	Religion Term 1 Core Differences in the World Term 2 Choice Religious Art Seeking Social Justice How do you decide?	Science (Choice) e.g. Year 10 Biology	Science (Choice) e.g. Love Where You Live	Free Choice e.g. Fitness and Training or Italian or Rock ConneXions etc
Semester 2	English (Core)	Maths (Core) Year 10 General Maths	Personal Best and Careers (Core)	Hums/Sci (Choice) e.g. Australia: Birth of a Nation	Humanities (Choice) e.g. Who's Running This Joint?	Art/Tech (Choice) e.g. Art



Art, Drama, Media and Music

Year 7	Year 8	Year 9	Year 10	VCE/VET Units
ART				
Art	2D Art and Design	Art	Art A	VCE VCE Art Making and Exhibiting
			Art B	VCE VCE Art Making and Exhibiting
Art	3D Art and Design	Design	Visual Communication and Product Design	VCE Visual Communication and Product Design
			Visual Communication and Architectural Design	VCE Visual Communication and Architectural Design
DRAMA				
Welcome To Broadway	Behind The Mask	Tell Me Your Stories	From Page To Stage	VCE Drama
MEDIA				
Media	Media: In The Director's Chair	Media: The Reel Deal	Media Art	VCE Media
MUSIC				
Music	Play That Funky Music	Rock ConneXions	Music Certificate II	VCE Music Performance

Art, Drama, Media and Music

YEAR 7



Art

Students are introduced to a range of foundation activities, including colour theory and rendering. Printmaking through abstraction, and grid enlargements are a strong focus. Art elements and principles form the basis to build knowledge through analysis. Students work around four key strands of Visual Arts: Explore and Express Ideas, Visual Arts Practices, Present and Perform, Respond and Interpret.

Welcome to Broadway

Welcome to Broadway offers an introduction to live performance. Using the genre of musical theatre, students develop an understanding of the elements of drama, stage design and character. Students develop skills in the use of voice and movement as well as learning to work with others in a productive and creative capacity. The class looks at the development of theatre from ancient Greece to modern productions to provide a sense of the historical context of the performing arts. Students develop confidence, performing in a safe, supportive and fun environment as they create a group performance of a scene from musical theatre.

Music

Students will create, perform, develop and understand music from a variety of genres. Students will develop understanding of key musical elements including melody, harmony, rhythm, timbre, texture, dynamics and articulation through practical and theoretical tasks.

YEAR 8



3D Art and Design

This subject will develop students' skills in claymation (animation), visual puns - clay (sculpting), watercolour techniques (painting) and pop art - Warhol and Lichtenstein (digital manipulation). They will also work on expressive landscapes by Fred Williams and Aboriginal art.

2D Art and Design

Students will learn about painting with acrylics and explore tessellations with lino (Escher, Florence Broadhurst). Students will explore and create a drawing folio and examine one and two point perspective.

Behind The Mask

This drama unit will make students escape into a wild world of imagination as they explore the dramatic art of acting. Students will learn to improvise as they build confidence and learn how to analyse, understand and create characters. There is also an exciting unit in puppetry and Greek theatre giving students an appreciation of the world of drama. Students will be tasked with creating their very own mask that only they can bring to life. This subject knows no boundaries in bringing a student's creative self to the stage!

Art, Drama, Media and Music

Year 8



Media: In The Director's Chair

Media: In the Director's Chair provides students with an introduction to media equipment and skills, podcasting and photography. Students will learn new skills such as working with the Green Screen, making YouTube clips and experimenting with new technology. Guest presenters share their expertise by conducting workshops in the classroom. With assignments based around students selecting their favourite form of media technology, students will develop new skills and have fun along the way, working in collaborative and real life environments.

Play That Funky Music

Play That Funky Music launches students into the world of music performance. Once they have conquered the X-Factor, as a solo instrumentalist, they will form the next number one band and take pride in planning, creating and making a music clip together. Along with this, students will learn what it takes to write a song and will also blast the airwaves with their own radio show. Music elements, technical skills and knowledge are absorbed into a fun learning environment.

Year 9



Art

Students will sculpt, draw, paint and design like a modern master. Students learn from the best and create works of art that are inspired and completed in a range of media. Throw the traditions of the past aside and get into the spirit of art experimentation through modern art. New ways of seeing with fresh ideas for making art are explored. There are elements of digital art offered through this unit.

Design

This course offers lots of development for drawing skills, both digital and for using traditional pencil, paints and media. Students will learn how to apply the design elements and principles to communicate messages. Students will draw like a designer using methods and media that underpin architecture and poster design. Students will build a folio of work and produce three final presentations.

Tell Me Your Stories

After a short unit on improvisation where students will learn to get to know one another through a series of workshops, they will be introduced to storytelling and verbatim theatre. Throughout this course they will explore a variety of different mediums to tell all sorts of stories (real and imaginary) on stage. Verbatim will be used to record interviews with community members to create real life theatre. Naturalism and the system of Stanislavski will be applied by students in preparation for character roles. Students will continue working as small ensembles to produce an original performance to present to our school community.

Media: The Reel Deal

Areas that are explored in Media: The Reel Deal include radio, animation and making short films with expert guest presenters invited in to conduct workshops in the classroom. Student work is presented annually at the Echuca Paramount Cinemas.

Rock ConneXions

After gaining the X-Factor in solo and band performance in Year 8 music, in Rock ConneXions, students will take their instrumental playing ability and skills to new levels during this course. This time, the student's band will create, plan, improvise, perform, act and experiment with film and technology and produce a music movie. They will engage in the world of green screens and be the band performing in an arena to large audiences. Along with this, students will test new boundaries in music technology working with loops, samples and DJ gear and experiment in song composition.



English

English is a compulsory subject. Students will complete two semester units of English each year. Reading Room is also compulsory for all students in Years 7-9. Students will have one period of Reading Room per week. This will be a structured reading program to develop students' literacy skills and a love of reading.

Year 7	Year 8	Year 9	Year 10	VCE/VET Units
ENGLISH				
7 English	8 English	9 English	10 English	VCE English
READING ROOM			10 English Literature	VCE English Literature
			10 English Linguistics Matters	VCE English Language
			10 Literacy (Applied Learning)	VCE (VM) VPC Literacy

English

Year 7



Reading and Viewing

By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. Students demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. Students select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Writing

Students understand how the selection of language features can be used for particular purposes and effects. Students explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. Students create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, students take into account intended purposes and the needs and interests of audiences. Students demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and Listening

Students listen for and explain different perspectives in texts. Students understand how the selection of a variety of language features can influence an audience. Students understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. Students create texts showing how language features and images from other texts can be combined for effect. They create structured and coherent texts for a range purposes and audiences.

Year 8



Reading and Viewing

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. Students select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing

Students understand how the selection of language features can be used for particular purposes and effects. Students explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. Students demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and Listening

Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. Students understand how the selection of language features can be used for particular purposes and effects. Students explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. Students make presentations and contribute actively to class and group discussions, using language patterns for effect.

English

Year 9



Reading and Viewing

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. Students analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. Students evaluate and integrate ideas and information from texts to form their own interpretations. Students select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Writing

Students understand how to use a variety of language features to create different levels of meaning. Students understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues interpreting and integrating ideas from other texts. Students edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and Listening

Students listen for ways texts position an audience. Students understand how to use a variety of language features to create different levels of meaning. Students understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from texts. Students make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.



Health and Physical Education

Year 7

Year 8

Year 9

Year 10

VCE/VET Units

Health and Physical Education - HPE

Health and Physical Education	A Healthy Balance (Core)	Life Essentials (Core)	Physical Education	VET Certificate III In Sport Recreation
		Active for Life		VCE Physical Education
		Leadership and Coaching	Sports Science	VCE Health and Human Development
		Fitness and Training		VET Certificate III Allied Health
			All About Health	VCE Outdoor and Environmental Studies
			Outdoor Education	

Health and Physical Education

Year 7



Health and Physical Information

In Year 7 Health and Physical Education, students explore the health of their community as well as their own individual health through the units of Community Health/Health Promotion, Personal Development, Bullying and Resiliency and Valuing Diversity. In practical classes students learn and develop skills in net/wall games, striking and fielding, invasion games and water safety and awareness.

Year 8



A Healthy Balance (Core)

Students study important health issues within various sections of our society. The areas of study include: nutrition and body image, and harm minimisation. Students participate in practical sessions throughout the unit including soccer, handball, softball, thunder hockey, sofcrosse, fitness and dance. They aim to improve their health and physical skills as well as developing sportsmanship and teamwork.

Year 9



Life's Essentials (Core)

This unit is designed to help equip students to deal with pressures placed on them. The course focuses on developing an understanding of mental health, as well as sexuality and relationships.

The practical side of this subject focuses on alternative sports including ultimate frisbee, speedball, speedminton and spike ball as well as games that allow access for all abilities.

Leadership and Coaching

Students explore the qualities that make up a 'good coach' in sport. They develop their knowledge, skills and responsibilities of coaching and practise leading their peers through a coaching lesson. Students also further develop their practical skills and game sense strategies.

Fitness and Training

Students develop their understanding of muscles, bones, cardiovascular and respiratory systems in this unit. Students will also learn about and experience a range of training methods and understand why athletes train differently. Students will create and complete an individualised training program at a local gym.

Active for Life

This unit aims to promote a healthy lifestyle through participation in physical activity. Students will investigate the benefits of participation in regular physical activity across the lifespan and evaluate health promotion programs aimed to reflect the national guidelines. Students will participate in an individual activity plan such as Couch to 5km with the aim of completing a fun run; and sports targeting physical activity for different age groups including children's games, lawn bowls and croquet. This unit might be of interest to students who don't particularly like team sports but want to increase their activity levels.



Humanities

History, Geography, Civics and Citizenship, Economics and Business, Careers

Students will complete three semester units of Humanities over Year 8 and 9 as well as Personal Best/Careers.

Year 7	Year 8	Year 9	Year 10	VCE/VET Units
HUMANITIES				
Humanities	History	Australia: Birth of a Nation	History	VCE History
	Geography	Food Security and Fair Trade	Geography	VCE Geography
	Rights, Laws and Business	Laws and Democracy	Government and Justice	VCE Legal Studies
			Global Politics	VCE Politics
		Innovating Business	World of Commerce	VCE Business Management
				VCE Economics

Humanities

Year 7



Humanities

In Year 7 Humanities, students examine the complex processes that have shaped the modern world and investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped, and which continue to shape, different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced, and continue to face, different challenges.

Year 8



All students will complete Year 8 Humanities which will develop understanding and skills across the four Humanities strands: Civics and Citizenship, Economics and Business, Geography and History

History

In an integrated History and Civics and Citizenship unit, students will study the exploration of two great empires, the Mongols and the Spanish, in the conquest of new lands in Asia and the Americas as well as the worlds of Medieval Europe and Feudal Japan, two contrasting cultures but with a

similar history. Times of significant change which will be the link to comparing rights then with our rights today as a citizen of Australia. Students will learn about the origins of democracy in Australia and the role of parliament as well as the principles of justice and why we need laws.

Geography

The integrated Geography and Economics unit covers geographical understanding of fundamental forces such as plate tectonics, earthquakes, volcanic activity and the forges that shaped and change our Murray River landscape. Students will discuss big questions such as 'what is migration', 'why do people migrate', 'why do so many people live in cities' and 'what might Australia's future look like'. This links perfectly to the world of business. Students will examine the economy, including in our region and the role of agriculture and tourism within it, as well as study the rights and responsibilities of consumers.

Rights, Laws and Business

Across all four Humanities strands, students learn important and relevant skills such as critical thinking, cause and effect, change over time, how to interpret maps and other data, how to collect data, and how to present and communicate their findings.

Humanities

Year 9



Australia: Birth of a Nation

In this unit, students will study the European settlement of Australia and rise of a nation from a penal colony. Discover the hardships of life in the first settlement and the shock of European colonisation on the Indigenous population which had devastating consequences reaching into the 21st century. Explore the effect of the Gold Rush on the rise of Marvellous Melbourne and nationalist movements that led to Federation in 1901. Investigate the causes of World War I and Australia's involvement, including the courageous actions of the Anzacs and the impact of war both on the front and at home.

Innovating Business

Have you ever wondered if you could run or create a successful business? Could you create a product which can change the world? Do you have the business brain to compete on a world scale? Wonder no more. In this subject students can consider how individuals have become successful entrepreneurs. They will also learn about the stock market and even develop their own innovative companies which they create and advertise. An entrepreneur is someone who has a vision to create and develop new ideas, so if this is you, get onboard!

Food Security and Fair Trade

Why can some countries afford to export food and others cannot produce enough to feed their own people? How will we secure Food Security for a growing world population into the future? How will climate change affect our food? In the first Geography unit students examine the natural environments in Australia and across the world, their alteration and significance as a source of food and fibre, as well as the environmental challenges and constraints on expanding food production in the future. The second unit focuses on the supply chains and impacts of 'our stuff', clothes, electronic devices, you name it. Students will find out how their everyday choices and actions not only connect them to places across the world but also how they might change and challenge these environments. Skills and activities include a field trip, local experts, identification of biomes on a world and local scale, interpretation and creation of maps and graphs and the use of geospatial technology.

Laws and Democracy

In Australia, citizens have the right to vote for members of parliament to represent their views, the right to go to school, work, and speak freely about the issues concerning them as well as a responsibility to abide by the laws of the nation. Laws and Democracy is the study of these rights and responsibilities, and includes what parliament is, how the government works, how laws are made, our court system, fairness and equality before the law, and your place in all of this as a 21st century citizen. Consider this course as your toolkit to citizenship!

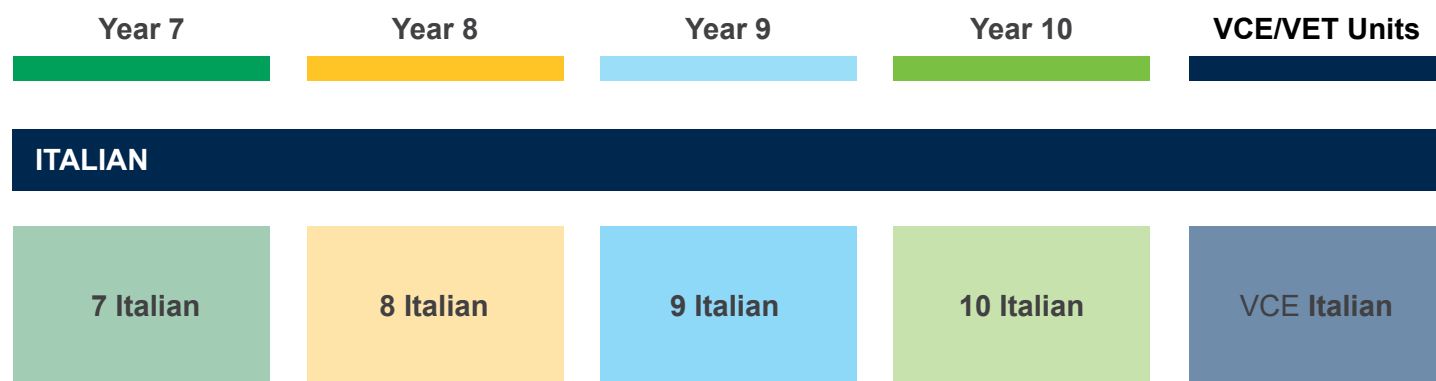


Languages other than English

Italian

Italian is a compulsory unit in Years 7 and 8. Italian is studied across the year for three periods a fortnight. Students are encouraged to continue with Italian in Year 9, where it can be selected as the student's free choice unit.

When students gain fluency in speaking, listening and writing at this level of Italian, it is really easy to fall in love with the subject! Students will make strong and frequent gains at this level. English isn't enough! Learning another language demonstrates learning skills and commitment to employers that are rare among the numbers of people applying for jobs - students will stand out from the crowd! Learning a foreign language is so helpful in understanding our own language and opens up whole other cultures apart from our own - foreign art, food, music, literature, film, shopping and sport - all these are done particularly well by the Italians! Imagine being able to share in it.



Languages other than English

Year 7



7 Italian

By the time students finish Italian in Year 7, they will have become familiar with the Italian pronunciation and be able to wrap their mouth around words never imagined before. Students will learn new words about people and objects and even begin to interact in their new language with their teachers and classmates. Italian will be modelled for students and they will practice and rehearse it until they begin to form completely new and unique sentences in the new language. Students will start to be able to listen, read and write in Italian. Students will start to learn the special metalanguage used to describe language. Being able to use a new language to express things you can't as readily express in English will show students how different our cultures can be and show just how big, rich and exciting the world is.

Year 8



8 Italian

By the time students are at the end of Year 8, they will be able to speak to friends, family and teachers to say hello and start off the conversation in a variety of contexts including school, home and sport. Students will even be able to express their opinions, and maybe have an argument! The classroom routines will start to be expressed in Italian – students may even forget to speak English in class at times! Not only will they see how different languages can express completely unique ideas about the world, but will come to understand the Italian culture's worldview via its language – their world will be twice the size and twice as interesting and exciting. Students will come to understand and use metalanguage to express a new understanding of how systematic, random, complex and wonderful the world of language really is.

Year 9



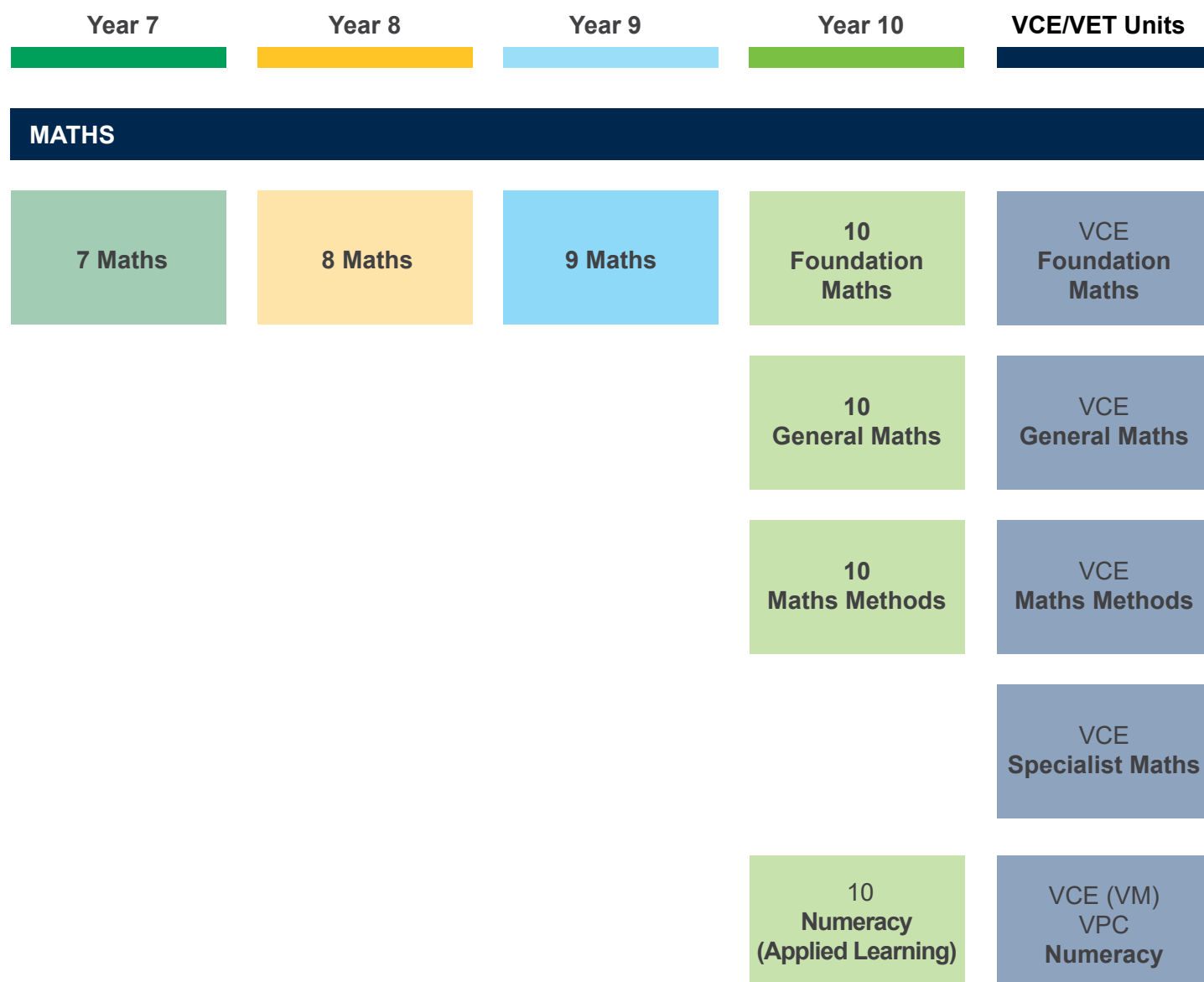
9 Italian

By the time students reach the end of Year 9, they will have built enough expertise to differentiate between dialects. Students will be very familiar with the systematic regular forms of grammar and will also be able to appreciate the exceptions. Students will begin to be able to express things in a range of tenses, will listen to podcasts, view films, read poetry, critique visual art and will appreciate and comprehend the beauty not fully articulated in English. In this way, students will begin to appreciate that language can influence, limit and in turn, expand human experience - and personal experience.

Mathematics

Students at Year 7, 8 and 9 complete a range of concepts through explicit teaching, mini lessons in groups, exploring rich tasks, completing problem solving questions and testing their understanding through regular assessment. Team teaching and open plan classrooms allow students to guide their learning by independently choosing from an array of tasks to work through on a given topic.

Within the classrooms, teachers differentiate to the needs of each student by using flexible groupings, varied difficulty levels, alternative assessments, maths manipulatives and scaffolded learning. This allows teachers to provide ongoing personalised assessment and curriculum to grow students' knowledge from current understandings. This approach allows every student to experience success in Mathematics.





Religion

Religion, Personal Best

Year 7

Year 8

Year 9

Year 10

VCE/VET Units

RELIGION

Religion

Jesus:
What a Legend
BFFs

Differences in
the World (Core)

10 Religion

VCE
Religion and
Society

Jesus:
What a Legend
Saints and Proph-
ets

Religious Art

Jesus:
What a Legend
Storytelling

Seeking Social
Justice

How do you
Decide?

Personal Best
and Careers

Religion

Year 8



Jesus: What a Legend and Best Friends Forever

Students will examine how Jesus' parable Word Made Flesh, reveals to us the human face of God. Students will explore how Jesus shows us what it means to be in loving relationship with God and with each other. They will also look at how Jesus shows us who God is and what it means to be human.

They will determine what Jesus' words and actions mean and articulate what the characteristics of Jesus are as a way to understand Jesus as a historical figure.

Students explore their identity and adolescent stage of life in the context of relationships, sexuality, spirituality and the emotional and the physical changes that are occurring. They are led to understand that there are a diverse range of issues which adolescents confront in the context of relationships, sexuality and spirituality.

Jesus: What a Legend / Saints and Prophets

Students will examine how Jesus' parable Word Made Flesh, reveals to us the human face of God. Students will explore how Jesus shows us what it means to be in loving relationship with God and with each other. They will also look at how Jesus shows us who God is and what it means to be human.

They will determine what Jesus' words and actions mean and articulate what the characteristics of Jesus are as a way to understand Jesus as a historical figure. In this unit students investigate the life stories of people who strive to live out the message of Jesus. These people challenge, inspire and motivate us in our own time. The students will reflect on the lives of these prophets and saints as examples of Christian discipleship. Our House Patrons will be examined as well as influential women in the Church.

Jesus: What a Legend and Storytelling

Students will examine how Jesus' parable Word Made Flesh, reveals to us the human face of God. Students will explore how Jesus shows us what it means to be in loving relationship with God and with each other. They will also look at how Jesus shows us who God is and what it means to be human.

They will determine what Jesus' words and actions mean and articulate what the characteristics of Jesus are as a way to understand Jesus as a historical figure. Students will explore the idea of the Bible as a collection of books, containing different literary forms such as poetry and song, myth, history and wisdom. Students will investigate the development of the Bible over time and examine the ways that Scripture is incorporated into personal and communal prayer. They will make simple connections between Scripture passages and their lives.

Religion

Year 9



Differences in the World (Core)

Students will respond to and examine these questions as the main focus for this unit: How do religions and societies influence each other? How can I respect the faith and beliefs of others? Students will also explore the theme of prejudice and ways to overcome this, and they will complete an investigation into the major world religions and Aboriginal spirituality. Students will also be required to respond to religious differences through a film analysis.

Religious Art

Students will explore different religious art pieces and find meaning in them. The topics are:

- Meditation Journals
- Architecture
- Art and Aboriginal Spirituality
- Music and Literature - planning a mural
- 3D: Art Of The Cross
- Relationships with Jesus

This is a great subject for those students who enjoy storytelling through art and for those who enjoy responding to, interpreting meaning, and making critical judgments about specific works of art.

Seeking Social Justice

If you are interested in social justice issues, then this subject is for you! Students will study a variety of organisations that work for justice, including Caritas and ACRATH. There will be an investigation into the issue of human trafficking, exploration of strength based approaches, an examination of the world's developing countries and fair trade issues.

Please note that this subject deals with sensitive information about human trafficking and which is a very real and confronting topic. Our commitment to principles of Living Justice Living Peace informs our dedication to teaching about this topic in this context. However, it is important that you are aware the material, while educational, can be upsetting. Our teaching staff will keep you fully informed of what content is taught and when students will be undertaking certain activities in the program.

How do you Decide?

Students will investigate the relationship between Christian values, conscience formation and decision making. It will seek to inform the student of the Catholic Christian view of values, morality and sin. Students will also understand the role of Scriptures, the dignity of the human person and the Church in the establishment of a personal and informed conscience. Christian decision making strategies will be explored.

Personal Best and Careers

This unit is compulsory for all Year 9 students and is run in Semester Two.

The Personal Best Program is designed to give students an integrated and project based learning approach to careers combining their personal identity, their faith, their community and their vocation. The unifying themes are: Identity, Faith, Community Service and Vocation.

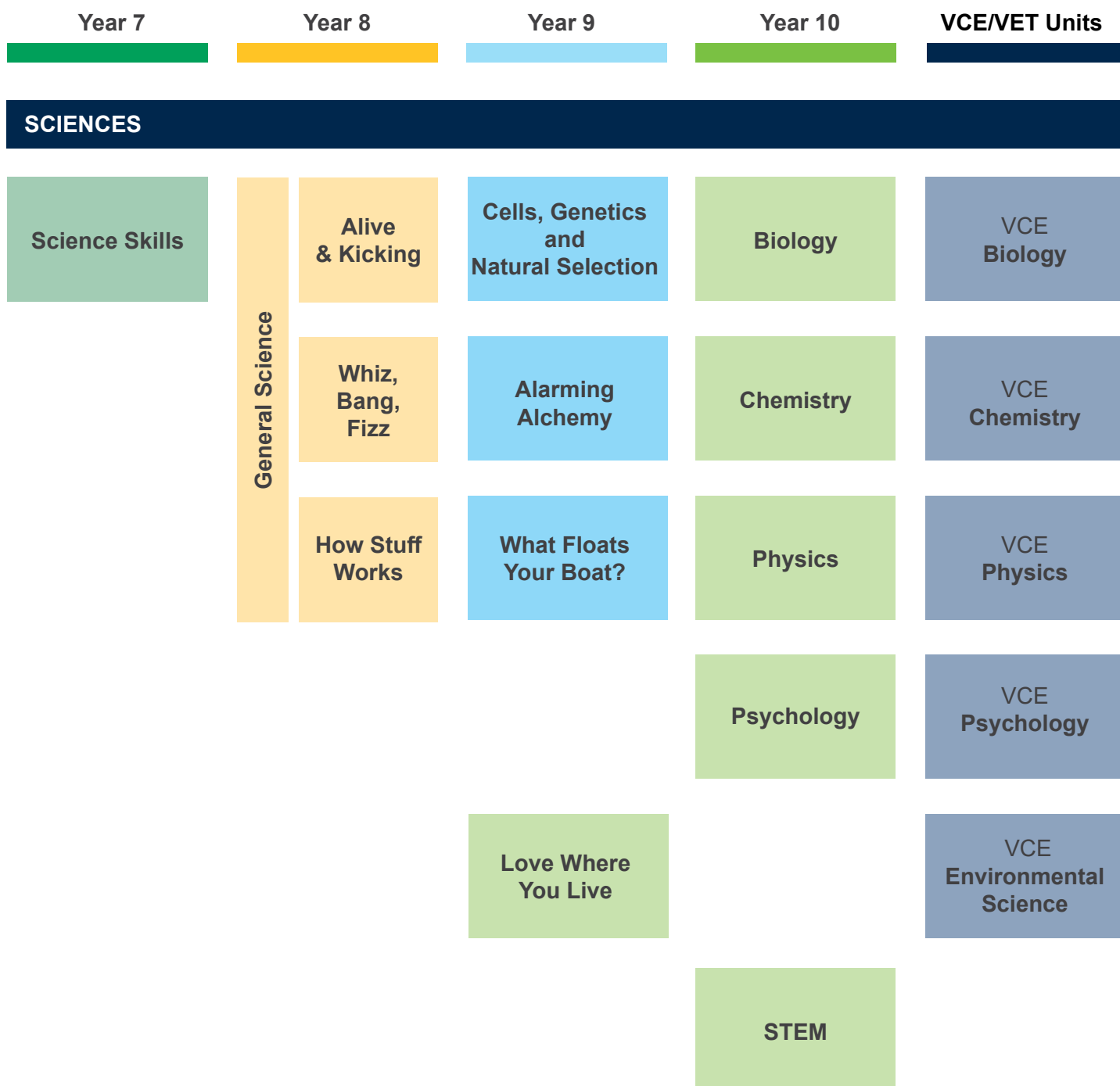
The Personal Best Program is designed for students to leave a legacy for our local and school community in the form of a project. Students working together with their teacher will participate in a project in one of the areas of: wordwork, metalwork, art, food, sustainability and events. Ideas to be explored include designing and producing murals for our new campus, tree planting etc. These projects will be showcased at the end of the year.

The Careers Program has been designed to explore the world of work in the 21st century. Students will use tools such as Career Voyager to discover the types of careers they may be suited to. Writing resumes, preparing for job interviews, and one week of work experience at the end of the year, all combine to prepare students for their future careers and the world of work.



Science

Biological Sciences, Chemical Sciences, Environmental Sciences, Physical Sciences, Social Sciences



Science

Year 7



Science Skills and Foundations

Science Skills provides students with an introduction to laboratory safety and the skills involved in handling equipment such as bunsen burners, balances and measuring equipment. Students design and demonstrate several methods of separating mixtures. They learn how to design and conduct fair and ethical scientific experiments, collect and analyse data and report the findings. Students investigate the interactions and relationships between living and non-living things. They also learn about the Earth, Moon and Sun and how their positions and orbits relate to days, months and seasons. Students also investigate simple machines and forces.

Year 8



General Science

All students will complete Year 8, General Science which will provide a taster of Biology, Chemistry, Physics and Earth Sciences.

In Year 8 General Science, students improve their understanding of scientific ideas, and how this knowledge can be applied to solve real-world problems. Students investigate different forms of energy and learn how energy transfers and transformations cause changes in simple systems.

They discover the wonders of light, and delve into the properties of sound using a wave model. They also explore the particle model, predicting and explaining the physical and chemical properties of substances. In addition, students learn techniques to separate pure substances from mixtures and provide evidence for observed chemical changes. They analyse the structure and function in living organisms, classify and identify different species, and explore the effects of environmental changes on feeding relationships within ecosystems.

Year 8 General Science also delves into the fascinating realm of forces and motion, investigating simple machines and the impact of unbalanced forces, including Earth's gravity. Students explore celestial phenomena, understanding how the positions of Earth, the Sun, and the Moon influence events on our planet.

Throughout their studies, students develop critical thinking skills by formulating scientific questions, planning and conducting experiments, analysing data, and communicating their findings using appropriate scientific language and representations. Year 8 General Science fosters curiosity, critical analysis, and problem-solving abilities while providing a solid foundation in scientific knowledge.

Science

Year 9



Cells, Genetics and Natural Selection

Students will investigate genetics and evolution by building an understanding of cellular structure and function, with particular focus on the role of the nucleus and DNA. They will investigate the inheritance and transmission of genetic traits from one generation to the next and the involvement of DNA and genes. Students will develop an understanding of how genetic diversity supports the theory of evolution by natural selection.

Alarming Alchemy

Students explore chemistry through a range of chemical reactions including combustion, acids-base and precipitation. They learn about the scientific process of discovery and apply their skills to design and perform a series of experiments to determine the factors affecting the rate of chemical reactions. Students investigate energy transfer in living systems exploring the chemistry of respiration and photosynthesis.

What Floats your Boat?

Students build a solid fuel rocket and use slow motion camera to investigate concepts of motion including distance, time, speed and acceleration, forces and their relevant quantities. They also learn what an electrical circuit is and relate this to the household and other electrical and electronic devices including motors. Students make a digital pressure sensor circuit. Students investigate the various forms of energy and energy transformations of a speaker and the energy transformations to be found on a paddle steamer. They make a simple battery powered motor, and design and construct a vehicle that demonstrates energy transformation.

Love Where you Live

In Ecosystems students will discover more about their local environment. Students will learn how to tell whether it is healthy or not and what makes it tick. Students will also find out why the cycles of flood and drought are so important to native animals and plants, participate in local conservation projects, build nesting boxes for local animals, assess the biodiversity of our school grounds and come up with suggestions to improve them. Students will design and conduct a scientific research project into an aspect of our environment of local concern.

Technology

Design and Technologies: Fabrics, Food, Metal and Wood Digital Technologies: Digital Technology and Web Design

In the Victorian Curriculum F–10, the Technologies includes Design and Technology and Digital Technologies.

The Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.

In Design and Technologies, students use design thinking and technologies to generate and produce designed solutions. In Digital Technologies, students use computational thinking and information systems to analyse, design and develop digital solutions.

Year 7	Year 8	Year 9	Year 10	VCE/VET Units
FOOD				
Food, Glorious Food	Love Your Leftovers	Culture Shock	Food For Healthy Eating	VCE Food Studies
			Food for Design	VET Certificate II Kitchen Operations
WOOD				
Materials	Pinball Machine	Made From Scratch	Custom Design	VCE Product and Design Technology (Wood)
		Commercial Furniture	Industrial Design	VET Certificate II in Building and Construction

Year 7

Year 8

Year 9

Year 10

VCE/VET Units

METAL/ENGINEERING

Materials

Let's Get Moving

Robot Wars

Systems Engineering

VCE Systems Engineering

VET Engineering

TEXTILE and DESIGN

Textiles

Textiles for Beginners

Textiles by Design

10 Textiles

VCE Product and Design Technology (Textiles)

Sewing for Sustainability

DIGITAL TECHNOLOGY

Digital Technologies

Let's Get Digital

Codemasters

Digital Technology

VCE Applied Computing

Technology

Year 8



Love Your Leftovers

The subject builds on food preparation skills learnt in Year 7. The main foci of the subject is for students to explore food wastage and food sustainability using the design process to create a meal using commonly left over foods. Students will also focus on nutrition, meal planning and home cookery across various meal times and use food selection models including the Australian Guide to Healthy Eating to evaluate how healthy a dish is. The design process will again be implemented as students create a healthy home cooked meal. Over the course of this subject, students will continue to develop their kitchen safety and hygiene practice.

Made From Scratch

Students are introduced to woodworking power tools to use for procedures such as cutting, joining and finishing. Students will also explore, research, design and produce a series of basic products that demonstrate a number of techniques. This unit can be completed in both Year 8 or 9.

Let's Get Moving

Students will use the engineering design process to plan and construct a machine/system to show how mechanical systems are used to create motion. The forces involved in the motion and how materials interact provide them with the basis for their projects. Students are also introduced to metalworking power tools to use for procedures such as cutting, joining and finishing.

Textiles for Beginners

This subject is all about skills acquisition, design and creativity. Students learn skills that they can utilise during the production of creative projects. Design briefs are formulated to meet particular needs and explore different avenues of design. Skills include basic sewing samples, basic garment production, bags, fabric decoration, fashion drawing and many more. Students will also have the opportunity to use computerised sewing machines and software.

Let's Get Digital

Extending students from their introduction into programming, students explore how to create digital works reflecting solutions to real world problems. They develop collaborative practices where possible and seek out feedback to enhance and develop their practices. The focus of problem solving using computational thinking underpins the subject.

Technology

Year 9



Culture Shock

The key emphasis of this unit is on foods from other cultures and adolescent dietary requirements. The unit aims to develop in students:

- an understanding of major nutrients and their functions
- a knowledge of the uses of food selection models including the Australian Dietary Guidelines and The Australian Guide to Healthy Eating in planning and evaluating diets
- an appreciation of the social and cultural factors which influence food selection and food consumption patterns
- Familiarity with the technology process (investigating, designing, producing and evaluating).

Commercial Furniture

Students who have completed Made from Scratch, will continue to develop woodworking skills using power tools to complete procedures such as cutting, joining and finishing. Students will also explore, research, design and produce a series of more complex products that demonstrate a number of techniques.

Robot Wars

Students will explore, research, design and fabricate a robotic system to perform functional tasks. The use of a mobile base provides students with the opportunity to explore how these systems can interact with their environment and each other. Students develop more complex metalworking and design skills using a variety of tools to complete procedures such as cutting, joining and finishing.

Textiles by Design

This subject is all about an extension of skills acquisition, design and creativity from Textiles A, in preparation for VET and VCE. Students learn skills that they can utilise during the production of creative projects. Design briefs are formulated to meet particular needs and explore different avenues of design. Skills include basic sewing samples, basic garment production, bags, fabric decoration, fashion drawing and many more. Students will also have the opportunity to use computerised sewing machines and software.

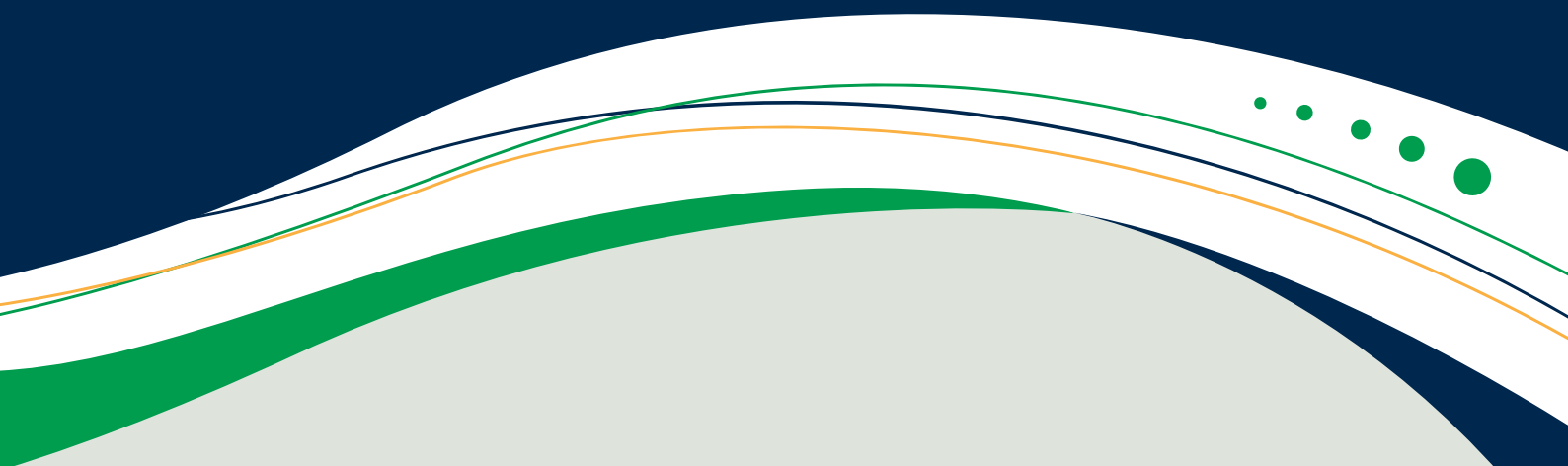
Sewing for Sustainability

Sewing for Sustainability is a unit that allows students to further develop their skills in textiles and explore the issue of sustainability. In this unit students investigate the process of recycling clothing and household fibres to repurpose as another garment. Students further enhance their sewing skills and have the opportunity to look at the garment industry, while learning about the impact that the fashion industry has on the environment.

Codemasters

Students explore the processes and associated skills involved in creating computer applications. This unit will include developing and practising the skills required for the processes of analysing, designing, developing and evaluating digital solutions.





Brigidine Campus: 21 Dickson Street, Echuca 3564 | Kildare Campus: 194 Mount Terrick Rd, Echuca 3564
Tel: (03) 5482 2577 Fax: (03) 5480 6427 | www.sje.vic.edu.au | enquiry@sje.vic.edu.au

