Subject Information 2020
PERSONAL LEARNING PROGRAM YEARS 8 & 9
OUR VISION

We envision an inclusive Catholic Learning Community where all people are valued, where all creation is sacred, where the pursuit of personal excellence is paramount, and where our core values of wonder, courage, justice, hope, compassion and hospitality are our hallmarks.
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 moved to introduce a Personal Learning Program for all students in years 8 and 9. The Personal Learning Program enhances the way curriculum is delivered to students at Year 8 and 9 by giving them greater choice in selecting subjects that they have a greater passion for and interest in. It continues to give them a wide 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 re-aligning the curriculum from Year 7 -12 to a vertical structure.

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

• It has allowed students in Years 8 & 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 either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) program in Year 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 6 lessons per fortnight.

The Vertical Curriculum structure allows students to:

1. Complete secondary education over six years having studied all units at an appropriate level for their development.
2. Accelerate in one or more key learning areas;
3. Consolidate, if necessary, in one or more areas;
4. Specialise in some areas by taking extra units in key learning areas in which they are particularly talented or interested;
5. 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 and Maths 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 & PE and LOTE. Students will also have one free choice each year to select a semester unit from those offered to focus on an area of passion or interest.
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Focus of each year level

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

**Year 7: Foundation**

Students are introduced to the St Joseph’s school community. It is a time for getting to know themselves, the other students, their teachers and expectations of secondary schooling:

**Students in Year 7 will complete the following;**

- English (2 semester units)
- Math (2 semester units)
- Health and Physical Education (2 semester units)
- Religion and Italian (2 semester units)
- Science (1 semester unit)
- Humanities (1 semester unit)
- The Arts (1 term of 2D Art, 3D Art, Music and Drama)
- Technology (1 term of Fabrics, Foods, Metal and Woodwork)
- Reading Room (1 lesson per week)
- Clubs (1 lesson per week)

**Years 8 & 9: Exploration**

Students have the opportunity to explore in greater depth the learning areas they have a particular interest in. Both English and Mathematics are core and students will be placed into these classes based upon their academic needs. Students are able to choose their other semester units from a wide and varied selection.

**Year 10: Consolidation**

Students can now begin to consolidate in the areas they are interested in pursuing in VCE or VCAL. Pre VCE or pre VCAL subjects will provide a strong base and understanding of the key knowledge and skills required to successfully complete their chosen pathway. Extensive course counselling ensures that students are best placed to choose the correct pathway.

**Years 11 & 12: Pathway**

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

Year 7
The program for students entering Year 7 is set. All students will follow a common program for their first year at St. Joseph's College.

Years 8 & 9
The program for students entering Years 8 & 9 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 7). Students need to balance their unit selections to achieve this outcome. These will be reflected in each student’s Personal Learning Passport.

Once selected, it is anticipated that the student’s program, will remain unchanged for the year.

However in exceptional circumstances, and where the academic progress and the welfare of the student may be better served, changes may be made in consultation with the student's House Leader. If supported by the student’s House Leader, an application should be made to the Teaching and Learning Leader.

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 enrollments 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 10-13)
- English (pages 14 - 17)
- Health and Physical Education (pages 18 - 21)
- Humanities (pages 22 - 25)
- Language other than English (LOTE) (pages 26 -28)
- Mathematics (page 29)
- Religion (pages 30 - 33)
- Science (pages 34 - 37)
- Technology (pages 38 - 41)

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:
- Units under Level 7 were completed by students in Year 7
- Units under Level 8 are appropriate for students in Year 8
- Units under Level 9 are appropriate for students in Year 9
- Units under Level 10 as well as VCE/VET show where these units pathway to.
The following semester units must make up a student’s Personal Learning Passport.

### YEAR 8

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>No of Semester Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
</tr>
<tr>
<td>Science *</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Humanities *</td>
<td>2 or 1</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>The Arts (Art, Drama, Media, Music)</td>
<td>1</td>
</tr>
<tr>
<td>Technology (Fabrics, Food, Metal, Wood Digital Technologies)</td>
<td>1</td>
</tr>
<tr>
<td>Free Choice</td>
<td>1</td>
</tr>
</tbody>
</table>

### YEAR 9

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>No of Semester Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
</tr>
<tr>
<td>Science *</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Humanities *</td>
<td>2 or 1</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>The Arts or Tech</td>
<td>1</td>
</tr>
<tr>
<td>Personal Best &amp; Careers</td>
<td>1</td>
</tr>
<tr>
<td>Free Choice</td>
<td>1</td>
</tr>
</tbody>
</table>

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 & 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 Science and 2 semester units of Humanities  
Year 9: 2 semester units of Science and 1 semester unit of Humanities
Sample Programs

### Year 8: Straight Year 8 Course

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong> (Core)</td>
<td><strong>English</strong> (Core)</td>
</tr>
<tr>
<td><strong>Maths</strong> (Core)</td>
<td><strong>Maths</strong> (Core)</td>
</tr>
<tr>
<td><strong>Religion</strong> Term 1 Core Jesus What a Legend Term 2 Choice BFF'S Saints &amp; Prophets Storytelling</td>
<td><strong>HPE</strong> A Healthy Balance (Core)</td>
</tr>
<tr>
<td><strong>Science</strong> (Choice) Eg. Alive &amp; Kicking</td>
<td><strong>Humanities</strong> (Core) Eg. Knights &amp; Samurai (Choice)</td>
</tr>
<tr>
<td><strong>Hums/Sci</strong> (Choice) Eg. Geo: Local or Whiz, Bang, Fizz</td>
<td><strong>Arts</strong> (Choice) Eg. Play that Funky Music</td>
</tr>
<tr>
<td><strong>Free Choice</strong> Eg. Super Coach or Italian or Art 4000 etc</td>
<td><strong>Technology</strong> Eg. Made from Scratch</td>
</tr>
</tbody>
</table>

### Year 9: Straight Year 9 Course

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong> (Core)</td>
<td><strong>English</strong> (Core)</td>
</tr>
<tr>
<td><strong>Maths</strong> (Core)</td>
<td><strong>Maths</strong> (Core)</td>
</tr>
<tr>
<td><strong>Religion</strong> Term 1 Core Differences in the World Term 2 Choice Religious Art Seeking Social Justice How do you decide?</td>
<td><strong>Personal Best &amp; Careers</strong></td>
</tr>
<tr>
<td><strong>HPE</strong> (Core) Life’s Essentials</td>
<td><strong>Hums/Sci</strong> (Choice) Eg. Australia: Birth of a Nation</td>
</tr>
<tr>
<td><strong>Science</strong> (Choice) Eg. Love Where You Live</td>
<td><strong>Humanities</strong> (Core) Eg. Who’s Running This Joint?</td>
</tr>
<tr>
<td><strong>Free Choice</strong> Eg. Super Coach or Italian or Rock ConneXions etc</td>
<td><strong>Art/Tech</strong> Eg. Modern Art</td>
</tr>
</tbody>
</table>

### Year 9: Accelerated Year 9 Course

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong> (Core)</td>
<td><strong>English</strong> (Core)</td>
</tr>
<tr>
<td><strong>Maths</strong> (Core) Year 10 General Maths</td>
<td><strong>Maths</strong> (Core) Year 10 General Maths</td>
</tr>
<tr>
<td><strong>Religion</strong> Term 1 Core Differences in the World Term 2 Choice Religious Art Seeking Social Justice How do you decide?</td>
<td><strong>Personal Best &amp; Careers</strong></td>
</tr>
<tr>
<td><strong>Science</strong> (Choice) Year 10 Biology</td>
<td><strong>Hums/Sci</strong> (Choice) Eg. Australia: Birth of a Nation</td>
</tr>
<tr>
<td><strong>Science</strong> (Choice) Eg. Love Where You Live</td>
<td><strong>Humanities</strong> (Core) Eg. Who’s Running This Joint?</td>
</tr>
<tr>
<td><strong>Free Choice</strong> Eg. Super Coach or Italian or Rock ConneXions etc</td>
<td><strong>Art/Tech</strong> Eg. Modern Art</td>
</tr>
</tbody>
</table>
# Arts

## Art, Drama, Media & Music

### Level 7
- **ART**
  - 2D Art
  - 3D Art

### Level 8
- **DRAMA**
  - Welcome To Broadway
  - Behind The Mask

- **MEDIA**
  - Media: In The Director's Chair

- **MUSIC**
  - Music

### Level 9
- **ART**
  - Art 4000
  - Art 5000

- **MEDIA**
  - Media: The Reel Deal

### Level 10
- **ART**
  - Masterful Art
  - Modern Art

- **MEDIA**
  - From Page To Stage

### VCE/VET Units
- **ART**
  - Art A
  - Art B

- **MEDIA**
  - Visual Communication

- **DRAMA**
  - Tell Me Your Stories

- **MUSIC**
  - Rock ConneXions

- **VCE**
  - Studio Arts
  - Visual Communication & Design
  - Drama
  - Media
  - Music Performance

- **VCE/VET Units**
  - VCE Music Performance
  - Certificate II
Art, Drama, Media & Music

LEVEL 7

2D Art
Students are introduced to a range of foundation activities, including colour theory and rendering. Printmaking through abstraction, and cartoon grid enlargements are a strong focus. Art elements and principles form the basis to build knowledge and analysis.

3D Art
Students are introduced to the use of a range of mediums including cardboard, terracotta and stoneware clay for three dimensional construction and sculpture. References are made to artists, both past and present, who have worked with these mediums and students are required to link their findings with their own projects. Construction and joining techniques are practiced and students complete pinch pots, slab tiles and wheel work. The sketchbook is used for generating ideas and planning of tasks as well as a journal for developing drawing skills.

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.

LEVEL 8

Art 4000
Art 4000 is an explosion of art practices and experiences! Immerse yourself in topics ranging from claymation and visual puns to finding yourself in a Pop Art portrait. Painting, charcoal and mixed media skill development also feature in this unit.

Art 5000
Paint with acrylics, carve out your art with printmaking and learn to draw in perspective like daVinci. Make it, sculpt it, design it and enjoy the process of creativity.

Behind The Mask
This drama unit will make you escape into a wild world of imagination as you explore the dramatic art of acting. You will learn to improvise as you build confidence and learn how to analyse, understand and create characters. There is also an exciting unit in puppetry and Greek Theatre giving you an appreciation to the world of drama. You will be tasked with creating your very own mask that only you can bring to life. This subject knows no boundaries in bringing your creative self to the stage!
Art, Drama, Media & Music

**LEVEL 8**

**Media: In The Director’s Chair**
Do you have an interest in filming, making YouTube clips and playing with new technology? Then ‘Media: In the Director’s Chair’ could be the right subject for you, with topics covered including animation, exploring sound and sound effects, and creating a multimedia online campaign. Media: In the Director’s Chair consists of six different topics allowing you to learn new skills, with assignments based around you picking your favourite form of media technology to create your project in. Explore and improve your skills and have fun along the way.

**Play That Funky Music**
“Play that Funky Music” launches students into the world of music performance. Once you have conquered the “X-Factor”, as a solo instrumentalist, you will form the next number one band and take pride in planning, creating and making a “Music Clip” together. Along with this, you will learn what it takes to “Write a Song” and will also “Blast the Airwaves” with your own radio show. Music elements, technical skills and knowledge are absorbed into a fun learning environment.

LEVEL 9

**Masterful Art**
Sculpt, draw, paint and design like a master. Learn from the best and create works of art that are inspired and bound together in your very own handmade journal.

**Modern Art**
Throw the traditions of the past aside and get into the spirit of art experimentation with Modern Art. New ways of seeing with fresh ideas for making art are explored through a range of media including painting, sculpture with found materials, drawing and mixed media. There are elements of digital art offered through this unit.

**Tell Me Your Stories**
After a short unit on Improvisation, where students will learn to get to know one another through a series of inactive 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**
Do you have an interest in filming and technology? Do you like taking photos and want to do more of this at school? Then Media: The Reel Deal could be the subject for you! You could be studying a whole semester of Media at St Joseph’s and having fun along the way. Improve your skills and learn new technologies, then create a project of your choice in your favourite media format. Areas to explore in Media: The Reel Deal include radio, claymation and making short films just no name a few, with opportunities to come throughout the College next year for you to be involved in these areas in an extracurricular way so that you can study more of what you love to do.

**Rock ConneXions**
After gaining the “X-Factor” in solo and band performance in year 8 music, in “Rock ConneXions”, you will take your instrumental playing ability and skills to new levels during this course. This time your band will create, plan, improvise, perform, act, experiment with film and technology and produce a “Music Movie”. Engage in the world of “Green Screens” and be the band performing in an arena to large audiences. Along with this, you will test new boundaries in music technology working with loops, samples and DJ gear and experiment in song composition.
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.
LEVEL 7

English

Reading and Viewing
By the end of Level 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They 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. They 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. They 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. They 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. They understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. They create texts structured and coherent texts for a range purposes and audiences.

LEVEL 8

English

Reading and Viewing
By the end of Level 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. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They 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. They 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. They 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. They 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. They understand how the selection of language features can be used for particular purposes and effects. They 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. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.
LEVEL 9

English

Reading and Viewing
By the end of Level 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They 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. They 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. They create texts that respond to issues interpreting and integrating ideas from other texts. They 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. They understand how to use a variety of language features to create different levels of meaning. They 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. They create texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.
<table>
<thead>
<tr>
<th>Level 7</th>
<th>Level 8</th>
<th>Level 9</th>
<th>Level 10</th>
<th>VCE/VET Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Physical Education</td>
<td>A Healthy Balance (Core)</td>
<td>Life’s Essentials (Core)</td>
<td>Physical Education &amp; Health</td>
<td>VCE Health &amp; Human Development</td>
</tr>
<tr>
<td>Super Coach</td>
<td>Super Coach</td>
<td>Sports Science</td>
<td></td>
<td>VCE Physical Education</td>
</tr>
<tr>
<td>Wide World of Sports</td>
<td>Wide World of Sports</td>
<td></td>
<td></td>
<td>VCE Outdoor &amp; Environmental Studies</td>
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<tr>
<td>Active for Life</td>
<td>Active for Life</td>
<td>Duke of Ed (Silver)</td>
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<td>VET Certificate III In Outdoor Recreation</td>
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<td>VET Certificate II Allied Health</td>
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<td>Health &amp; Fitness for Life (AEL program)</td>
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Health & Physical Education

LEVEL 8

A Healthy Balance (Core)
Students study important health issues within various sections of our society. The areas of study include: Nutrition & Body Image, Harm Minimisation. Students participate in practical sessions throughout the unit including soccer, handball, softball, thunder hockey, sofrosse, fitness and dance. They aim to improve their health and physical skills as well as developing sportsmanship and teamwork.

Super Coach
This unit is designed to give students a professional view of main stream sports within Australian. The unit will provide students with the opportunity to develop their knowledge around musculoskeletal system, energy systems and skills acquisition at a basic level. This will enable students to develop a training program to improve performance in a chosen sport over a number of weeks. Practically we will focus on fitness testing, netball, basketball, AFL, soccer, cricket, tennis and athletics.

Wide World of Sports
This unit is introducing students to the sporting world from a global perspective. Students undertake an in-depth analysis of the selected sports offered in this unit. They explore the origins of the sports and focus on the cultural and environmental settings in which they are played in. During the unit the students will design their own sport and present these new sports to the class. On a practical level students experience a wide range of culturally diverse sports such Korfball, European Handball, Buroinjin, Gaelic football and Sof-crosse.

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.
Health & Physical Education

LEVEL 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 risk identification and strategies. The practical side of this subject focuses on alternative sports including ultimate frisbee, speedball and spike ball as well as progressive net and wall games such as tennis, speedminton, volleyball and badminton.

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Students will complete 3 semester units of Humanities over Year 8 & 9 as well as Personal Best/ Careers.

Humanities

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

HUMANITIES

Level 7 Level 8 Level 9 Level 10 VCE/VET Units

Humanities Command & Conquer Australia: Birth of a Nation History VCE 20th Century History

Knights & Samurai Innovation & Entrepreneurs World of Business VCE Business Management

Geo: Local Food Security & Fair Trade Geography VCE Geography

Geo: Global Who's Running This Joint? Law & Order VCE Legal Studies

VET Tourism VCE Economics VCE Accounting
Humanities

LEVEL 7

Humanities
In this unit students will have the opportunity to investigate the Ancient past, examining cultural practices and the organisation of societies. They will learn about ancient discoveries, mysteries, daily life, religion, and political beliefs, with a focus on Ancient Australia and Ancient Rome. Students will also develop their understanding of geographical concepts, including place, space and interconnection. They investigate liveability, and examine the idea that places provide us with the services and facilities needed to support and enhance our lives.

LEVEL 8

Command & Conquer
In this 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. Under the leadership of Genghis Khan, the Mongol army conquered a quarter of the known world and contributed to the world’s biggest trade route, the Silk Road. The quest for gold, spices and new treasures would lead to a clash of the old and new world with the discovery of the Americas by Christopher Columbus and the savagery of the Spanish conquest. Come on a journey of exotic places, powerful rulers, mystery and adventure.

Knights & Samurai
In this unit, students will explore the worlds of Medieval Europe and Feudal Japan, two contrasting cultures but with a similar history. Come on a journey to discover the world of the knight and samurai where life centred around castles and battles to maintain control. Explore how people lived their daily lives, being entertained and interacting with their world, crime and the gruesome reality of medieval punishments and torture. Engage with the unique features of both these realms and discover their significance in the transition from the ancient to the modern world.

Geo: Local
In this unit, you will explore the geography of our local area. Investigate in class activities, excursions to the local bush and a full day field trip questions like “Why is the Murray River where it is?”; “When and how were the Australian Alps formed?”; “What do they have to do with the Murray River?”; “What is the Murray Darling Basin?”; “What effect do people and their activities have on the landscape?”; “What are some of the challenges our local area might face in the future?”. Along the way, pick up some valuable skills like map reading, Google Earth, basic orienteering and sketching. Become the expert about the places you love.

Geo: Global
Did you know that more than half of the world population live in cities? Why do you think this is the case? What is a megacity? What are the positives and negatives of living in a city? What will future cities in Australia look like? How can businesses contribute to sustainable city living by protecting the environment and ensuring people’s wellbeing? These are just some of the questions you will investigate in this unit about the development of cities over time, the world’s biggest cities and Australia’s future cities.
Humanities

LEVEL 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 20th 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.

Innovation & Entrepreneurs
In Innovation & Entrepreneurs students will explore how individuals can leverage their natural gifts and talents to have fulfilling and rewarding lives. How do I look after myself financially? Students then consider how individuals have become successful entrepreneurs and how those skills can be encouraged. The final element of the course is Innovative companies worldwide (Eg: Uber, Google, Airbnb, Amazon) - how do these companies develop and pursue innovation? What is their role in terms of being responsible Corporate Citizens?

Food Security & Fair Trade
Biomes and Food Security. Ever wanted to know where the foods you eat and the natural products you use come from and how to secure food production into the future? The answer is biomes. In this unit you will examine the biomes in Australia and across the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. 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.

Fair Trade: Ever wanted to know how much water it takes to make the pair of jeans you’re wearing? Or the real cost of growing cotton? Or follow the trail of your e-Waste? In this inquiry based unit, you will find out how your everyday choices and actions not only connect you to places across the world but also how they might change and challenge these environments.

Who’s Running This Joint?
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. ‘Who’s running this joint?’ is the study of these rights and responsibilities, and includes 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!
Italian is an optional unit that can be selected as your free choice unit in both Year 8 & 9. When you gain fluency in your speaking, listening and writing at this level of Italian, it is really easy to fall in love with the subject! You 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 job - you will stand out from the crowd! Learning a foreign language is so helpful in understanding your own language and opens up whole other cultures apart from your 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.

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Languages other than English

LEVEL 7

7 Italian
By the time you finish Italian in Year 7, you will have become familiar with the Italian pronunciation and be able to wrap your mouth around words you never imagined before. You will learn new words about people and objects and even begin to interact in your new language with your teachers and your classmates. Italian will be modelled for you and you will practice and rehearse it until you begin to form completely new and unique sentences in your new language. You will start to be able to listen, read and write in Italian. You 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 you how different our cultures can be and show you just how big, rich and exciting the world can be!

LEVEL 8

8 Italian
By the time you are at the end of year 8, you 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. You will even be able to express your opinions, maybe have an argument! Your classroom routines will start to be expressed in Italian – you may even forget to speak English in class at times! Not only will you see how different languages can express completely unique ideas about the world, you will come to understand the Italian culture’s worldview via it’s language – your world will be twice the size and twice as interesting and exciting. You will come to understand and use metalanguage to express your new understanding of how systematic, random, complex and wonderful world of language really is.

LEVEL 9

9 Italian
By the time you reach the end of year 9, you will have built enough expertise to differentiate between dialects. You will be very familiar with the systematic regular forms of grammar and will also be able to appreciate the exceptions. You will begin to be able to express things in a range of tenses. You will listen to podcasts, view films, read poetry, critique visual art - you will appreciate and comprehend beauty not fully articulated in English. In this way, you will begin to appreciate that language can influence, limit and in its turn, expand human experience - and your personal experience.
Students at level 8 and 9 use Maths Pathway, which is an individualised learning and teaching model for Mathematics that is tailored to cater for differing student needs. This program allows students to choose the type of maths they would like to learn each lesson from a selection of topics that are at the right level for them. This allows every student to experience success in Mathematics.

In Maths Pathway classes, students spend more 1:1 time with their teacher. Within a fortnightly cycle of Mathematics, students will be working on modules, having mini lessons with their teacher in small groups, exploring rich tasks, testing their understanding of the modules they have been working on, reflecting on their learning and receiving feedback from their teacher about their progress after each test through individual feedback conferences. Achievement in Mathematics is now measured by growth, effort and accuracy rather than letter grade.
Religion

Religion, Personal Best

Level 7

Level 8

Level 9

Level 10

VCE/VET Units

RELIGION

Religion

Jesus: What a Legend BFF's

Differences in the World (Core)

10 Religion

VCE Religion & Society

Jesus: What a Legend Saints & Prophets

Religious Art

Seeking Social Justice

How do you Decide?

Personal Best & Careers
Religion

LEVEL 8

Jesus: What a Legend & Best Friends Forever
Students will examine how Jesus, 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 & Prophets
Students will examine how Jesus, 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 Partons will be examined as well as influential women in the Church.

Jesus: What a Legend & Storytelling
Students will examine how Jesus, 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

LEVEL 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, 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 & Aboriginal Spirituality, Music & Literature - Planning a mural, 3D: Art Of The Cross, Jesus Christ Superstar - 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.

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 & 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 to leave a legacy for the Port of Echuca in the form of student's passion for art, craft, drama, tourism, engineering, environment, history and celebrations (event planning). The Port of Echuca as a space is ideal for our school community because of our links to its history, it’s proximity, and the symbolism the natural environment offers for living and celebrating our faith and values. In addition, the Port of Echuca is a most valued and cherished symbol for our local community.

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

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Science

LEVEL 7

Science Skills
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 then learn about body systems and an organism’s response to stimuli whilst looking after pet mice.

LEVEL 8

Alive & Kicking
Students will investigate the structure and function of cells and how internal cell structure works. They will investigate how energy from the sun is transformed into a form that is essential for all living things. Students will discover how different systems, in living things, are interconnected, for example the circulatory, respiratory, excretory and musculoskeletal systems. Dissection will form part of this learning experience. They will also consider the cause and impact of disease, and how the immune system works to fight it.

Whiz, Bang, Fizz
In this unit, students explore the basics of chemistry. They learn about the particle theory of matter, atoms and the periodic table. They develop laboratory skills through a range of practical activities involving bunsen burners, glassware and other equipment. Students discover why carbon is such an important element and investigate why there is so much hype about it in the media.

How Stuff Works
In this unit, students investigate how forces and energy make speakers, motors and other everyday tools work. They build simple machines to demonstrate how levers, wheels and inclined planes enhance students’ lives. They perform experiments to learn about the different forms of energy such as light and sound. Finally they explore how predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the Sun, Earth and the Moon.

LEVEL 9

Unzipping your Genes
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.
Science

LEVEL 9

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 and forces and their relevant quantities. They 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. They design and construct a vehicle that demonstrates energy transformation.

Love Where You Live
In Ecosystems you will discover more about your local environment. What makes it tick? You will learn how to tell whether it is healthy or not. You will find out why the cycles of flood and drought are so important to native animals and plants. You will 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. You will design and run a scientific research project into an aspect of our environment of local concern.
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.

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<td>VCE Certificate II Kitchen Operations</td>
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| **WOOD** | | | | |
| 7 Wood | Made From Scratch | Made From Scratch | Custom Design | VCE Design & Technology: Wood |
| Commercial Furniture | Functional Furniture | | | VET Certificate II in Building & Construction |
Technology

LEVEL 8

Love Your Leftovers
The subject builds on food preparation skills learnt in Year 7. The main focuses 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 be further establishing kitchen safety and hygiene practices.

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.

Metal Engineered Solutions
Students are introduced to metalworking power tools to use for procedures such as cutting, joining and finishing. Students will also explore, research, design and fabricate a machine/system to perform a task.

Textiles A
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.

Problem Solving Technologies
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**

**LEVEL 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:

(i) an understanding of major nutrients and their functions;
(ii) a knowledge of the uses of food selection guides and the Australian Dietary Guidelines in planning and evaluating diets;
(iii) an appreciation of the social and cultural factors which influence food selection and food consumption patterns;
(iv) 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.

**Engineered Solutions - Robotic Systems**
Students develop more complex metalworking and design skills using a variety of tools to complete procedures such as cutting, joining and finishing. Students will also explore, research, design and fabricate a complex machine/system incorporating digital control to perform functional task.

**Textiles B**
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.

**Creating Computer Applications**
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.
IDENTITY STATEMENT

To challenge and empower students to be creative and critical thinkers who act with strength and kindliness in the Gospel tradition.

OUR CORE VALUES

WONDER
Creating all that is good with joy and gratitude

COURAGE
Speaking and acting with integrity

JUSTICE
Making needs of the vulnerable paramount

HOPE
Bringing a sense of purpose

COMPASSION
Walking with and having empathy for all

HOSPITALITY
Welcoming all