



Echuca  
College

DIVERSITY OF  
STRENGTH

2020

# Year 7-9 Course Selection Handbook

## College Profile

At Echuca College we get to know our students as individuals so that we can focus on their development as resilient and responsible young adults, destined for success in a constantly evolving world. Our College is focused on 'Preparation for the Future, Today'.

The friendly and supportive learning environment at Echuca College is underpinned by clear expectations, a strong code of conduct and a compulsory uniform policy. The framework for our positive environment is strengthened by Houses working in specific neighbourhoods and being supported by a team of experienced House leaders and well-being leading teachers. A positive and responsible approach to education fosters exemplary values of compassion, tolerance and respect for self and others.

The high standard of education delivered in all areas of the College is a tribute to the dedication, intellect and empathy of our teaching and support staff - all whom take collective pride and inspiration from our students.

Echuca College is large enough to provide a comprehensive curriculum and a range of programs and resources second to none in this area to meet the most fastidious of students. Echuca College is also small enough to achieve the closeness which allows students and staff to develop ongoing educational relationships in friendly and supportive learning neighbourhoods. Innovative teaching programs and staff commitment to ongoing professional learning will ensure that Echuca College will deliver an exceptional and fulfilling educational experience for every student now, and in the future.

The essentials of English and Mathematics (the gate keepers of learning) prepare all students for the challenges of every preferred pathway. Equally, every student will have satisfaction and success in extensive encounters with Science, Humanities, the Arts, Technology and Health and Physical Education throughout their early years.

Domain areas within our curriculum, Maths, Science, English, Humanities, LOTE, Health and Physical Education, Arts and Technology, have access to new state of the art facilities. Our Learning Neighbourhoods and flexible learning spaces in Maths/Science, Technology and Visual Performing Arts have been designed to enable students and teachers to work more collaboratively. Students have great individualised tuition and this is promoted through the provision for 'state of the art' technology.

Whilst the majority of students come from the immediate rural cities of Echuca-Moama, approximately 30% travel along 20+ bus routes, some travelling an hour each way to access the education provided. The strong support and collaboration of our partner primary schools have ensured a seamless transition program for junior students to secondary education.





## Our Vision

Students at Echuca College are inspired and supported to achieve their best and develop the skills required to meet the challenges of an ever changing world in a caring learning environment.

## Our Values - PRIDE

- **PROGRESSIVE** - We continually evaluate and evolve to meet future needs of the students and the community
- **RESPECT** - We value and honour each other's rights, property and environment.
- **INCLUSIVE** - We ensure everyone has an opportunity to succeed, be safe and welcomed. We accept and recognise all values and strengths. We accept our differences, to build a strong community.
- **DEDICATED** - We are committed to personal goals and to achieving our personal best.
- **EXCELLENCE** - We are committed to improvement. We demonstrate excellence in our appearance, in our actions, in our communication and in always doing our personal best.

## What our students say about our school

"A school that does not discriminate, moves forward and allows staff and students to achieve their personal best. Everyone in this school is equal, respectful and capable of excellence."

"It is a school of students and staff all striving to achieve their personal best in all areas not just while supporting the people around them."

"PRIDE is the action for all students and staff to take that will bring out the best in them and others around them."

"Everyone gets a say. A school that feels proud. They all get included and all have a go. Echuca College pride shows that everyone tries their personal best."

"It is where everyone gets a say and that we help each other out and also to try our best for yourself and others."

"Everyone at Echuca College working together to achieve and strive to be their best, assisting in the development of each other and ourselves while respecting and including everyone no matter what their faiths, beliefs and opinions are. Accepting a more active role in our learning and development."

## Years 7- 9 Curriculum Overview

At Echuca College the Years 7-9 program involves students in a transition from a broad and general education to one where they begin the process of making genuine choices that reflect their special interests and talents. These real choices will affect their long term educational and employment pathways.

Year 9 is the first year where they make elective choices, whilst Year 10 is viewed as the foundation year of the Post-Compulsory Educational Pathway which increasingly requires students to focus on tertiary entrance and work- related employable skill development.

Years 7-9 provide:-

- a high level of integration between subjects.
- an expectation that students will take responsibility for their own learning and follow clearly established protocols for working in the flexible spaces and in the specialised classrooms.
- use of technology within the neighbourhoods and in designated classrooms in learning applications.
- teams of teachers working with the groups of students.
- shared planning and preparation for all learning experiences.

## Extra-Curricular Activities

An extensive range of extra-curricular activities are offered to students to complement the rigorous academic education they receive. They include:

- Instrumental music tuition
- Student Leadership
- Australia wide competitions
- Lunchtime activities
- School tours locally, throughout Australia and internationally
- Debating & Public Speaking
- Equestrian team
- Beacon foundation
- Visual Arts and Technology exhibitions
- Print-a-car competition
- Maker's Fair
- Performing Arts, Dance & Drama
- After School Maths/Homework tuition
- Chess Competition
- College based, Interschool, Individual and team sports, including;

AFL Football

Athletics

Badminton

Basketball

Canoeing

Clay Target Shooting

Cross Country

Equestrian

Girls AFL Football

Golf

Hockey

Lawn Bowls

Netball

Outrigging Canoeing

Soccer

Swimming

Tennis

Volleyball



## Echuca College BYOD Program

The concept behind the Bring Your Own Device (BYOD) project at Echuca College is to provide students with the opportunity for more personalised learning by having access to technology both at home and at school. This program will promote individual, differentiated learning for each student from Year 7 to Year 12.

We are seeking to explore the opportunities of BYOD in the lifelong learning for students, and are confident in being able to enhance their learning outcomes with the use of technology in the 21st Century.

The following BYO Devices are generally acceptable:

Laptop: Windows 10+ (**Not** Windows 10S)  
MacOSX (version 10.8 or newer)

Tablet: Windows 10+ (**Not** Windows 10S) (must have an attachable keyboard)

Recommended minimum technical specifications:

Processor: i3 or greater  
Wireless: 802.11 a/n support  
Screen: 11"+  
Hard Drive: Minimum 128GB  
Battery: 4+ hours run time  
Memory: 4GB  
Accessories: Attachable keyboard  
Hard Cover

Our BYOD strategy, will empower parents, students and teachers to incorporate the latest devices and technology into the classroom. Allowing for a BYOD strategy, Echuca College can then focus on investing in the right technology foundations that will support and enhance the curriculum, learning experience and increase educational standards.



## Endorsed Devices and Supply Panel

Echuca College has teamed up with Edunet in Echuca and Centrecom Bendigo and have formed an endorsed list of BYOD devices which include Acer, HP, Lenovo and Apple Macbook laptops. These are very competitively priced (and often cheaper as they are discounted for Education), with options to extend warranty, insurance options, a range of carry cases and finance options. The devices are generally built to different specifications and designed to last in an education environment.

Families are encouraged to contact either company for further information on the devices, prices and purchasing questions/issues on:



PH: 03 5480 1366  
Email: [info@smartmoveechuca.com.au](mailto:info@smartmoveechuca.com.au)



PH: 1300 007 601  
Email: [edu@centrecom.com.au](mailto:edu@centrecom.com.au)

### Further Information



In order to help you prepare for success this school year, we're providing Microsoft Office to every student free of charge. With Office 365, you will now have access to the latest version of Word, for writing; Excel, for spreadsheets; PowerPoint, for presentations; OneNote, for organization and note taking; and much more.

- Install on up to 5 compatible PCs and Macs, plus 5 tablets (including iPad!) – This includes home devices/computers
- Use with OneDrive for automatic device syncing (1 Terabyte of Cloud Storage Space)
- Gain valuable skills on the world's most popular productivity software
- Office subscription lasts for as long as you are a student here and the program continues

We recommend parents and student visit our BYOD section on our website for the latest information from our endorsed suppliers and products, links to downloadable software and our hardware requirements:

<http://www.echucacollege.vic.edu.au/learning/byod/>

## Reporting to Parents – XUNO

At Echuca College reporting to parents is a combination of oral, written reports and continuous feedback through electronic communication. Parent/Teacher interviews are held in Terms 1 and 3 to establish links with families and to ensure positive schoolwork and study habits are developed. Student learning notices are sent home at any time when students are not achieving their personal best; phone calls and interviews are implemented as required, to support each student as an individual in their learning.

At the end of each semester a full report containing a written assessment of a student's performance is provided for parents and contains assessments of academic achievement and suggestions for improvement.

Parents are encouraged to contact the College at any time to check the progress of their child. The College sees the process of reporting, both verbally at parent-teacher discussions and in written report form, as a means to foster cooperation and encourage communication between parents, teachers and students concerning student progress.

Parents are encouraged to log in to the XUNO to access information and feedback about their student's learning tasks, homework, attendance, achievements and incidents.

The College also recognises student achievements in extra curricula activities on their reports. Student Learning Plans are used to develop good work habits and record achievements.

## Assessment

Students' academic performance is based on an A-E scale. The reporting scale has the following consistent meanings across the state:

- A** well above the expected standard at this time of year
- B** above the standard expected at this time of year
- C** at the standard expected at this time of year
- D** below the standard expected at this time of year
- E** well below the standard expected at this time of year

Student reports will indicate:

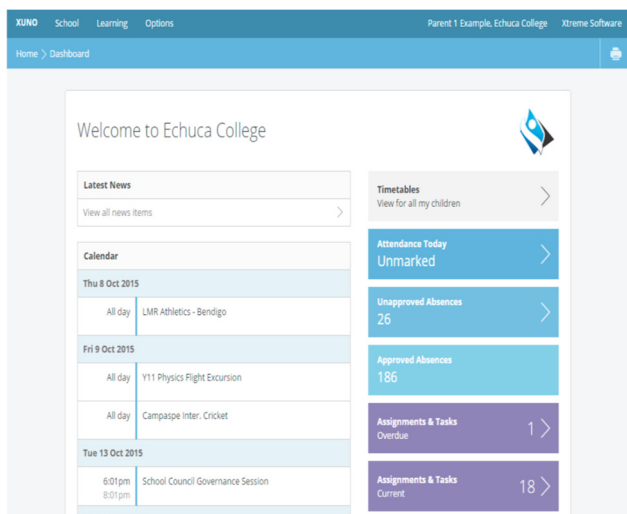
- a chart showing your child's level of effort and class behaviour
- details about attendance
- comments from teachers outlining what your child has achieved and areas for improvement
- the personal learning goals your child has set, and their comments on progress towards them

Each student in Years 7-9 is provided with a summary page. Sometimes the individual subject A-E assessment will differ from the summary page because within the Victorian Curriculum, some dimensions are taught in two different subjects

## Promotion Policy

Promotion at years 7-9 is based on successful performance at the appropriate year level. Where this does not occur, a conference will be convened between the Principal, the Year 7, 8 or 9 team co-ordinators and the parent or guardian. The decision to promote or not will be based on the best interests of the child.

# XUNO



XUNO enables parents to log in and have immediate access to student information. Information available to you will include your students' timetable and attendance in classes, student reports and attendance. Learning tasks and homework will be listed with the date the work is due to be submitted. All overdue tasks will also be listed with the date they were due. Feedback for major assessment tasks is also available through XUNO.

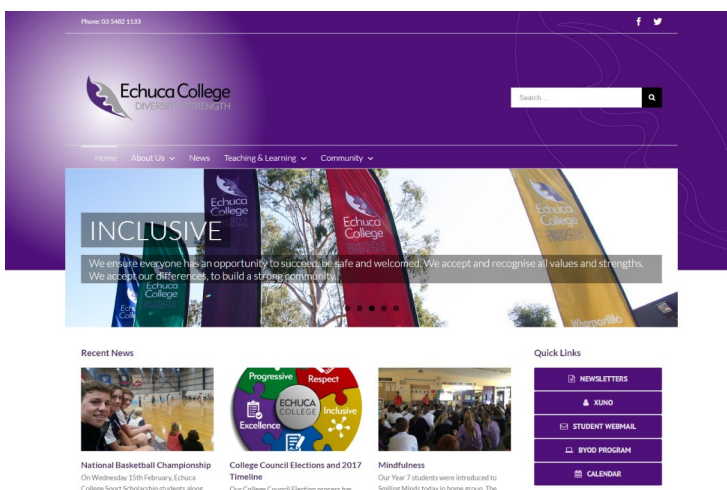
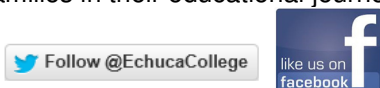
To log on families must have a current email address that has been registered with the school. Please contact our administration office if you need to update or register your email address.

## Echuca College Website

[www.echucacollege.vic.edu.au](http://www.echucacollege.vic.edu.au)

The Echuca College website has all our up to date news and events published on it. Information regarding Curriculum, policies, scholarships and other educational opportunities is available on the website and is regularly up dated.

We encourage families to follow us on Facebook and our Twitter feed also has many links to educational resources that support parents and families in their educational journey.



## Echuca College Mobile App

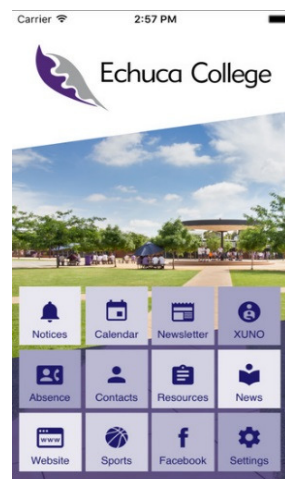
This app is designed to allow parents access to all of the latest information about events and daily life at Echuca College. It will be updated daily, so you can be assured that the information contained is the most up to date available. It is available on both iPhone and android.

• Are you unsure about the venue and starting time for Presentation Night?

*The calendar in the app will tell you.*

• Are you unsure whether sport has been cancelled due to weather?

*The notices section of the app will tell you.*





## Year 7 Program Overview

### Learning in the Neighbourhood

Students spend a significant amount of time in one Learning Neighbourhood (Dhungala). Here they will study English, Mathematics, Humanities, Science and Languages (Indonesian). The space is organised to cater for different styles of learning and so that in English, Maths and Humanities students can be involved in individual, group and project work. The Da Vinci Studio is used for Science classes and is set up to allow students to complete experiments, and write up reports.

### Learning outside the Neighbourhood

Away from the Dhungala Neighbourhood students have the opportunity to access state of the art facilities including a performing arts area, music studios, bright visual arts spaces, a commercial grade kitchen, a wide range of technology facilities and a synthetic hockey field, tennis courts and a state of the art gymnasium. These facilities ensure that students are able to reach their full potential in a wide range of curriculum areas.

Domain	Time allocation (50 minute periods)
English	6
Mathematics	5
Humanities	3
Science	4
Arts	3
Technology	3
Indonesian	2
Sport/Physical Education/Health	4
	30 periods total

### Transition

Enabling students to make a successful transition from primary school to secondary school is very important at Echuca College. We provide opportunities for students and parents to visit our college and participate in “real” classes. On Orientation Day, in December, students spend the day with their new classmates for the next year and meet their significant teacher. We encourage parents to make an appointment to tour the college during the school day; to see our college at work.

### Enrichment opportunities

Students have multiple opportunities to develop and extend areas of special interest or talent. Experiences include: public speaking and debating, instrumental music, a wide range of sporting events, involvement in leadership activities, Year 7 Camp and Performing Arts.



# Year 7 Subject Outlines

## ENGLISH

### Course content

English involves providing opportunities for students to develop skills and confidence in reading and viewing, writing, speaking and listening. Students will learn that language can be used to achieve a range of different purposes and for a variety of audiences.

### Topics

Students will read and study specified novels, short stories, poetry, plays and everyday texts such as newspapers and magazines. Oral tasks will be completed individually and in groups. Students' supporting their views with valid evidence will be emphasised. Writing tasks will include opportunities to inform, instruct, persuade and entertain. Continuing to develop planning editing and proof reading skills will also be promoted. Media will be used to research and explore current issues. Skills to critique and question the validity of information presented will be developed.

## MATHEMATICS

### Course content

Students will make Mathematical connections and apply mathematical concepts, skills and processes in posing and solving problems. They will develop ability and confidence in their knowledge of Mathematics and feel able both to apply it, and to acquire new knowledge and skills when needed. They should recognise the importance of mathematics in a technological world.

### Topics

**Number and Algebra:** Fractions, Decimals and Percentages; Money and Financial Maths; Patterns and Algebra; Linear Relationships.

**Measurement and Geometry:** Using units of measurement; Shape; Location and Transformation; Geometric reasoning

**Statistics and Probability:** Chance; Data Representation and Interpretation

## SCIENCE

### Course content

The Year 7 Science course involves the investigation of models to explain scientific phenomena. Topics covered include Thinking Scientifically, Separating Mixtures, The Classification System, and Forces. Through planning and reporting on experiments involving observation, measurement, collection and recording of data students make valid conclusions and gain knowledge of the disciplines of Science.

### Disciplines Covered

Biology, Chemistry and Physics.

## HUMANITIES

### Course content

Students will discover new ways to view the world they live in. They will develop their understanding of geographical concepts (SPICESS) and mapping (BOLTSS). Students undertake fieldwork to investigate the characteristics of a water landscape, including field sketching. The proposed Echuca/Moama Bridge will be a focus for study. Students will also develop an understanding of the Australian government, how the country is run and what it means to be a citizen. Students will develop financial literacy skills and an understanding of the importance of being an informed consumer. They will discover why the study of History is important, developing their understanding of Australia's indigenous past, other ancient societies and how these societies provide the foundations for modern society.

### Topics

Geographical concepts (SPICESS) and skills (BOLTSS); Water in the World; Liveability; Civics and Citizenship; Economics; What is History; Indigenous and other Ancient Civilisations.

## HEALTH AND PHYSICAL EDUCATION

### **HEALTH AND PHYSICAL EDUCATION**

#### **Course content**

The Health and Physical Education program is designed to promote an enjoyment of physical activity, proficiency, leadership and participation in a wide range of activities. These activities aim to develop physical fitness, coordination, learning of new skills and the ability to participate individually and in a team situation. The subject will develop students understanding of physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development.

#### **Topics**

Respectful Relationships including emotional literacy, positive coping and stress management.

Advanced Movement Skills, Invasion Games, (eg football) , Net and Wall Games, (eg tennis), Fitness Concepts, Striking Sports, (eg softball) and Target Sports (eg basketball).

## THE ARTS

### **ART**

#### **Course content**

Within Art at Year 7 students will experience a range of materials and techniques as they develop skills in drawing, painting, printmaking, visual communication and 3D. They will utilise the design process, both individually and collaboratively, to create and present a range of artworks that communicate creative ideas. Students will explore and analyse their own and others artworks using specific art language. Students will utilise ICT when creating, making, exploring and responding to art.

#### **Topics**

Materials and techniques; Elements and principles; The design process; Art creation and presentation; Art analysis and discussion.

## DESIGN AND TECHNOLOGIES

### **FOOD STUDIES**

#### **Course content**

Food technology involves learning skills to use equipment to produce food products that meet peoples' needs and desires. Students gain knowledge to make informed choices regarding healthy food choices in line with the current recommendations using the Australian Guide to Healthy Eating.

#### **Topics**

Safety and Hygiene; Establishing good work practices; Using equipment and utensils; Food storage requirements; Basic cooking skills.

### **DCT – MULTI MATERIALS**

#### **Course content**

This unit provides a broad understanding and appreciation of the uses and properties of materials and the role they play in our society. Students are immersed in the use of a range of tools that are used to shape and cut a range of materials. Design problems are also a part of the discovery and experience in this area.

#### **Topics**

Plastics, Metals, Electronics, Woods and Safety in the workshop

### ***BAHASA INDONESIA***

#### **Course content**

In Indonesian, students are introduced to the fascinating and diverse language and culture of Indonesia. Through becoming familiar with its location and close ties to Australia, students are immersed in the study of religious and cultural celebrations, entertainment, hobbies and the schooling structure of young Indonesians, as well as the critically endangered Orangutan and Sumatran tiger. Comparisons of similarities and differences between Australian culture, as well as individual culture, is threaded throughout the unit.

#### **Topics**

Selamat datang di Indonesia (Welcome to Indonesia); Binatang (Animals); Upacara dan perayaan (celebrations and ceremonies); Hobi dan Olahraga (Hobbies and Sport)

## Year 8 Program Overview

### Making the transition from year 7 to year 8

Students start their transition into year 8 in December. For the last three weeks of the school year they “Step-Up” to year 8. They get to be with their year 8 class and work with their new teachers.

### Subjects in Year 8

Domain	Time allocation (50 minute periods)
English	6
Mathematics	5
Humanities	3
Science	4
Arts (visual arts / performing arts)	3
Technology	3
Indonesian	2
Sport/Physical Education/Health	4
	30 periods total

### Enrichment opportunities

Echuca College offers a huge range of sporting opportunities for year 8 students, ranging from bowls, target shooting and equestrian as well as the more traditional sports. Students also have the opportunity to further develop their public speaking and debating skills, develop leadership skills, study instrumental music and many more educational experiences.

All year 8 students have the opportunity to participate in the Anglesea Camp.



# Year 8 Subject Outlines

## ENGLISH

### Course content

Students will extend skills in the areas of: reading and viewing, writing, speaking and listening. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

### Topics

Students will view and interpret a wide range of texts exploring meaning and how meaning is conveyed. They will continue to develop editing, planning and proof reading skills. Students will explore challenging issues and respond in a range of formal and informal written pieces, focusing on appropriate language for particular purposes. Students will continue to develop their communication skills during formal and informal opportunities including; appropriate body language and voice. Media will be used to research and explore current issues. Skills to critique and question the validity of information presented will be developed.

## MATHEMATICS

### Course content

Students will make Mathematical connections and apply mathematical concepts, skills and processes in posing and solving problems. They will develop ability and confidence in their knowledge of Mathematics and feel able both to apply it, and to acquire new knowledge and skills when needed. Students will construct mathematical models to explore and describe the physical world. They should recognise the importance of mathematics in a technological world. Students will also complete weekly homework sheets to reinforce their learning and understanding.

### Topics

**Number and Algebra:** Real Numbers; Fractions; Decimals and Percentages; Patterns and Algebra; Linear Relationships.

**Measurement and Geometry:** Using units of Measurement; Shape; Location and Transformation; Geometric Reasoning

**Statistics and Probability:** Chance; Data Representation and Interpretation

## SCIENCE

### Course content

The Year 8 science course enables students to explore how scientific work has led to the discovery of new knowledge and understanding about the world. The topics covered include data, living systems, energy, coding, independent investigation and chemical and physical changes. Through planning and reporting on experiments involving observation, measurement, collection and recording of data students make valid conclusions and gain knowledge of the disciplines of Science.

### Disciplines Covered

Biology, Chemistry, Physics, Earth Science;

## HUMANITIES

### Course content

Students will use a variety of geographic tools and skills, together with an inquiry based approach, to investigate landforms and landscapes. They develop knowledge and understanding about medieval societies and their role in providing the foundations of modern society. Students develop their understanding of change and continuity over time. They consider the nature of current and future job opportunities and factors that influence such opportunities and continue to develop their personal financial literacy skills.

### Topics

Landforms and Landscapes, Medieval Europe, Medieval Japan, The Real Game, Civics and Citizenship

## HEALTH AND PHYSICAL EDUCATION

### **HEALTH AND PHYSICAL EDUCATION**

#### **Course content**

The Health and Physical Education program is designed to promote an enjoyment of physical activity, proficiency, leadership and participation in a wide range of activities. These activities aim to develop physical fitness, coordination, learning of new skills and the ability to participate individually and in a team situation. The subject will develop students understanding of factors that influence their own development; physically, emotionally and socially.

#### **Topics**

Respectful Relationships including problem solving, personal strengths and positive gender relations.

Advanced Movement Skills, Invasion Games, (eg soccer) , Net and Wall Games, (eg volleyball), Fitness Concepts, Striking Sports, (eg cricket) and Target Sports (eg netball).

## THE ARTS

### **ART**

#### **Course content**

Students will experience a range of materials and techniques as they develop skills in drawing, painting, printmaking, visual communication and 3D. They will utilise the design process to create and present a range of finished artworks that communicate creative ideas. Students will explore and analyse their own and others artworks using specific art language. Students will utilise ICT when creating, making, exploring and responding to art.

#### **Topics**

Observational drawing, Elements and principles of Art, Painting styles, Silkscreen printing, Design process, Technical drawing, 3D mediums, Art analysis and discussion.

### **PERFORMING ARTS**

Students will explore the fields of media, music and drama as they develop personal skills of confidence, respect and teamwork within the performing arts disciplines.

#### **Topics**

Rhythm, Melody, Audio Production, Performance, Digital editing, Costume and Lighting.

## DESIGN AND TECHNOLOGIES

### **DCT – MULTI MATERIALS**

#### **Course content**

This program has a focus on the design process, production processes and manufacture. It provides the opportunity for students to discover alternative energy sources and the role they play in our environment and society.

#### **Topics**

Use a range of tools that are used to shape, cut and join materials; Use the design process to solve design problems; Safety in the Workshop

## LANGUAGES- INDONESIAN

### **BAHASA INDONESIA**

#### **Course content**

Students will build on their knowledge and understanding of Indonesian language and culture from year 7 through the exploration of Jakarta, one of the world's largest megacities, delving into the spice trade and researching the traditional dishes from around the largest archipelago in the world. Students will expand their understanding of Indonesia's geographical location through an in-depth study of two of the worst natural disasters in Indonesian history, taking note of the significant influence on Australia's climate.

#### **Topics**

Lingkungan dan bencana alam (The environment and natural disasters); urbanisasi (kota dan desa) (Urbanisation (city and village)); Makanan dan pasar (Food and markets); Berlibur di Bali (Holidaying in Bali); Hari Natal (Christmas and the differences between how it is celebrated in Australia and Indonesia)



## **Year 9 Program Overview**

### **Education Rationale**

Students in Year 9 at Echuca College focus on developing young adolescent through the curriculum. Research suggests that adolescents are looking to try new things and 'branch out' from their parents and traditional schooling. Echuca College believes that students benefit from expanded opportunities – breadth, depth and choice in their studies to engage, support and inspire the adolescent learning process.

### **Curriculum**

The curriculum structure of Year 9 at Echuca College is broad and engaging. Students are given some flexibility in elective choice whilst the core, compulsory subjects aim to provide students with the necessary background as they approach their non-compulsory schooling years. An increasing variety of elective programs makes it possible for students to explore more deeply areas which have sparked their interest and curiosity, and to learn in new areas which they might otherwise not experience.

The Year 9 program is designed to equip young people with the knowledge, skills and behaviours' that enable them to engage fully with the social and technological environment of the future, to understand its issues and to achieve successful lives in an increasingly complex and challenging world. The Year 9 program has a number of key features including developing critical and creative thinking skills as well as enhancing the ability of students to work collaboratively in teams. Students identify their own learning styles and apply them to their personal learning goals.

### **Enrichment Opportunities**

The Year 9 curriculum is divided into a range of core, elective and co curricula programs, all with fully integrated ICT.

Echuca College offers all students a broad range of experiences including various school camps, taking part in the print-a-car competition and a variety of sporting opportunities.

### **Transitions**

Students will experience a number of significant transitions during years 7-9. These are;

- the move from their primary school into a larger school
- the shift into flexible learning spaces following a set of protocols related to optimal learning
- the transition into Pathways where students select electives in year 9

The College offers extensive counselling, assistance and programs as students make these significant transitions in their lives.

### **Careers**

The highlight for students within the Year 9 curriculum is the subject 'Real Futures'. Students will learn about the world of work and investigate the varied opportunities available to them in regards to future career pathways. They will be assisted to write a job application and prepare a resume. Through their involvement in Beacon led programs such as the 'Mock Interview' day and the 'Interview Tech' session students will further develop their skills in communication and personal presentation.

Students will be assisted to discover their own strengths and consider how they could meet their own future goals. They will participate in activities that help them to consider who and what influences their own lives and how they can influence the lives of others by contributing to the community.

Throughout the year students will attend programs provided by the Beacon Foundation that will assist with career planning such as the Beacon pledge day, Careers Expo and Youth Expo.

## Year 9

<b>Semester 1</b>	Maths 5 periods	English 5 periods	Humanities 4 periods	Science 4 periods	Real Futures 4 periods	Elective 1 4 periods	Elective 3 4 periods
<b>Semester 2</b>	Maths 5 periods	English 5 periods	Humanities 4 periods	Science 4 periods	Health 4 periods	Elective 2 4 periods	Elective 4 4 periods
	Reserve Studies; Reserve 1, Reserve 2						

English and Maths - 5 periods per week.

All other subjects - 4 periods per week.

Indonesian and VET are year length subjects.

All other electives are semester length.

Students need to be aware when choosing electives that they need a balanced program.



# Year 9 Subject Outlines

## ENGLISH

### Course content

This unit will provide varied opportunities for students to further develop skills and confidence in reading and viewing, writing, speaking and listening. At this level students begin to gain critical awareness of how language can be manipulated to suit a variety of purposes, audiences and situations. Students will be given opportunities to develop as effective and skilful thinkers. Students will be supported and encouraged to take responsibility for their own learning through goal setting, resource management and peer and self-assessment.

### Topics

Oral tasks are completed individually and in groups with an emphasis on the expression and support of a point of view. Writing tasks will cover different forms, about a range of subjects for a variety of audiences. The development of the writing process (drafting, editing, proof reading) will also be emphasised. Students will be given opportunities to develop their understanding of film as text and literature. They will also read and study novels, short stories and more familiar texts such as newspapers and magazines. Media will be used to research and explore current issues. Skills to critique and question the validity of info presented will be developed.

## REAL FUTURES PROGRAM

### Course Content

When the students reach year 9 they embark on a new, more individual and independent educational experience. Students will learn about the world of work and investigate the varied opportunities available to them in regards to future career pathways. They will be assisted to write a job application and prepare a resume. Through their involvement in Beacon led programs such as the 'Mock Interview' day and the 'Interview Tech' session students will further develop their skills in communication and personal presentation. Students will be assisted to discover their own strengths and consider how they could meet their own future goals. They will participate in activities that help them to consider who and what influences their own lives and how they can influence the lives of others by contributing to the community. Throughout the year students will attend programs provided by the Beacon Foundation that will assist with career planning such as the Beacon pledge day, Careers Expo and Youth Expo.

### Topics

History of work, Future of work, Employability skills, Investigating careers and pathways, Applying for jobs, OHS, Earning an income, Communities

## MATHEMATICS

### Course content

The Mainstream Mathematics program is undertaken by the majority of Year 9 students. It builds on much of the material covered in Year 8 and prepares the students for Year 10 and VCE Mathematics. Year 9 Mathematics is crucial to Mathematics at other year levels as the students start to explore some deeper levels of Algebra, Pythagoras' Theorem and Trigonometry. Students will learn to use a calculator for fractions and percentages as well as computers to explore graphical relations. This course also provides the opportunity for students to progress beyond the standard course through the Australian Mathematics Competition.

### Topics

**Number and Algebra:** Real Numbers; Financial Maths; Patterns and Algebra; Linear Relationships  
**Measurement and Geometry:** Using units of Measurement; Geometric Reasoning; Pythagoras Theorem; Trigonometry  
**Statistics and Probability:** Chance; Data representation and Interpretation

## **ADVANCED MATHEMATICS**

### **Course content**

The Mathematics Enrichment Program involves students completing the Year 9 Mathematics course and also taking it further. Entry into this class is dependent upon the successful completion of Year 8 Mathematics to a high level, supported by student achievement data. Continuation in the Enrichment Program is reviewed after each semester. The subject teacher or Team Leader will make parent contact if a change is advisable. The Year 9 course will be extended and elaborated for students to achieve their personal best in Mathematics.

### **Topics**

Quadratic expressions; Length; Volume and Area; Linear Graphing; Pythagoras' Theorem; Graphing Parabolas; Probability; Index Law; Trigonometry; Statistics; Trigonometric Functions

## **SCIENCE**

### **Course content**

The Year 9 Science course enables students to explore how scientific work has led to the discovery of new knowledge and understanding about the world. The topics covered include elements and important materials, different forms of energy, electromagnetic radiation, disease, electricity and circuits as well as ecosystems. Through planning and reporting on experiments involving observation, measurement, collection and recording of data students make valid conclusions and gain knowledge of the disciplines of Science.

### **Disciplines Covered**

Biology, Chemistry, Physics and Earth science

## **HUMANITIES**

### **Course content**

Students will study the history of the making of the modern world from 1750 to 1918. They will form an understanding of the movements of people during this time, technological developments contributing to change, imperialism during this period and the significance of World War I. Geographical knowledge will be developed through the study of personal and global patterns of food production and consumption, the impact environmental issues have on food security and an investigation of environmental stability with an emphasis on Australia's connectedness within its region and the world. By studying Economics students will develop an understanding of how our economy operates and personal financial literacy skills.

**Topics** – The Industrial Revolution, Biomes and Food Security, Personal Finances, Australia's Political System, Making Australia, WWI

## **HEALTH & PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION FOR BOYS - ELECTIVE**

#### **Course content**

Boys will participate in a range of activities with the aim of promoting enjoyment of activity, developing a sense of fair play and teamwork, improving/maintaining personal health and fitness and developing skills which will encourage participation in regular physical activity.

#### **Topics**

Advanced Movement Skills, Invasion Games, (eg football) , Net and Wall Games, (eg racquetball), Fitness Concepts, Striking Sports, (eg cricket) and Target Sports (eg basketball).

### **PHYSICAL EDUCATION FOR GIRLS - ELECTIVE**

#### **Course content**

Girls will participate in a range of activities with the aim of promoting enjoyment of activity, developing a sense of fair play, improving or maintaining personal health and fitness and developing skills which will encourage participation in regular physical activity.

#### **Topics**

Students will study the following topics through theoretical as well as practical classes; Advanced Movement Skills, Invasion Games, (eg football) , Net and Wall Games, (eg racquetball), Fitness Concepts, Striking Sports, (eg cricket) and Target Sports (eg netball).

## ***PHYSICAL EDUCATION – GENERAL - ELECTIVE***

### **Course Content:**

This subject will suit those students who enjoy participating in a variety of sports. Students will undertake a unit on fitness training methods and will analyse their own personal strengths and weaknesses.

### **Topics**

Community Links; Volleyball; Sociology of Sport; Softball; Table tennis; Tennis; Hockey; Badminton; Fitness Activities

## ***OUTDOOR EDUCATION-ELECTIVE***

### **Course content**

Through experiencing a wide range of outdoor pursuits in the local area, students will develop an understanding of the value of these activities, improve their skills and gain a greater understanding of their self-identity. They will also gain a greater awareness, respect and knowledge for the environment.

### **Topics**

Students will study the following topics through theoretical as well as practical classes: Camp cooking, Fishing, Canoeing, Bush Craft, Archery, Initiatives and Orienteering.

# **THE ARTS**

## ***ART - ELECTIVE***

### **Course Content**

Students will be instructed in how to develop their creativity within a range of themes and mediums providing the establishment of an individual approach to their art. Students will develop skills, competence and confidence in the use of a variety of materials and techniques. A range of art forms will be offered, including drawing, painting, printmaking and multimedia.

### **Topics**

The design process; Elements and principles of Art; Materials and techniques; Hand skills; Art creation and presentation; Art analysis and discussion.

## ***DRAMA – ELECTIVE***

### **Course content**

This unit focuses on drama for performance. It aims to develop an appreciation of drama from an actor, playwright and audience perspective. There is an emphasis on developing improvisation skills as well as producing and presenting solo and group performances. A broad range of basic drama skills will be established to allow for further study and students will be able to extend activities to achieve their full potential.

### **Topics**

Improvisation; Facial expression; Expressive movement; Script writing; Play construction; Monologue; Self-evaluation; Film making; Teaching a lesson; Development of trust, support and self-confidence.

## ***PHOTOGRAPHY - ELECTIVE***

### **Course content**

Students will receive instruction in basic and advanced techniques for digital cameras. Adobe Photoshop will be used to manipulate images to achieve artistic and commercial effects. Creative possibilities that are available in this medium will be developed by instruction in design processes and resolutions. Year 9 Photography is undertaken in the studio. Outdoor photography is done in student's own time.

### **Topics**

Digital cameras, ICT applications including Photoshop, elements and principles of Art, Design process, materials and processes, History of Australian Photography, Magazine cover design.

## ***VISUAL COMMUNICATION – ELECTIVE***

### **Course content**

This unit aims to develop student's understandings of the three different design fields, Communication (Graphic Designs), Environmental (Architecture designs) and Industrial (Product designs). It develops student ability to use a range of drawing skills and techniques in communicating ideas and information. Students are encouraged to consider a range of options using the problem solving process in the design and production of their own and others work.

### **Topics**

Advertising and graphic design; Illustration drawing & Instrumental drawing; Interior Design and Building Design, Product Design; Computer assisted drawing; Research

## ***MUSIC – ELECTIVE***

### **Course content**

Students will be introduced to a range of instruments both melodic and rhythmic in nature. They will develop and understanding of the instruments mechanics and their application. Students will learn how to apply these instruments in ensemble and solo performance situations. Theoretical understanding will be developed in conjunction with the students' application and practical development. Students will appreciate a variety of music by widening their musical experiences through a broad spectrum of listening, performing and composing activities.

# **DESIGN AND TECHNOLOGIES**

## ***FOOD STUDIES - BAKE HOUSE***

### **Course content**

This unit enables students to continue to develop their skills in the production of a wide range of baked goods. Students will produce cakes, biscuits, pastries, yeast products and healthy baked snacks and meals.

### **Topics:**

Raising agents; Biscuit making; Baked meals; Pastry making; Labelling & Packaging; Design Process; Skills with tools & equipment.

## ***METALS – ELECTIVE***

### **Course content**

This unit focuses on the use of metal in design and production. Students will build on their knowledge of the design process as they build up a folio of design options and associated areas of research and create a product using metal as their primary material. Upon completion, the product will be evaluated against criteria set during the design stage.

Students participating in this unit will learn important aspects of tool use and maintenance as well as working effectively in a workshop and creative environment.

Successful completion of this course can be a stepping stone into a career in the various metal working industries.

### **Students will be taught and then assessed on their ability to:**

Understand, produce and justify all required elements of a design folio.

Produce a product using metal as the primary material and evaluate its success as well as record any modifications made during the production stages.

## **WOOD - ELECTIVE**

### **Course content**

This unit focuses on the use of timber in design and production. Students will build on their knowledge of the design process as they build up a folio of design options and associated areas of research and create a product using timber as their primary material. Upon completion, the product will be evaluated against criteria set during the design stage.

Students participating in this unit will learn important aspects of tool use and maintenance as well as working effectively in a workshop and creative environment which can be a first step towards a career in the numerous design or wood working industries.

### **Students will be taught and then assessed on their ability to:**

Understand, produce and justify all required elements of a design folio.

Produce a timber product and evaluate its success as well as record any modifications made during the production stages.

## **INFORMATION AND COMMUNICATION TECHNOLOGY - ELECTIVE**

### **Course content**

Students will explore the technical challenges and questions that arise representing digital information in computers and transferring it between people and devices. They will create and share the content of their own web pages using HTML and CSS and practice programming skills such as debugging and commenting. Investigate information privacy and security by learning how to keep their information private and protect themselves from hackers. They also engage in some safe hacking to see how easy it is for information to be leaked online.

### **Topics**

Computer Science Principles - Understanding how the Internet works, Web development - creating content, coding (HTML/CSS), debugging and commenting. Investigate information privacy and security

# **INDONESIAN**

## **Certificate II in Applied Language**

This VET Certificate II in Applied Languages, is a nationally recognised qualification in the study of a language. It is used widely in Australia within a range of institutions, particularly in vocational sectors. Through this course, students learn to be able to interact with a range of people in a variety of contexts – both in social settings and in the workplace. Students who meet the criteria to achieve this Certificate will be awarded with the Certificate at the end. The Certificate has a communicative focus in that it demonstrates a student's capacity to understand and use the language to communicate. The tasks involved require students to be able to interact with a range of people in a range of settings – both in social settings and in the workplace. For example, students are required to demonstrate competency in areas such as: talking about themselves, asking and responding to questions, asking for and offering help, explaining, giving directions, inviting, declining and accepting invitations.



# Echuca College

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STRENGTH

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