



Echuca  
College

DIVERSITY OF  
STRENGTH

2017

7-9  
Curriculum  
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 Year Levels working in specific neighbourhoods and being supported by a team of experienced Year Level Co-ordinators and Assistants. 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. Our Teaching and Learning is enhanced by Leading Teachers; specifically assigned to stages of learning at Years 7 to 9 and Years 10 to 12.

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. And even more... each week every student in Years 7 and 8 have the opportunity to enjoy studying an area of enthusiasm with other students and a staff member who share that enthusiasm in elective studies.

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 of '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
- Energy breakthrough
- College based, Interschool, Individual and team sports
- Visual arts exhibitions
- Performing arts, dance & drama
- After school maths/homework tuition

## 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. At risk letters 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.

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

### The Neighbourhood

Year 7 students enter Echuca College via a Learning Neighbourhood. This vibrant learning space allows students to form strong relationships with their teachers and other students. The space is infused with colour. Learning becomes a journey that takes the students out of the traditional classroom and into a world where they can talk and learn from other students in and outside of the Learning Neighbourhood. Students will bring their own device – iPad, laptop or tablet, allowing learning to flow from school to home.

### 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.

### Learning in the Neighbourhood

Students spend a significant amount of time in the Learning Neighbourhood. It is their space and is organised to cater for different styles of learning. Students start each day in the Neighbourhood and have their own space to store bags and equipment.

Class areas are organised 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 year 7 Neighbourhood students have the opportunity to access state of the art facilities including a dance studio, performing arts area, music studios, bright visual arts spaces, a commercial grade kitchen, a wide range of technology facilities and a synthetic hockey field and tennis courts.

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	5
Mathematics	5
Humanities	3
Science	3
Arts	3
Technology	3
Indonesian	2
Sport/Physical Education/Health	4
Elective Studies (semester long)	2
	30 periods total

### Enrichment opportunities

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



# Bring Your Own Device – BYOD

## Bring Your Own Device – BYOD

Echuca College will offer students the opportunity to “Bring Your Own Device” to school. In essence we will be encouraging students to bring to school the mobile device they use at home, this may be an iPad or a laptop. The school will in turn support students with access to the full Office Suite and a number of other educational programs used within the school. It is important that students are not restricted by the use of the same device, we encourage students to bring devices they are familiar with. Echuca College will support students and families with up to date current software ensuring consistency across all classrooms.

The following device specifications are recommended by Echuca College;

### Generally Acceptable:

- Laptop:** Windows 8.1+ (Not Windows RT)  
MacOSX (version 10.10 or newer)
- Tablet:** Apple IPAD v3+ (iOS 9.x or newer) with a keyboard

Recommended minimum technical specifications:

- Laptop:** Processor: i3 or greater  
Wireless: 802.11n support  
Screen: 11”+  
Battery: 3+ hours run time  
Memory: 4GB
- Tablet:** Wireless: 802.11n support  
Screen: 7”+

By implementing a BYOD strategy, Echuca College 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. For more information please visit; <http://www.echucacollege.vic.edu.au/index.php/byod-program>



# 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. 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.

### Topics

Biology, Chemistry, Physics and Earth science.

## HUMANITIES

### Course content

Students will discover new ways to view their landscape. They will develop their geospatial skills such as scale, direction and grid references. Students undertake fieldwork to investigate the characteristics of the Hanging Rock region. 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 ancient societies and how these societies provide the foundations for modern society.

### Topics

Mapping skills; Fieldwork/Hanging Rock; Economics; What is history; Ancient civilisations; 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 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**

Bullying/Harassment, Puberty, Drug Education, Making Friends, Self esteem, Value, Self worth and Identity, Volleyball, Fundamental motor skills, Fitness, AFL, Athletics, Basketball, Cricket, Bat Tennis, Badminton, Soccer (indoor and field), Netball, Hockey (indoor and field)

## 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, CREATIVITY AND TECHNOLOGY

### **DCT- FOODS**

#### **Course content**

Food technology involves using knowledge, skills, equipment and attitudes to produce food products that meet peoples' needs and desires. In order to make informed choices about food it is essential that basic skills and some knowledge is learnt.

#### **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 (Photo frame); Metals (Tin man); Electronics (Dragster); Wood (Crocodile pencil holder); Safety in the workshop

## LANGUAGES - INDONESIAN

### **BAHASA INDONESIA**

#### **Course content**

This unit covers the core skills of listening, reading, speaking and writing over the course of the year, as well as having a strong emphasis on enhancing intercultural knowledge and language awareness. Students will acquire and use new information and language in a variety of contexts. There is a strong thread of cultural Indonesia throughout all topics covered.

#### **Topics**

Selamat datang di Indonesia (Welcome to Indonesia); Binatang (Animals); Upacara dan perayaan (celebrations and ceremonies); Laskar pelangi and sekolah (film study)

## YEAR 7 ELECTIVE STUDIES OUTLINE

### **Course content**

All year 7 and 8 students will participate in Elective Studies activities that are a semester long. This program aims to allow students to be involved in activities that are new and challenging, or to pursue or build upon an area of interest. These activities are different from the curriculum that all year 7 students participate in. The activities offered to students are determined by student interest.

#### **Elective Studies are to be chosen from:**

Drama

Dance

Media

History

Science

Physical Education

Design Creativity and Technology

Music

ICT (All students will do this elective for one semester. It is expected that students bring a device along to each class.)

## 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.

### The Neighbourhood

Year 8 students are based in a neighbourhood for tutorial groups and core subjects. Students have their own space in the neighbourhood to store bags and equipment. Significant year 8 staff are also based in the neighbourhood allowing for the development of positive relationships. The large covered outdoor area adjacent to the neighbourhood also helps promote the sense of a community for our students.

All students are able to bring their own device; iPad, laptop or tablet, which are used regularly in classes, accessing the infinite amount of resources available, ensuring a world of knowledge at their fingertips.

### Learning outside the neighbourhood.

A broad range of subjects that cater for many varied interests and talents are offered to the students. At this level students will move out of the neighbourhood to engage in a range of specialised learning spaces: technology areas, a music centre and studios, vibrant visual arts spaces, synthetic hockey field and tennis courts, a modern Science -wing and a performing arts area equipped with state of the art recording and production equipment

All students are offered opportunities to follow their passion with extension studies. Semester length classes are chosen by the students to allow them to follow a passion or participate in new experiences they have an interest in.

Domain	Time allocation (50 minute periods)
English	5
Mathematics	5
Humanities	3
Science	3
Arts	3
Technology	3
Indonesian	2
Sport/Physical Education/Health	4
Extension Studies (semester long)	2
	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 and 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.

### Topics

**Number and Algebra:** Real Numbers; Fractions and Decimals; Money and Financial Maths; Patterns and Algebra; Linear and Non 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 and has changed our understanding of ourselves and our future. 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.

### Topics

Data, 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**

Relationships; Values; Personal identity and expectations; Reproductive anatomy; Sexuality education; Risk taking; Harm minimisation; Tobacco; Fitness; Handball; AFL; Tennis; European Handball; Athletics; Soft Lacrosse; Softball; Cricket; Hockey; Netball; Soccer; Volleyball

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

## DESIGN, CREATIVITY AND TECHNOLOGY

### **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**

Design and produce alternative energy vehicles; 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 YEAR 8**

#### **Course content**

This unit covers the core skills of listening, reading, speaking and writing over the course of the year, as well as having a strong emphasis on enhancing intercultural knowledge and language awareness. Students will acquire and use new information and language, as well as previously learnt language skills and knowledge, in new contexts. Students study Indonesian film and literature and are exposed to themes and traditions engrained in Indonesian culture.

#### **Topics**

Lingkungan dan bencana alam (The environment and natural disasters); kota dan desa (Urbanisation); Ada Apa Dengan Cinta? (Film study: What's up with Love?); Makanan dan pasar (Food and markets); Kesehatan (Health); Hari Natal (Christmas and the differences between how it is celebrated in Australia and Indonesia)

## ***ELECTIVE STUDIES***

### **Course content**

All year 7 and 8 students will participate in Elective Studies activities that are a semester long. This program aims to allow students to be involved in activities that are new and challenging, or to pursue or build upon an area of interest. These activities are different from the curriculum that all year 8 students participate in. The activities offered to students are determined by student interest.

### **Elective Studies are to be chosen from:**

Drama

Dance

Media

History

Science

Physical Education

Design Creativity and Technology

Music

ICT (All students will do this elective for one semester. It is expected that students bring a device along to each class.)

# 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 travel opportunities to the Victorian Snow Fields, the Queensland Gold Coast, Central Australia, Malaysia and Turkey, to performing in the College's Rock Eisteddfod and a variety of sporting opportunities.

## Leadership Development

Students are presented with a range of leadership opportunities including the School for Leadership residential experience. At the alternate educational setting, students develop their leadership skills whilst living away from home. Upon the students return to Echuca College, students are encouraged to share their new found skills with the College community.

## 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.

## Giving back to the Community and Careers

The highlight for students within the Year 9 curriculum is the subject 'Real Futures'. Students formulate small teams and design, implement and evaluate their own community project on an area of interest. Students are encouraged to 'give back' to a community group and promote the youth of today. Students learn about the needs of others by visiting and promoting organisations such as the Salvation Army, Meals on Wheels, the Royal Children's Hospital, Beyond Blue and Landcare. Students will learn about the world of work and investigate the varied opportunities available to them as careers for the future. They will be assisted to write a job application and prepare a resume.

Echuca College's Year 9 program is structured to facilitate learning as part of a challenging, diverse and rigorous curriculum. Effective teamwork and problem solving with peers are fostered across all areas of the curriculum. The balance of core and elective offerings further strengthens the sense of identity which students take with them into their senior years.

## 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.

LOTE 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

### Year 9 Real Futures

When the students reach year 9 they embark on a new more individual and independent educational experience. This innovative program has been developed to build positive social relationships, develop skills in working and learning in teams, encourage self-awareness and connection with the community. Students will learn about the world of work and investigate the varied opportunities available to them as careers for the future. They will be assisted to write a job application and prepare a resume. Through 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. Through a case study they will consider who and what influences their own lives and how they can influence the lives of others by contributing to the community. Students will work in a team to identify a need in the school or wider community and will work together on a project that addresses this need. Students will also consider issues facing the world 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

Investigating careers, Getting a job, All about me, Heroes V Celebrities, What is a community?, Community projects, The international community

## 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. This course provides the opportunity for students to progress beyond the standard course through the Australian Mathematics Competition.

### Topics

Algebra; Financial Maths; Probability; Co-ordinate geometry; Geometry; Measurement; Linear Relationships; Statistics, Trigonometry and Pythagoras' theorem

Students will learn to use a calculator for fractions and percentages as well as computers to explore graphical relations. Problem solving is a focus and students are introduced to 'hands on' situations. Students also complete weekly topic specific Homework Sheets.

## **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**

In Year 9 students extend their concept of Science as a way of knowing to include an understanding of how scientific theories and models are based on evidence that may initially be tentative and limited. Students are encouraged to develop their own theories and models based on evidence they gather in experiments and via the study of published research.

### **Topics**

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 Making of the Modern World, Biomes and Food Security, Personal Finances, Civics and Citizenship

## **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** Students will study the following topics through theoretical as well as practical classes; Fitness Components; Training Principles and Methods; Anatomy; Cricket; Archery; Football codes; Fitness Activities and Clay Target Shooting

### **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; Fitness Components; Training Principles and Methods; Anatomy; Cricket; Clay target shooting; Archery; Football codes; Basketball; Golf; Fitness Activities

## HEALTH & PHYSICAL EDUCATION

### ***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: Safety, Orienteering; Bush Craft; Canoeing; Archery; Initiatives; Snorkelling

## 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; Occupational health and safety.

### ***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.

## THE ARTS

### ***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.

#### **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 ability to use a range of skills and techniques in communicating ideas and information to others by a graphic means. 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; Instrumental drawing; Illustration drawing techniques; Computer assisted drawing; Airbrushing. Research task

### ***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, CREATIVITY AND TECHNOLOGY

### ***FOOD TECHNOLOGY - BAKE HOUSE – ELECTIVE***

#### **Course content**

This unit enables students to develop 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.

## DESIGN, CREATIVITY AND TECHNOLOGY

### ***DESIGN & TECHNOLOGY – 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.

### ***DESIGN & TECHNOLOGY – 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 use a range of applications including Gamemaker, Flash and Logic Audio to develop skills. Students will be challenged to think in a logical manner.

#### **Topics**

Design Process; Create games including rules, graphics, sound effects and storyline; Management & Storage of files; Basic HTML & CSS – language code

## LANGUAGES - 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

DIVERSITY OF  
STRENGTH

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