



The Grange

P-12 COLLEGE



The Grange P-12 College

YEARS 7, 8 & 9

2023 Subject Selection Handbook





Years 7, 8 & 9

2023 Subject Selection Handbook

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Introduction

The Grange P-12 College is committed to building strong personal and learning skills to assist all students with current and future studies and career pathways of their first choice.

Each subject selection handbook (Years 7 – 9, Years 10 – 12 and Sports Science Academy) contains a comprehensive outline of curriculum areas and subject offerings at The Grange P-12 College.

The handbooks are arranged in the following ways:

Years 7 – 9: Outlines the core subjects that students will complete throughout the year across each discipline in line with the Victorian Curriculum. At the year 9 level, students are presented with a range of core (compulsory) and elective subjects. The elective subjects are designed to provide students with a range of experiences that may lead to further specialisation during later years of study.

Years 10 - 12: At Year 10 students are presented with a range of core (compulsory) and elective subjects. The elective subjects are intended to provide students with a range of experiences that may lead to further specialisation during the later years of study. Some Year 10 students may also be engaged in the early commencement program that sees them complete a VCE Unit 1 and 2. The Year 11 and 12 sections contain information about the Victorian Certificate of Education (VCE), The Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) studies for students. Parents and students are encouraged to select combinations of subjects that lead to their intended career and post – compulsory studies at tertiary institutions.

Sports Science Academy (SSA): Outlines the specific learning pathway for students from Year 4 through to their later years of studies in the Victorian Certificate of Education (VCE) or The Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET). The Subject Selection Handbook clearly outlines the core subjects that students complete in line with the Victorian Curriculum as well as semester and elective subjects which are designed to further enrich student learning and understanding of key concepts associated with Sports Science studies.

When selecting subjects and programs of study leading into the later years it is critical that students have formed a general idea of what career options are available beyond formal schooling. The College has well-developed programs that expose students to pathway options and staff who will assist with advice about appropriate courses to suit interests, aspirations and learning strengths.

Year 11 and 12 subject choices should also be made with consideration of materials costs for each subject, where relevant. Subjects that have a materials charge are practical subjects which require specific materials or consumables that students will use throughout the program. A full listing of these charges is provided to parents and students alongside the relevant handbook.

Please note that the full suite of subjects and elective programs from Years 10-12 presented in these handbooks are held subject to availability and demand from students.



YEAR 7 – YEAR 10

High Achievers Program

At The Grange P – 12 College we strive to ensure all students reach their aspirations beyond school. This program aims to develop the skills required for university level study and entry to the professions. The program allows the students to progress through school with their peers, whilst ensuring that they are provided with challenging curriculum and extra-curricular activities appropriate for their learning style and ability level.

The aim of the High Achiever Program is for students to:

- Develop deep understandings and critical thinking skills
- Enhance their ability to problem solve, extend their analytic and creative skills by completing a more in-depth curriculum
- Successfully work as independent and cooperative learners
- Create pathways to success for their future student and career aspirations.

Characteristics of high achieving students

- They believe in themselves and their abilities, displaying resilience and critical thinking
- They are independent, cooperative, self-regulated and active participants in their own learning
- They take learning risks
- They recognise and acknowledge their strengths and talents whilst at the same time striving to improve
- They are organised to ensure success and thus move towards attaining their goal.

Extra-Curricular and Extension Programs

Students in the High Achievers Program participate in a range of activities. Examples include:

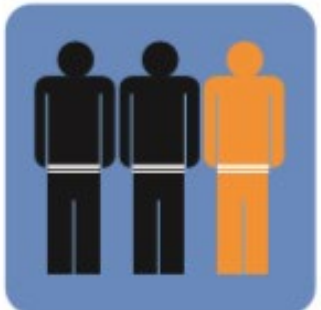
- Access to Deakin University, RMIT and Australian Catholic University programs such as mentoring, pathways planning and visits to the campus to gain first-hand experience and understandings of university life and study
- The University of Melbourne 'Kwong Lee Dow Young Scholars' Program is an academic enrichment program designed to support high-achieving Victorian students. This provides students with on-campus events aimed at improving leadership, problem solving and presentation skills. They have access to revision lectures in preparation for VCE exams in the later year of schooling
- Rotary Club Youth Programs such as the 'Rotary Youth Program of Enrichment (RYPEN)', a weekend camp
- Participation in a wide range of competitions including the Premier's Reading Challenge, Dorothea MacKellar poetry competition, Australian Maths competition and Computational and Algorithmic Thinking, History competition and Photography competition.

Selection Process

Students who aspire to enter the High Achievers Program are required to provide a copy of their most recent NAPLAN results, 2021 Semester 1 report, provide a written statement stating why they would like to be considered and their most recent Grade 6 Teacher support statement.

Application forms will be provided to Parents upon the child's acceptance at the College. The form and instructions are part of the Enrolment Package.

Year 7



Year 7 Curriculum

The Year 7 curriculum is designed to provide students with a comprehensive range of subjects based on the Victorian Curriculum F–10, which incorporates the Australian Curriculum and reflects Victorian priorities and standards. The curriculum is the common set of knowledge and skills required by all students for life-long learning, social development and active and informed citizenship. The High Achievers program and the Sports Science Academy program are also offered at this level to further enrich and address diverse student needs.

Learning Options available at Year 7

Core Subjects	Sessions per week	Sport Science	Sessions per week
English	6	English	6
Maths	6	Maths	6
Humanities	3	Humanities	3
Science	4	Science	4
Phys Ed	3	Phys Ed	3
Hindi	2	Sport Science	5
Art	2	Home Eco – Semester	3
Home Eco - Semester	2	Art - Semester	
Drama - Semester			
Vis Com – Semester	2		
Music - Semester			

YEAR 7

English

CORE

In Year 7, students communicate with peers, teachers, individuals, groups and community members in a range of settings. Students engage with a variety of texts individually, in small book clubs, and as a class. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and visual texts. Students create a range of imaginative, informative and persuasive texts as they develop their writing skills.

What will I Learn?

- Skills for discussing increasingly complex issues and ideas from a variety of sources.
- Creative, persuasive, informative and text analysis writing.
- Debating and public speaking skills.
- Collaborative communication skills.
- Spelling, punctuation, grammar and vocabulary extension.
- ICT creating and editing tools.

What types of things will I do?

- Reading and Viewing
- Oral presentations
- Analysing texts
- Writing
- Speaking and Listening
- Extended writing tasks
- Film Study
- Group discussions

Where can this lead me?

Career Outcomes

- Journalism, media
- Publishing
- Creative Writing
- Professional Writing and Editing
- Advertising and Marketing
- Government and Public Service

Course Pathways

English is a prerequisite for all future studies.

YEAR 7 Maths

CORE

The Year 7 Mathematics Curriculum is built around creating opportunities and enriching the lives of all students. Mathematics develops the mathematical capabilities that all students need in many aspects of their lives, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built. Students engage with the Victorian Curriculum via inspiring, interesting, relevant and professionally taught lessons employed specifically to increase student capacity and confidence in mathematical ideas and concepts. Students also participate in a mathematics program called Scaffolding Numeracy in the Middle Years (SNMY). SNMY leads students through levelled activities of mathematical understanding.

What will I Learn?

Victorian Curriculum

Students study patterns, skills applications and concepts within the three Key Strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Scaffolding Numeracy in the Middle Years

Students progress through eight levels

What types of things will I do?

- | | | |
|-----------------|-------------------------------------|------------------------|
| ◦ Reading | ◦ Discussing | ◦ Problem Solving |
| ◦ Writing | ◦ Thinking | ◦ Calculating |
| ◦ Applying | ◦ Investigating | ◦ Enjoying Mathematics |
| ◦ Consolidating | ◦ Challenging Mathematical Concepts | |

The program at The Grange P-12 College will provide opportunities for challenge and pursuit of excellence and students will be encouraged to participate in competitions such as the Australian Mathematics Competition, and the Computational and Algorithmic Thinking.

Where can this lead me?

Career Outcomes

- Engineering and Design
- Building Construction
- Research and Development

- Finance and Accounting
- Health Industry Sector
- Information and Communications Technologies

Course Pathways

This pathway provides a solid preparation for Year 8 Maths

YEAR 7 Science

CORE

In Year 7 Science, students are introduced to the fundamentals of Science across a broad range of topics including Physics, Chemistry, Biology, Earth and Space Science. In the Science laboratories, students will participate in exciting practical experiments and captivating demonstrations as well as starting to learn how to design their own experiments. Students will also use a range of equipment, including some of the latest data logging technology on their devices.

Students will also participate in a STEM unit – Egg Drop Challenge. Students will use a variety of resources to “protect” their egg and help it land safely.

What will I Learn?

Students will learn about these topics in Science:

- Biology – Classification and Ecosystems
- Earth and Space Science – Seasons and The Planet
- Chemistry – Separating Mixtures
- Physics – Forces

What types of things will I do?

- Discover fascinating science concepts through a variety of activities including talks, videos, hands-on activities, independent and group work
- Conduct and observe a range of experiments, both inside and outside the science laboratory
- Plan a variety of investigations and experiments
- Track the migration of organisms within their global environment

Where can this lead me?

Career Outcomes

- Scientist
- Doctor
- Engineer
- Nurse
- Marine Biologist
- Vet or Vet Nurse
- Teacher
- Physiotherapist

Course Pathways

Year 8	Science (Core)
Year 9	Science (Core)
Year 10	Science (Core)
VCE	Biology
	Chemistry
	Physics
	Psychology

Humanities

The Year 7 Humanities Curriculum has been designed to assist learners to navigate our 21st Century information-rich world and to gain important background knowledge about our collective past, present, and future. Students will discover what life was like in the Ancient World. They will consider the importance of managing natural resources such as water and evaluate diverse strategies to ensure sustainable use of key resources including those used by Indigenous societies. Students will also learn about the rights and responsibilities which accompany Australian citizenship and the different communities that call Australia home.

What will I Learn?

- History – Ancient Societies Australia and Beyond
- Geography – Water as an Environmental Resource
- Civics – The many expressions of Australia Identity
- Source analysis and evaluation
- Research skills
- Intercultural understanding

What types of things will I do?

- Learnt to base my arguments on relevant and accurate evidence
- Create my own historical source
- Reflect on my own use of key economic and environmental resources such as water
- Participate in incursions to bring the learning alive!

Where can this lead me?

Career Outcomes

- Historian
- Politician
- Lawyer
- Financial Advisor
- Researcher or Archivist
- Information Officer
- Journalist
- Academic/Teacher
- Podcaster
- Entrepreneur
- Finance
- Business Manager
- Financial Advisor
- Data Analyst
- Construction Manager
- Environmental planner

Course Pathways

- | | |
|---------|-------------------------------|
| Year 8 | Humanities |
| Year 9 | Humanities |
| | Research Skills Master Class |
| Year 10 | Humanities |
| | Introduction to Legal Studies |
| | Geography Extension |
| | Financial Literacy |
| | History Extension |
| VCE | History |
| | Business Management |
| | Legal Studies |
| | Geography |

Health & Physical Education

Through a combination of theory and practical lessons, students will develop knowledge, processes and skills that will allow them to make informed decisions about their own health and well-being. They will engage in team and individual activities to further their abilities on the playing arena and in the classroom.

What will I Learn?

In practical lessons, students will cover topics:

- ° Personal Fitness
- ° Athletics
- ° Tchoukball
- ° Tee Ball
- ° Orienteering
- ° Bat Tennis
- ° Soccer
- ° Basketball
- ° Dance

In theory, students will cover topics that promote health:

- ° Healthy lifestyles
- ° Promoting health
- ° Keeping yourself safe
- ° Puberty and changes

What types of things will I do?

- ° Learn a variety of sports
- ° Engage and participate in class discussions
- ° Work in teams
- ° Develop physical fitness

Where can this lead me?

Career Outcomes

- ° Sports Management
- ° Recreation Officer
- ° Personal Trainer
- ° Elite Athlete

Year 8

Year 9

Year 10

Course Pathways

Health & Physical Education
 Health & Physical Education
 Sport Science
 Careers in Sport
 Fitness
 Biomechanics and Exercise
 Nutrition
 Foundations of Physical Education
 Foundations of Health and Human Development

Hindi

Students use Hindi to interact with their peers and teachers, to express feelings and ideas, and to participate in learning experiences. Students explore various forms and functions of Hindi language elements. Students build vocabulary, grammatical knowledge, and understanding of sentence structure and learn to read and write in Hindi. Students work in groups to build their confidence in speaking and reading Hindi sentences. Students use modelled and rehearsed language to present and participate in discussions.

What will I Learn?

- Communicative Skills in Hindi
- Sentence structure used in Hindi
- Expanding Hindi Vocabulary
- Learning to read and write in Hindi
- ICT creating and editing tools

What types of things will I do?

- Speaking and Listening
- PowerPoint presentations
- Group learning
- Oral presentations
- Researching digital resources to collect information
- Reading and Writing in Hindi

Where can this lead me?

Career Outcomes

- Translator
- Interpreter
- Bilingual Children's Book writer
- Liaison Officer
- Language Teacher
- Tour Guide
- Language Blogger

YEAR 7

Food Studies

Through a combination of theory and practical lessons, students will develop the knowledge and skills to create basic snacks and meals. They will also learn current food production issues related to sustainability and basic nutrition of key foods.

What will I Learn?

- Kitchen Hygiene and Safety
- Different cooking techniques
- The importance of the Australian Guide to Healthy Eating
- To cook a variety of different foods
- How to design meals

What types of things will I do?

- Cook food using correct kitchen safety procedures
- Read and follow recipes
- Design and create a pizza for a special occasion
- Use kitchen equipment and appliances to create dishes
- Design and create a biscuit for McDonald's

Where can this lead me?

Career Outcomes

- Chef
- Food styling
- Food teacher
- Dietician

- Recipe designer
- Food photographer
- Café owner
- Cookbook author

Course Pathways

Year 8	Food
Year 9	Food
Year 10	Food
VCE Unit 1-4:	Food Studies
VET	Hospitality

Art

In Year 7 Art, students will have the opportunity to identify and evaluate how other artists use materials and techniques to express ideas and convey meaning. Students will plan and make their own art works in response to technologies and processes used in the work of other artists.

Students will demonstrate the use of materials, techniques and processes, to express ideas and convey meaning in their own artworks. Students will identify and describe artworks from different cultures, times and places and how ideas are interpreted by audiences.

What will I Learn?

- ° Colour therapy
- ° Drawing
- ° Printmaking
- ° Sculpture
- ° Collage
- ° Australian & International artists
- ° Ceramics
- ° 2D & 3D processes
- ° Materials & Techniques

What types of things will I do?

- ° Create a colour wheel
- ° Printmaking
- ° Use clay to & 3D construction methods to create artworks
- ° Analyse & Interpret Artworks
- ° Create artworks in the style of Australian & International artists

Where can this lead me?

Career Outcomes

- ° Videographer
- ° Photographer
- ° Journalism
- ° Education
- ° Advertising
- ° Illustration
- ° Animation
- ° Printmaker
- ° Architecture

- ° Artist
- ° Designer
- ° Interior Design
- ° Game Design
- ° Web Design
- ° Marketing
- ° Industrial Design
- ° Fashion Design
- ° Interior Design

Course Pathways

- | | |
|----------------|---|
| Year 10: | 2D Art
3D Art
Media
Photography
Studio Art
Visual Communication Design |
| VCE Units 1-4: | Visual Communication Design
Studio Art
Media |

Drama

In this course, students will have the opportunity to study a brief overview of the History of Theatre and develop their understanding of dramatic theory. Students will learn about Genres and Sub-Genres of Theatre with a specific focus on Comedy. Students will apply adaptation and script-writing skills to a Fractured Fairy-tale parody performance. In order to understand the role of drama in different contexts, students will watch and interpret other people's performances by analysing conventions, narrative structures and characterisation.

What will I Learn?

Drama Practice:

- Performance skills
- Dramatic theory
- Scriptwriting
- Responding to performance

Play Building:

- Planning, Rehearsing and Presenting
- Applying dramatic theory
- Responding to performance stimulus & prompts

Acting & Stagecraft in Performance:

- Evaluation of stagecraft in performance
- Prop & costume design elements

Form & Style:

- Dramatic elements
- Theatrical conventions
- Play scripts

What types of things will I do?

- Workshop performance styles & conventions
- Improvisation
- Group performance
- Planning
- Script writing
- Dialogue

Where can this lead me?

Career Outcomes

- Entrepreneur
- Educator
- Professional Acting
- Directing & Dramaturgy
- Costume or Stage Design
- Arts & Community Engagement
- Art Therapies
- Film, technology & production
- Community engagement
- Playwriting and Performance Making

Course Pathways

- Year 10: Drama
- VCE Units 1-4: Theatre Studies

Extra-curricular: Opportunities for participation in School Productions/Musicals in a number of performing and/or backstage roles

YEAR 7

Music

SINGLE SEMESTER SUBJECT

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music.

As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

What will I Learn?

- Ukulele
- Keyboard
- Music of other cultures
- Music Theory
- Music History
- Guitar

What types of things will I do?

In Year 7 through listening, performing and composing, students will be able to identify cultural, social and historical contexts of music. Students will also accumulate skills in rhythm, pitch and musicianship.

- Play the keyboard & ukulele individually
- Individual performance
- Written assessment
- Practical assessments
- Ensemble Performance
- Listening tasks

Where can this lead me?

Career Outcomes

- Musical
- Song writer
- Video game composer
- Music Therapist
- Music Teacher
- Music Producer
- Composer
- Recording Engineer
- Events

Course Pathways

- | | |
|----------------|-------|
| Year 10: | Music |
| VCE Units 1-4: | Music |

Extra-curricular: Opportunities for participation in School Productions/Musicals in a number of performing and/or backstage roles

Media & Visual Communication Design

This Unit is designed to give students an introduction to both Media Studies and Visual Communication Design, in order to strengthen the skills of visual language and analysis, as well as critical and creative thinking skills from an earlier stage. These skills will benefit students in a range of applications and subjects as they move through the College.

Throughout the semester, students gain an understanding of how to use images to communicate ideas to an audience. They experiment and develop their skills in creative, critical and reflective thinking through the use of the design process.

Students identify, analyse and evaluate media products and visual communications, they investigate the use of visual language through drawing conventions and the elements and principles of design and they interpret how these things communicate ideas to different audiences.

What will I Learn?

- Develop media and visual communications for a range of purposes
- Present media and visual communications for different audiences
- How to identify target audiences
- Identify specific features of media
- Analyse and evaluate the factors that influence design decisions in a range of media and visual communications
- Social/ Cultural contexts
- Explore and represent ideas
- Analyse media techniques
- Handling of equipment safely
- Darkroom processing techniques

What types of things will I do?

- Typography
- Digital and manual methods to create
- Media theory and analysis
- One point perspective drawing
- Create original designs for a range of purposes
- Create advertisements

Where can this lead me?

Career Outcomes

- Videographer
- Photographer
- Journalism
- Education
- Advertising
- Illustration

- App Designer
- Logo Designer
- Interior Designer
- Game Designer
- Web Designer
- Marketing

Course Pathways

- | | |
|----------------|---|
| Year 9 & 10: | Visual Communication Design
2D/3D Art
Media
Darkroom Photography |
| VCE Units 1-4: | Visual Communication Design
Studio Art
Media |

Year 8



Year 8 Curriculum

The Year 8 curriculum is designed to provide students with a comprehensive range of subjects based on the Victorian Curriculum F–10, which incorporates the Australian Curriculum and reflects Victorian priorities and standards. The curriculum is the common set of knowledge and skills required by all students for life-long learning, social development and active and informed citizenship. The High Achievers program and the Sports Science Academy program are also offered at this level to further enrich and address diverse student needs.

Learning Options available at Year 8

Core Subjects	Sessions per week	Sport Science	Sessions per week
English	6	English	6
Maths	6	Maths	6
Humanities	3	Humanities	3
Science	4	Science	4
Phys Ed	3	Phys Ed	3
Hindi	2	Sport Science	5
Art	2	Home Eco – Semester	3
Home Eco - Semester	2	Art - Semester	
Drama - Semester			
Vis Com – Semester	2		
Music - Semester			

YEAR 8

English

CORE

In Year 8 English, students further develop their communication skills in both face-to-face and online/virtual environments. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students explore a range of increasingly challenging texts individually and in groups. Students create a range of imaginative, informative and persuasive texts as they continue to build on their existing writing skills.

What will I Learn?

- Skills for discussing increasingly complex issues and ideas from a variety of sources.
- Creative, persuasive, informative and text analysis writing.
- Debating and public speaking skills.
- Collaborative communication skills.
- Spelling, punctuation, grammar and vocabulary extension.
- ICT creating and editing tools.

What types of things will I do?

- Reading and Viewing
- Oral presentations
- Analysing texts
- Film Study
- Writing
- Speaking and Listening
- Extended writing tasks
- Group discussions

Where can this lead me?

Career Outcomes

- Journalism, media
- Publishing
- Creative Writing
- Professional Writing and Editing
- Advertising and Marketing
- Government and Public Service

Course Pathways

English is a prerequisite for all future studies.

YEAR 8 Maths

CORE

The Year 8 Mathematics Curriculum is built around creating further opportunities to continue enriching the lives of all students. Mathematics develops the mathematical capabilities that all students need in many aspects of their lives, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built. Students engage with the Victorian Curriculum via inspiring, interesting, relevant and professionally taught lessons employed specifically to increase student capacity and confidence in mathematical ideas and concepts.

What will I Learn?

Victorian Curriculum

Students study patterns, skills applications and concepts within the three Key Strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Scaffolding Numeracy in the Middle Years

Students progress through eight levels

What types of things will I do?

- | | | |
|-----------------|-------------------------------------|------------------------|
| ◦ Reading | ◦ Discussing | ◦ Problem Solving |
| ◦ Writing | ◦ Thinking | ◦ Calculating |
| ◦ Applying | ◦ Investigating | ◦ Enjoying Mathematics |
| ◦ Consolidating | ◦ Challenging Mathematical Concepts | |

The program at The Grange P-12 College will provide opportunities for challenge and pursuit of excellence and students will be encouraged to participate in competitions such as the Australian Mathematics Competition, and the Computational and Algorithmic Thinking.

Where can this lead me?

Career Outcomes

- | | |
|----------------------------|---|
| ◦ Engineering and Design | ◦ Finance and Accounting |
| ◦ Building Construction | ◦ Health Industry Sector |
| ◦ Research and Development | ◦ Information and Communications Technologies |

Course Pathways

This pathway provides a solid preparation for Year 9 Maths

Science

In Year 8 Science, students are introduced to the fundamentals of Science across a broad range of topics including Chemistry, Physics, Biology and Earth and Space Science. In the Science laboratories, students will participate in exciting practical experiments and captivating demonstrations as well as starting to learn how to design their own experiments. Students will get to use a range of equipment, including solar car kits and some of the latest data logging technology on their devices.

Students will also participate in a STEM unit – The Solar Car Challenge. Students will investigate how renewable solar energy can be transformed into usable energy forms to power the future, and design a solar car **model**.

What will I Learn?

Students will learn about these topics in Science:

- ° Biology – Cells and Body Systems
- ° Earth and Space Science – Geology and Earth's Resources
- ° Chemistry – Chemical and Physical Changes
- ° Physics – Energy and Light

What types of things will I do?

- ° Discover fascinating science concepts through a variety of activities including talks, videos, hands-on activities, independent and group work
- ° Conduct and observe a range of experiments, both inside and outside the science laboratory
- ° Plan a variety of investigations and experiments
- ° Design and create a solar car

Where can this lead me?

Career Outcomes

- ° Scientist
- ° Doctor
- ° Engineer
- ° Nurse
- ° Marine Biologist
- ° Vet or Vet Nurse
- ° Teacher
- ° Physiotherapist

Course Pathways

- | | |
|---------|---------------------------|
| Year 9 | Science (Core) |
| Year 9 | Forensic Science Elective |
| Year 10 | Science (Core) |
| VCE | Physics |
| | Psychology |
| | Biology |
| | Chemistry |

Humanities

The Year 8 Humanities Curriculum has been designed to assist learners to navigate our 21st Century information-rich world and to gain important background knowledge about our collective past, present, and future. Students will discover what life was like in the Medieval Period, including a study of causes and effects of the Black Death Pandemic. They will consider the key economic dilemma of scarcity in the face of limited resources and learn about future career options in the context of business management and entrepreneurship. Students will also learn about Australia's urban future by investigating patterns of urbanisation around the world and at a national scale.

What will I Learn?

- ° History – Medieval and Early Modern Societies
- ° Economics/Business Management
- ° Geography – Patterns of Urbanisation
- ° Source analysis and evaluation
- ° Research skills
- ° Intercultural understanding

What types of things will I do?

- ° Participate in a re-enactment of key aspects of daily life in the Medieval World
- ° Create your own innovative future product trend
- ° Virtual field trips and GIS Technologies
- ° Conduct field work in Melbourne CBD to learn more about Australia's urban future

Where can this lead me?

Career Outcomes

- ° Politician
- ° Lawyer
- ° Finance
- ° Historian
- ° Business Manager
- ° Journalist
- ° Academic/Teacher
- ° Environmental planner
- ° Researcher or Archivist
- ° Podcaster
- ° Entrepreneur
- ° Financial Advisor
- ° Historian
- ° Information Officer
- ° Construction Manager
- ° Data Analyst

Course Pathways

- | | |
|---------|------------------------------|
| Year 9 | Humanities |
| | Research Skills Master Class |
| Year 10 | Humanities |
| | Introduction to Legal |
| | Geography Extension |
| | Financial Literacy |
| | History Extension |
| VCE | History |
| | Business Management |
| | Legal Studies |
| | Geography |

YEAR 8

Health & Physical Education

Through a combination of theory and practical lessons, students will develop knowledge, processes and skills that will allow them to make informed decisions about their own health and well-being. They will engage in team and individual activities to further their abilities on the playing arena and in the classroom.

What will I Learn?

In practical lessons, students will cover topics such as: In theory, students will cover topics that promote health.

- | | | |
|--------------------|---------------------|------------------------------|
| ° Personal Fitness | ° Badminton | ° Sports nutrition |
| ° Volleyball | ° Athletics | ° Mental Health |
| ° AFL | ° Softball/Baseball | ° Gender and sexual identify |
| ° Netball | ° Handball | ° Sexual health |
| ° Ultimate Frisbee | | |

What types of things will I do?

- | | |
|---|----------------------------|
| ° Learn a variety of sports | ° Work in teams |
| ° Engage and participate in class discussions | ° Develop physical fitness |

Where can this lead me?

Career Outcomes

- ° Physiotherapist
- ° Personal Trainer
- ° Coach in various sports
- ° Nutritionist
- ° Youth Counsellor
- ° Ambulance Officer

Course Pathways

- | | | |
|----------------------|---------|-----------------------------|
| ° Sports Commentator | Year 9 | Health & Physical Education |
| ° Massage Therapist | | Sport Science |
| ° Sport Psychologist | | Careers in Sport |
| ° Sports Journalist | Year 10 | Health & Physical Education |
| ° Fitness Instructor | | Exercise Physiology |
| ° Nurse | | Healthy Lifestyles |

YEAR 8

Hindi

Students use Hindi to interact with their peers and teachers, to express feelings and ideas, and to participate in learning experiences. Students explore various forms and functions of Hindi language elements. Students build vocabulary, grammatical knowledge, and understanding of sentence structure and learn to read and write in Hindi. Students work in groups to build their confidence in speaking and reading Hindi sentences. Students use modelled and rehearsed language to present and participate in discussions.

What will I Learn?

- Communicative Skills in Hindi
- Sentence structure used in Hindi
- Expanding Hindi Vocabulary
- Learning to read and write in Hindi
- ICT creating and editing tools

What types of things will I do?

- Speaking and Listening
- PowerPoint presentations
- Group learning
- Oral presentations
- Researching digital resources to collect information
- Reading and Writing in Hindi

Where can this lead me?

Career Outcomes

- Translator
- Interpreter
- Bilingual Children's Book writer
- Liaison Officer
- Language Teacher
- Tour Guide
- Language Blogger

YEAR 8

Food Studies

Through a combination of theory and practical lessons, students will continue to develop the knowledge and skills to create basic snacks and meals. They will learn about the main nutrients in food and their role in maintaining a healthy body. They will also study the link between nutrition and lifestyle diseases.

What will I Learn?

- Kitchen Safety and Hygiene
- The importance of healthy eating
- How to design a meal
- How other cultures influence our food choices

What types of things will I do?

- Cook food using correct kitchen safety procedures
- Use kitchen equipment and appliances to create dishes
- Cook foods from other cultures
- Design and create a unique dish

Where can this lead me?

Career Outcomes

- Chef
- Food styling
- Food teacher
- Dietician
- Ambulance Officer
- Cookbook author/Recipe designer

- Event Coordinator
- Food photographer
- Café owner
- Food Inspector
- Nurse

Course Pathways

- | | |
|---------------|--------------------|
| Year 9 | Food |
| Year 10 | Food |
| VCE Unit 1-4: | Food Studies |
| VET | Hospitality |
| | Healthy Lifestyles |

YEAR 8

Art

CORE

In Year 8 Art, students will have the opportunity to identify and evaluate how other artists use materials and techniques, to express ideas and convey meaning.

Students will plan and make their own art works in response to technologies and processes used in the work of other artists. Students will demonstrate the use of materials, techniques and processes, to express ideas and convey meaning in their own artworks.

What will I Learn?

- Drawing
- Painting
- Printmaking
- Ceramics
- 3D Construction techniques
- Australian and international artists
- Cubism
- Pop Art
- Appropriation

What types of things will I do?

- Observational drawing
- Use a range of materials to construct 2D & 3D artworks
- Create artworks in the style of Australian & International artists
- Use different materials to create artworks
- Painting techniques
- Use clay to construct artworks
- Learn to analyse & interpret artworks

Where can this lead me?

Career Outcomes

- Videographer
- Photographer
- Journalism
- Education
- Advertising
- Marketing
- Artist
- Designer
- Architecture
- Printmaker
- Illustration
- Web Design
- Animation
- Fashion Design
- Interior Design
- Game Design
- Industrial Design
- Environmental Design

Course Pathways

- Year 10: 2D Art
- 3D Art
- Media
- VCE Units 1-4:
- Photography
- Studio Art
- Visual Communication Design
- Visual Communication Design
- Studio Art
- Media

Media & Visual Communication Design

This Unit is designed to give students an introduction to both Media Studies and Visual Communication Design, in order to strengthen the skills of visual language and analysis, as well as critical and creative thinking skills from an earlier stage. These skills will benefit students in a range of applications and subjects as they move through the College.

Throughout this semester, students gain an understanding of how to use sound and visuals to communicate ideas to an audience. They experiment and develop their skills in creative, critical and reflective thinking through the use of production and design process. Students identify, analyse, interpret and evaluate media products and visual communications, they investigate the use of technical and symbolic elements and visual language through the use of drawing conventions, design elements and principles and how these communicate ideas to different audiences in different contexts and locations.

What will I Learn?

- Creating narratives with images, sound & text
- Develop media & visual communication productions for a range of purposes
- Present media and visual communications for different audiences
- Analyse how technical and symbolic elements are used in media works
- Analyse & evaluate the factors that influence design decisions in a range of media and visual communications
- Explore and represent ideas
- Identifying specific media features
- Work through a mini-design process

What types of things will I do?

- Typography
- Media theory analysis
- Work through a design process
- Develop a portfolio
- Observational drawing
- Use manual & digital methods to create work
- Create original designs for a range of purposes
- Analyse & interpret various media and design examples

Where can this lead me?

Career Outcomes

- Videographer
- Photographer
- Journalism
- Education
- Advertising
- Marketing
- Artist
- Designer
- Architecture
- Printmaker
- Illustration
- Web Design
- Animation
- Fashion Design
- Interior Design
- Game Design
- Industrial Design
- Environmental Design

Course Pathways

- Year 10: 2D Art
- 3D Art
- Media
- VCE Units 1-4:
- Photography
- Studio Art
- Visual Communication Design
- Visual Communication Design
- Studio Art
- Media

YEAR 8

Music

SINGLE SEMESTER SUBJECT

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music.

As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

What will I Learn?

- Ukulele – strum correctly
- Keyboard
- Guitar – strum correctly
- Music History
- Music Theory
- Specific music standards: Pachelbels Canon, La Bamba, Somewhere over the Rainbow

What types of things will I do?

In Year 8 through listening, performing and composing, students will be able to identify cultural, social and historical contexts of music. Students will also accumulate skills in rhythm, pitch and musicianship.

- Play the keyboard & ukulele
- Individual performance
- Written assessment
- Practical assessments
- Ensemble performance
- Listening tasks

Where can this lead me?

Career Outcomes

- Musical
- Song Writer
- Video Game Composer
- Music Therapist
- Music Teacher
- Music Producer
- Composer
- Recording Engineer
- Events

Extra- curricular: Opportunities for participation in School Productions/Musicals in a number of performing and/or backstage roles

Course Pathways

- Year 10: Music
- VCE Units 1-4: Music

Drama

In this course, students will have the opportunity to continue to develop in dramatic theory and practice and use skills and prior knowledge to shape their own devised performances based on Physical Theatre. Students will study the historical theory and conventions of Tableau, Mime and Puppetry to understand the play-building process of creating and rehearsing a devised performance. Students will continue to explore context and adaptations that surround the concepts of *“breaking the fourth wall”*. Students will develop their understanding of stagecraft and of how drama has an impact on the audience. Students will develop their application of feedback and reflection as well as respond to viewed performances to build on their ability to interpret dramatic meaning and analyse dramatic forms.

What will I Learn?

Drama Practice:

- Performance skills
- Dramatic theory

Form & Style:

- Performance making process
- Improvisation skills
- Responding to performance stimulus & prompts
- Applying dramatic theory

Acting & Stagecraft in Performance:

- Transformation of objects
- Prop & costume design elements
- Evaluation of stagecraft in performance

Play Building:

- Dramatic elements
- Theatrical conventions
- Play scripts

What types of things will I do?

- | | | |
|--------------------------------------|-----------------------|---|
| ◦ Method acting | ◦ Performance styles | ◦ Improvisation |
| ◦ Monologue | ◦ Dialogue | ◦ Theatrical brief |
| ◦ Ensemble piece | ◦ Solo piece | ◦ Script writing |
| ◦ Performing in front of an audience | ◦ Evaluate stagecraft | ◦ Assist and/or participate in school productions |

Where can this lead me?

Career Outcomes

- Entrepreneur
- Educator
- Professional Acting
- Directing and Dramaturgy
- Costume or Stage Design

Course Pathways

- Arts and Community Engagement
- Art Therapies
- Film, technology and production
- Community engagement
- Playwriting and Performance Making

Year 10: Drama
VCE Units 1-4: Drama

Extra-curricular: Opportunities for participation in School Productions/Musicals in a number of performing and/or backstage roles

Year 9



Year 9 Curriculum

The Inspire Program

The Year 9 Inspire program at The Grange P-12 College has been developed to acknowledge that this is an important transitional period for students. The aim of the program is to set the framework for their future in education and beyond. The program promotes the College's high expectations and takes a holistic approach to working with students with a focus on their academic development, social and emotional wellbeing and careers and pathways planning.

The Year 9 Inspire program offers students multiple opportunities to develop their resilience, life skills and understanding of their strengths as learners. As part of our commitment to developing our students as lifelong learners and active members of the community, all Year 9 Inspire program students will participate in the Year 9 reading program, Inspire: Skills for the 21st Century subject and focussed incursions and activities.

To grow our students outside of the classroom and help them build relationships with their peers, Year 9 Inspire students will have the opportunity to attend a 5 day learning experience at the Rubicon Outdoor Centre (a Department of Education secondary school in Nayook at the foot of Mt. Baw Baw). This is aimed at building their personal and social capabilities in an alternative setting with clear links to curriculum.

To give students a broad range of experiences at Year 9 they undertake core studies over a year in : English, Maths, Humanities, Science and Physical Education/Health as well as a semester of the Inspire: Skills for the 21st Century.

Year 9 students have the choice of three elective subjects, which give them a taster of the subjects available to them as they move into the senior school. To support the literacy and numeracy growth selected students will join the Stretch bridging/advanced semester long subject.

Learning Options available at Year 9

Core Subjects		Electives 4 Sessions each		Sport Science	
English	6	Food	Web Design	English	6
Maths	6	2D Art	Game Design	Maths	6
Science	3	3D Art	Forensic Science	Science	3
Humanities	4	Music	Humanities Research Plus	Humanities	4
Phys Ed	3	Media	Stretch (selected students)	Phys Ed	3
Inspire – Semester	4	Drama		Careers in Sport – Semester	4
				Sport Science – Semester	
Students choose 3 from the electives				Fitness - Semester	4
				Choose one from electives	

YEAR 9

Inspire

Skills for the 21st Century

“Empowering people to develop lifelong positive growth” THROUGH “The provision of programs that develop an enhanced understanding of self and others, and the skills required to contribute to a positive community and sustainable environment.” (Rubicon Outdoor Education Centre)

In partnership with the Rubicon Outdoor Centre (run by the Department of Education) all students in the Inspire program will have the opportunity to develop and challenge themselves in a safe environment over a Semester. They will explore their own character strengths and build problem solving and critical thinking skills, which they will be able to use throughout their lives.

A core component of this subject is a 5-day camp run at the Rubicon Outdoor centre where students will bond with their peers and teachers developing their personal and social capabilities. Student's will take the skills learnt at Rubicon and bring them back to the classroom where they will engage in a Community based project that they will develop with teachers.

What will I Learn?

Students will develop 21st century skills with a focus on:

- Critical thinking
- Collaboration
- Communication
- Creativity and Innovation
- Flexibility
- Leadership
- Social connectedness

What types of things will I do?

- Engage in a community based project
- Problem based activities
- Morrisby Careers testing and profile
- Respectful Relationships
- Personal development skills
- Pastoral care

<https://rubicon.vic.edu.au/>

YEAR 9

English

In Year 9 English, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts. These include various types of media texts: newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

What will I Learn?

- Skills for discussing increasingly complex issues and ideas from a variety of sources.
- The study of texts that explore themes of human experience, cultural significance, interpersonal relationships, and ethical and global dilemmas within real world and fictional settings.
- Creative, persuasive, informative and text-response writing.
- Debating and public speaking skills.
- Collaborative communication skills.
- ICT creating and editing tools.

What types of things will I do?

- | | |
|-----------------------|--------------------------|
| ○ Reading and Viewing | ○ Writing |
| ○ Oral presentations | ○ Speaking and Listening |
| ○ Analysing texts | ○ Extended writing tasks |
| ○ Film Study | ○ Group discussions |

Where can this lead me?

Career Outcomes

- Journalism, media
- Publishing
- Creative Writing
- Professional Writing and Editing
- Advertising and Marketing
- Government and Public Service

Course Pathways

English is a prerequisite for all future studies.

YEAR 9 Maths

CORE

The Year 9 Mathematics Curriculum is built around creating further opportunities to continue enriching the lives of all students. Mathematics develops the mathematical capabilities that all students need in many aspects of their lives, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.

Students engage with the Victorian Curriculum via inspiring, interesting, relevant and professionally taught lessons employed specifically to increase student capacity and confidence in mathematical ideas and concepts.

What will I Learn?

Students study patterns, skills applications and concepts within the three Key Strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

What types of things will I do?

- | | | |
|-----------------|-------------------------------------|------------------------|
| ◦ Reading | ◦ Discussing | ◦ Problem Solving |
| ◦ Writing | ◦ Thinking | ◦ Calculating |
| ◦ Applying | ◦ Investigating | ◦ Enjoying Mathematics |
| ◦ Consolidating | ◦ Challenging Mathematical Concepts | |

Students are encouraged to maintain an approved “Bound Reference Notebook” (following the Year 12 VCAA guidelines) which is permitted in ALL assessments.

The program at The Grange P-12 College will provide opportunities for challenge and pursuit of excellence and students will be encouraged to participate in competitions like the Australian Mathematics Competition and the Australian Mathematics Intermediate Olympiad.

Where can this lead me?

Career Outcomes

- | | |
|---|---------------------------|
| ◦ Engineering and Design | ◦ Finance and Accounting |
| ◦ Building Construction | ◦ Health Industry Sector |
| ◦ Research and Development | ◦ Hospitality and Tourism |
| ◦ Information and Communications Technologies | |

Course Pathways

This pathway provides a solid preparation for Year 10 Maths

YEAR 9

Science

In Year 9 Science, students begin to add depth to their science knowledge, which will assist in preparing them for VCE science subjects. Students study a variety of topics including Chemistry, Physics, Biology and Earth and Space Science. Students will also further develop their practical inquiry and experimental skills by participating in more technical and rigorous experiments.

Students will also participate in a STEM unit - Wiring a model house. They will investigate how to wire a house using parallel and series circuits.

What will I Learn?

Students will learn about these topics in Science:

- ° Biology – Coordinated Human Body Systems
- ° Earth and Space Science – Volcanoes and Earthquakes
- ° Chemistry – Radioactivity and Chemical Reactions
- ° Physics – Energy Transfers and Field Models

What types of things will I do?

- ° Discover fascinating science concepts through a variety of activities including talks, videos, hands-on activities, independent and group work
- ° Conduct and observe a range of experiments, both inside and outside the science laboratory
- ° Plan a variety of investigations and experiments
- ° Design and wire a model house

Where can this lead me?

Career Outcomes

- ° Scientist
- ° Doctor
- ° Engineer
- ° Nurse
- ° Marine Biologist
- ° Vet or Vet Nurse
- ° Teacher
- ° Physiotherapist

Course Pathways

- | | |
|---------|---------------------------------|
| Year 10 | Science (Core) |
| Year 10 | Intro to VCE Science (Elective) |
| Year 10 | Psychology (Elective) |
| VCE | Biology |
| | Chemistry |
| | Environmental Science |
| | Physics |
| | Psychology |

Humanities

The Year 9 Humanities Curriculum has been designed to assist learners to navigate our 21st Century information-rich world and to gain important background knowledge about our collective past, present, and future. Students will consider the effects of food cultivation practices worldwide and consider the implications of food security on nations and individuals. Students will also learn about the causes and consequences of World War One. Students explore the ways in which human societies are governed and compare/contrast the Australian political context with that of another country. Lastly, students examine the costs and benefits of global trade.

What will I Learn?

- ° History – World War One
- ° Geography – Food Production and Security
- ° Civics/Economics – Politics and Global Trade
- ° Source analysis and evaluation
- ° Research skills
- ° Intercultural understanding and ethical reasoning

What types of things will I do?

- ° Learnt to base my arguments on relevant and accurate evidence
- ° Participate in a sustainability scavenger hunt on a real-life farm
- ° Participate in online discussion boards and virtual tours/experiences
- ° Create my own youth political party and participate in a mock parliament
- ° Write a mock proposal and cost-benefit analysis to council on an economic issue

Where can this lead me?

Career Outcomes

- ° Researcher or Archivist
- ° Information Officer
- ° Journalist
- ° Academic/Teacher
- ° Environmental planner
- ° Historian
- ° Politician
- ° Data Analyst
- ° Podcaster
- ° Entrepreneur
- ° Construction Manager
- ° Finance
- ° Business Manager
- ° Financial Advisor
- ° Lawyer

Course Pathways

- | | |
|---------|-------------------------------|
| Year 10 | Humanities |
| | Geography Extension |
| | Financial Literacy |
| | Introduction to Legal Studies |
| | History Extension |
| VCE | Business Management |
| | Legal Studies |
| | History |
| | Geography |

Health & Physical Education

Through a combination of theory and practical lessons, students will develop knowledge, processes and skills that will allow them to make informed decisions about their own health and well-being. They will engage in team and individual activities to further their abilities on the playing arena and in the classroom. There is a heavy emphasis on teamwork via the SEPEP program.

What will I Learn?

- In practical lessons, students will cover topics such as: health. In theory, students will cover topics that promote health.

- | | | |
|--|------------------|-------------------------------------|
| ° Personal Fitness | ° Cricket | ° Physical and mental health |
| ° Athletics | ° Touch Football | ° Risk Taking |
| ° Golf | ° Baseball | ° Building respectful relationships |
| ° SEPEP (Sport Education Through Physical Education Program) | ° Indoor Hockey | ° Sexual Health |
| | ° Gridiron – NFL | ° Puberty and changes |
| | ° Dance | |

What types of things will I do?

- | | |
|---|----------------------------|
| ° Learn a variety of sports | ° Work in teams |
| ° Engage and participate in class discussions | ° Develop physical fitness |

Where can this lead me?

Career Outcomes

- ° Personal Trainer
- ° Professional Athlete
- ° Sports Coach
- ° Nutritionist
- ° Physiotherapist
- ° Physical Education
- ° Ambulance Officer

- ° Youth Counsellor
- ° Massage Therapist
- ° Sport Psychologist
- ° Sports Journalist
- ° Fitness Instructor
- ° Nurse
- ° Sports Commentator

Course Pathways

- | | |
|---------------|-----------------------------|
| Year 10 | Health & Physical Education |
| | Exercise Physiology |
| | Healthy Lifestyles |
| VCE Unit 1-4: | Physical Education |
| | Health & Human Development |
| VET | VET Sport & Recreation |

Hindi 'Namaste'

This course aims to develop the knowledge, understanding and skills to ensure that student capacity is developed in communicating in Hindi. Emphasis will be placed on understanding the relationship between language, culture and learning. Students will also continue to be exposed to the culture of India and further develop intercultural capabilities. Broadening their ability to understand themselves as communicators of Hindi.

What will I Learn?

Students will be exposed to and build their understanding of the language through the following themes:

- At home
- Cultural influences, heritage, values and beliefs
- Festivals
- Respect for diversity and difference
- Understanding of language and culture

What types of things will I do?

Within these themes students will continue to consolidate their learning of the:

- relationship between the sounds of spoken Hindi and elements of the Devanagari script
- key elements of the Hindi grammatical and vocabulary systems
- vocabulary – to increase their repertoire
- different types of literary, instructional, persuasive or imaginative texts in Hindi
- writing of conjunct characters and the combinations of vyanjans and matras
- articulation of sentence structures, use of pronouns, postpositions and gender agreements

Where can this lead me?

Career Outcomes

- | | |
|-----------------------------|----------------------------|
| - Public relations | - Film industry |
| - Commerce | - Interpreting |
| - Translation | - Foreign civil service |
| - Editing and Publishing | - Tourism/Hotel management |
| - Airline services | - Hospitality |
| - Subtitles and Voice overs | - Education |
| - Media | - Event management |
| - Import\Export specialist | |

Food Studies

Through a combination of theory and practical lessons, students will expand their knowledge and skills from previous years. Over a semester they will create basic snacks and meals based on the idea of healthy eating.

What will I Learn?

- Kitchen Safety and Hygiene
- Meal planning and design
- To respond to a design brief
- Bread making skills for life
- Big event product and presentation skills

What types of things will I do?

- Sensory evaluations of food
- Plan and create a healthy meal for teenagers
- Use yeast to make a variety of bread products
- Participate in a showcase event with your bread product

Where can this lead me?

Career Outcomes

- Chef
- Nutritionist
- Restaurant Manager
- Hospitality Events

Course Pathways

Year 10	Food
VCE Unit 1-4:	Food Studies
VET	VET Hospitality

YEAR 9

2D Art

SINGLE SEMESTER ELECTIVE

Students will have the opportunity to explore the visual arts practices and styles of Australian and International artists as inspiration to develop a personal style, explore and express ideas, concepts and themes in art works.

The students will explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works and use these techniques to develop their own artworks.

Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

What will I Learn?

- Materials & techniques
- Rendering techniques
- Observational drawing
- Australian & International artists
- Printmaking
- Painting & Drawing

What types of things will I do?

- Develop a folio of work
- Observational drawing
- Artist studies
- Printmaking
- Drawing
- Painting

Where can this lead me?

Career Outcomes

- Videographer
- Photographer
- Journalism
- Education
- Advertising
- Illustration
- Animation
- Printmaker
- Architecture
- Artist
- Designer
- Interior Design
- Game Design
- Web Design
- Marketing
- Industrial Design
- Fashion Design
- Interior Design

Course Pathways

- Year 10:
 - 2D Art
 - 3D Art
 - Media
 - Photography
 - Studio Art
 - Visual Communication Design
- VCE Units 1-4:
 - Visual Communication Design
 - Studio Art
 - Media

YEAR 9

3D Art

SINGLE SEMESTER ELECTIVE

Students will have the opportunity to explore the visual arts practices and styles of Australian and International artists as inspiration to develop a personal style, explore and express ideas, concepts and themes in art works.

The students will explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works and use these techniques to develop their own artworks.

Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

What will I Learn?

- Materials & techniques
- Australian & International artists
- Ceramics
- Sculpture

What types of things will I do?

- Develop a folio of work
- Developmental sketches using materials & techniques
- Observational drawing
- 3D Construction Techniques
- Artist studies
- Ceramics

Where can this lead me?

Career Outcomes

- Videographer
- Artist
- Photographer
- Designer
- Journalism
- Interior Design
- Education
- Game Design
- Advertising
- Web Design
- Illustration
- Marketing
- Animation
- Industrial Design
- Printmaker
- Fashion Design
- Architecture
- Interior Design

Course Pathways

- Year 10:
 - 2D Art
 - 3D Art
 - Media
 - Photography
 - Studio Art
 - Visual Communication Design
- VCE Units 1-4:
 - Visual Communication Design
 - Studio Art
 - Media

YEAR 9

Media

SINGLE SEMESTER ELECTIVE

Students have the opportunity to create a digital portfolio based upon a chosen theme.

Students will explore the technical aspects of the digital camera to explore symbolic elements within their themes. Students will develop their own opinion about the influence of Media in today's society, by looking at various genres of film and media.

The students will learn techniques to manipulate and make representations and meaning in film production.

What will I Learn?

- Photography
- Videography
- Film making
- How to use a DSLR camera and studio equipment
- Post production – editing software
- Media & Film analysis

What types of things will I do?

- Create a digital portfolio
- Create a short film
- Camera activities
- Storyboard & script writing
- Watch and analyse TV shows and films
- Photo/Video editing

Where can this lead me?

Career Outcomes

- Videographer
- Photographer
- Journalism
- Education
- Advertising
- Animator
- Storyboarding
- Radio/TV Presenter
- Cinematographer
- Script writer
- Director
- Producer
- Set Designer
- YouTuber
- Podcaster
- Marketing
- Camera Operator
- Film/TV Show editor
- Show runner
- Script writer

Course Pathways

- | | |
|----------------|-----------------------------|
| Year 10: | 2D Art |
| | 3D Art |
| | Media |
| | Photography |
| | Studio Art |
| | Visual Communication Design |
| VCE Units 1-4: | Visual Communication Design |
| | Studio Art |
| | Media |

Visual Communication Design

Students will have the opportunity to demonstrate their use and understanding of visual communication design skills, techniques, conventions and processes in a range of design fields, such as the Communication, Environmental and Industrial. The students will develop and present visual communications using the design process that demonstrate the application and manipulation of methods, materials, media, design elements and design principles that meet the requirements of a specific brief

Students will use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design. Students will analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts as well as evaluate the use of methods, media, materials and design elements and principles.

What will I Learn?

- ° Elements & Principles of Design
- ° Design Process
- ° Folio Building
- ° Architectural & technical drawing types
- ° Methods, Media & Materials
- ° Digital Technologies (EG: Adobe Illustrator)

What types of things will I do?

- ° Develop a folio of work
- ° Observational drawing
- ° Rendering techniques
- ° Architectural drawing
- ° Design original work in response to a brief
- ° Methods, Media & Materials experimentation & development

Where can this lead me?

Career Outcomes

- ° Videographer
- ° Photographer
- ° Journalism
- ° Education
- ° Advertising
- ° Illustration
- ° Animation
- ° Printmaker
- ° Architecture
- ° Artist
- ° Designer
- ° Interior Design
- ° Game Design
- ° Web Design
- ° Marketing
- ° Industrial Design
- ° Fashion Design
- ° Interior Design

Course Pathways

- | | |
|----------------|---|
| Year 10: | 2D Art
3D Art
Media
Photography
Studio Art
Visual Communication Design |
| VCE Units 1-4: | Visual Communication Design
Studio Art
Media |

Drama

In this elective course, students will build skills, knowledge and experience in Drama as a creative and performing art. Students explore the dramatic elements of role and characterisation through their studies of improvisation, mask and ensemble. They explore the historical and cultural contexts of mask in theatre and learn to identify and respond to the audience and actor relationship that has continued to evolve from these traditional performance styles. Students are given the opportunity to design and make masks and present their design choices and interpretations. Students learn about the theatre conventions of Jerzy Grotowski's Poor Theatre and learn how to interpret a script to apply these techniques in a devised ensemble performance.

What will I Learn?

Drama Practice:

- Performance skills
- Dramatic theory
- Devised performance skills
- Responding to performance

Play Building:

- Ensemble performance making process
- Applying dramatic theory
- Improvisation skills
- Responding to performance stimulus & prompts

Acting & Stagecraft in Performance:

- Evaluation of stagecraft in performance
- Prop & costume design elements
- Transformation of objects

Form & Style:

- Dramatic elements
- Theatrical conventions
- Play scripts

What types of things will I do?

- Workshop performance styles & conventions
- Improvisation
- Evaluate and design stagecraft
- Group performance

- Theatrical brief
- Ensemble piece
- Script writing
- Performing in front of an audience

Where can this lead me?

Career Outcomes

- Entrepreneur
- Educator
- Professional Acting
- Directing & Dramaturgy
- Costume or Stage Design
- Arts & Community Engagement
- Art Therapies
- Film, technology & production
- Community engagement
- Playwriting and Performance Making

Course Pathways

- Year 10: Drama
- VCE Units 1-4: Theatre Studies

Extra-curricular: Opportunities for participation in School Productions/Musicals in a number of performing and/or backstage roles

YEAR 9

Music

SINGLE SEMESTER ELECTIVE

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music.

As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

What will I Learn?

- History of Blues
- Music Promotion/Advertising
- Rhythmic playing on the keyboard
- Ensemble
- 12 Bar Blues Structure
- Blues scale
- History of Rock n Roll

What types of things will I do?

In Year 9 through listening, performing and composing, students will be able to identify cultural, social and historical contexts of music. Students will also accumulate skills in rhythm, pitch and musicianship.

- Play the keyboard & ukulele individually
- Individual performance
- Written assessment
- Practical assessments
- Ensemble Performance
- Listening tasks

Where can this lead me?

Career Outcomes

- Musical
- Song writer
- Video game composer
- Music Therapist
- Music Teacher
- Music Producer
- Music Composer
- Recording Engineer
- Sound Engineer
- Events

Course Pathways

- Year 10: Music
- VCE Units 1-4: Music

Extra-curricular: Opportunities for participation in School Productions/Musicals in a number of performing and/or backstage roles

YEAR 9

Forensic Science

An engaging STEM subject that enables students to develop their knowledge and understanding of forensic science including crime scene analysis. Students learn about, and use, different analytical techniques such as fingerprinting, tyre tracking, blood typing, blood spatter analysis, DNA analysis plus many more! Students perform experiments using these techniques to solve staged crimes and learn to evaluate their use in the real world.

What will I Learn?

- What types of evidence of a crime exist
- How physical evidence is collected
- How to perform crime scene analysis
- Use problem solving techniques to evaluate information and propose solutions
- Applying scientific reasoning to assess information

What types of things will I do?

- Learning different types of evidence collection
- Blood analysis
- Impression Evidence
- Hair and Fibre analysis
- Solving various crimes using clues and evidence
- Fingerprinting
- Chromatography
- Physical and Chemical Identification

Where can this lead me?

Career Outcomes

- Forensic Scientist
- Doctor
- Engineer
- Nurse
- Police Officer
- Psychologist
- Lawyer
- Crime Scene Investigator

Course Pathways

- | | |
|---------|---------------------------------|
| Year 10 | Science (Core) |
| Year 10 | Intro to VCE Science (Elective) |
| Year 10 | Psychology (Elective) |
| VCE | Biology |
| | Chemistry |
| | Environmental Science |
| | Physics |
| | Psychology |

Game Design

Have you ever wondered what goes into making the games you love to play? We will discover how it is done! We have the opportunity to take games from a 2D platform to making your own virtual reality game! You will learn skills in coding, game design, marketing and prove yourselves to be an innovative 21st-century creator!

What will I Learn?

- ° Game Development in the 21st Century
- ° How to use Coding (GameMaker to Virtual Reality!)
- ° How to use Design Thinking to make a product
- ° How to sell a product

What types of things will I do?

- ° Discover what makes a good game
- ° Explore the gaming industry
- ° Design and make your own game
- ° Learn about different game types
- ° Talk to real game developers

PLEASE NOTE: In this course there is an expectation that you will learn high level coding and is not about playing games.

Where can this lead me?

Career Outcomes

- ° Game design and development
- ° Game industry, simulation and virtual reality
- ° Film and animation
- ° 3D Graphic design and robotics
- ° Software Design and Development

Course Pathways

Year 10	Robots
	Application Development
VCE	Unit 1 & 2 – Applied Computing
	Unit 3 & 4 – Data Analytics
VET	Media

Web Design

Students are able to create purposeful, powerful communication using innovative web technology to empower them to share their voice with the international community. Students will research, develop and create professional websites using Dreamweaver, graphics software and video editing to help solve specific relevant issues of today's world. 21st Century innovative STEM tools and learning are embedded into this course as the students' reach beyond the classroom and become part of the international community.

What will I Learn?

- ° Discuss and analyse range of current websites
- ° The Student Voice – Contributing via Website Development
- ° How to apply the design process to create a simple website
- ° Apply innovation thinking skills

What types of things will I do?

- ° Undertake a project to create your own website
- ° Research alternate web designs
- ° Collect and analyse feedback
- ° Revise and publish the website
- ° Explore the challenge or problem to solve
- ° Develop a prototype website
- ° Apply a range of 21st Century Skills to the design and development of your website

Where can this lead me?

Career Outcomes

- ° Web design and development
- ° Software design and development
- ° Digital publication and advertising
- ° Digital Graphic design
- ° Scripting and Programming

Course Pathways

Year 10	Robots
	Application Development
VCE	Unit 1 & 2 – Applied Computing
	Unit 3 & 4 – Data Analytics
VET	Media

Research Skills Master Class

The ability to find reliable information from several research sources is a key skill which students are expected to have mastered in high school. The Humanities Research Plus elective will help you to learn how to conduct research using printed, media and online sources using the *Grange Research Method*. This vital skill will assist with research tasks in every subject and pathway. As a backdrop to research skills, students will learn various topics drawn from Geography, History, Sociology and Legal Studies. The subject will end with an independent student 'passion project' on a subject of student choice. Do you get stuck when looking for answers to questions? Not sure what Google search terms will get the best results? Unsure how to check if a source is 'fake news' or 'reliable'? Look no further than Humanities Research Plus! **This subject will give you the edge you need no matter which pathway you are interested in!**

What will I Learn?

- Legal Studies – How does the law affect young people in Wyndham?
- History and Geography – How have travel improvements affected people and places in the past and present?
- Passion Project – a topic of your choice that you are passionate about!
- Learn the *Grange Research Method* and apply it to all future subjects.

What types of things will I do?

- Learn to base my arguments on relevant and accurate evidence
- Consider whether one source can ever give an accurate account of an event
- Participate in online discussion boards and virtual tours/experiences
- Create your own research question and locate answers to it using best research practices.
- Learn more about big questions which continue to be discussed and debated today!

Where can this lead me?

Career Outcomes

- Researcher or Archivist
- Information Officer
- Journalist
- Academic/Teacher
- Environmental planner
- Historian
- Politician
- Lawyer
- Financial Advisor

Course Pathways

Year 10	Humanities Geography Financial Literacy Legal Studies History Extension
VCE	Business Management Legal Studies History Geography
VET/VCAL	Work Related Skills