

Greater Shepparton College

(interim name)

YEAR 9

SUBJECT SELECTION BOOKLET

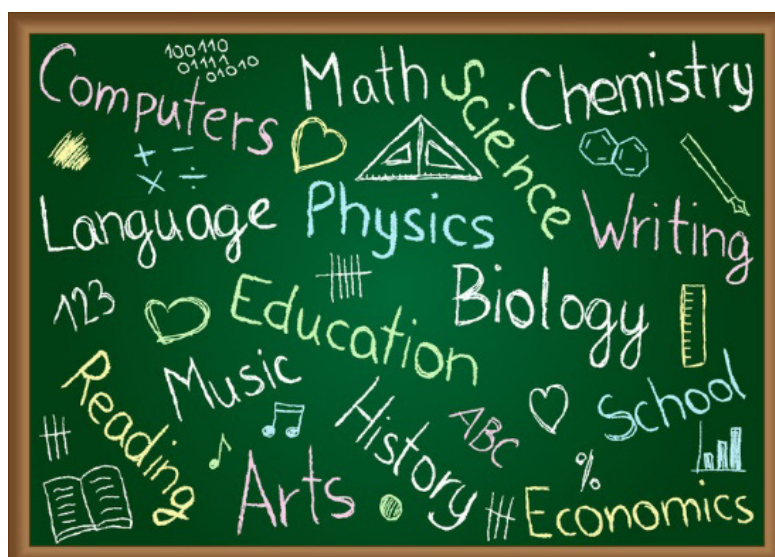


Greater Shepparton College

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Year 9 Subject Overview

Year 9 Subject Overview

Subject	Sessions	What
English or EAL English + Extension	3	*Writing – Write for a variety of purposes and audiences *Reading – Read a variety of texts *Speaking and Listening *Cross Curricular Capabilities
Mathematics + Extension	3	*Numeracy Notebook *Problem-solving *Blocked for extension and support *Launch, Explore, Summarise
Humanities	2	
Science	2	
Health/PE	2	
Elective A	2	Each semester students will do 4 electives (8 per year). These can be selected from English, Maths, Science, Arts, Technology, Humanities, Health/PE, Languages and Community-Based.
Elective B	2	Each semester students will do 4 electives (8 per year). These can be selected from English, Maths, Science, Arts, Technology, Humanities, Health/PE, Languages and Community-Based.
Elective C	2	Each semester students will do 4 electives (8 per year). These can be selected from English, Maths, Science, Arts, Technology, Humanities, Health/PE, Languages and Community-Based.
Elective D	2	Each semester students will do 4 electives (8 per year). These can be selected from English, Maths, Science, Arts, Technology, Humanities, Health/PE, Languages and Community-Based.

Session Length: 70 minutes

It is recommended that students choose electives from a wide variety of subject areas.



CORE Subject Overview

English
Mathematics
Humanities
Health/PE
Science



Subject Name: Year 9 English (Core)

Description of 21st Century Skills: This subject has been designed to enhance and strengthen students' literacy skills in a range of key areas, with a focus on developing critical thinking skills through readers' and writers' notebooks. Students will cultivate collaboration and communication skills through their work in book clubs; also developing leadership and social and cultural awareness in their discussions. Students will utilise a range of ICT literacy skills across the curriculum as they develop and demonstrate their learning and understanding in a variety of formative and summative assessment tasks, which enable them to show their curiosity, initiative and adaptability.

Description of the Learning: Year 9 English focuses on developing students' skills in reading, writing and speaking & listening through the use of the readers' and writers' workshop program. Students will respond to a range of texts, many of their own choice, in their own readers' notebooks, and develop their skills as writers through daily practice in their writers' notebooks. They will cultivate specific skills using reading and writing strategies which will be developed and enhanced through mini-lessons demonstrated by the teacher. Students will then have the opportunity to practise and develop their own skills and responses in their notebooks and in formal pieces of writing. Students will study texts such as poetry, short stories, non-fiction texts and novels. The specific foci in Year 9 will be as follows:

- Developing an identity as an independent reader
- Working in book-clubs
- Studying and responding to core texts
- Narrative writing
- Informational writing
- Persuasive writing
- Multi-genre research project

Description of the Assessment: Regular formative assessment will take place in the form of entries in the reading and writing notebooks, student/teacher conferences, peer discussions and personal reflections. Summative assessments will also take place at regular intervals throughout the year, such as creative and narrative responses, persuasive texts, personal responses to texts, informative writing pieces, formal and informal spoken texts such as speeches, and formal essays. Students will work in groups and individually, establishing and consolidating their abilities to communicate and collaborate. Students will be expected to draft and edit their work, making choices about audience, voice, purpose and other literary devices in order to achieve their goals. The formal presentation of some pieces will be expected, whereas others may be presented more informally in order to demonstrate development in thinking and understanding. Showing the development of higher order thinking skills will be a key component of the assessment in English in Year 9 as students move towards the more complex requirements of senior English.

Contact Person: Sarah Pollard



Subject Name: Year 9 EAL English (Core)

Description of 21st Century Skills: This subject has been designed to build students communication skills with student choice being integrated into learning and assessment tasks. Through collaboration with others, students will build their social and cultural awareness between their own, others and Australian culture. The following 21st century skills will underpin the teaching of EAL English and will be the foundation of every lesson:

- **Critical thinking skills** that allow the learners to process information in a variety of different ways.
- **Communication skills** that allow the learners working together to improve their receptive and productive language skills.
- **Creativity skills** that allow learners to make new connections and share their knowledge in a variety of different ways.
- **Collaboration skills** that allow learners to work with others to reinforce newly learned vocabulary and grammar.

Description of the Learning: EAL English focuses on developing and building the English language skills that are required for effective communication and for successful interaction within school and in the wider community. It supports students to integrate their knowledge of multiple languages to enrich their learning across all subject areas. Students will undertake focused learning in three key areas:

- Reading and Viewing
- Writing
- Speaking and Listening

EAL English prepares students from Year 7 for VCE EAL English. This subject provides individualised support, and extension activities are incorporated into every lesson.

Description of the Assessment: Within this subject students will participate in a wide range of assessment activities connected to the areas of study. These activities will include a mix of verbal assessments such as speeches, presentations and participation in group activities. Assessments will also include a mix of written assessments such as text analyses, persuasive pieces and narrative writing.

Contact Person: Megan Dixon



Subject Name: Year 9 Science (Core)

Description of 21st Century Skills: This unit is designed for students to develop their curiosity and initiative through an inquiry-based approach to learning. Using the Scientific Method, students are encouraged to think critically and creatively to solve problems, draw evidence-based conclusions and communicate their findings. They are supported to develop their scientific knowledge and understanding and acquire the skills needed to make informed decisions about local, national and global issues.

Description of the Learning: Throughout this unit students develop their knowledge and understanding through a student-centred inquiry approach to scientific investigation.

Science knowledge and understanding will be developed in the following areas:

- **Biological Science:** How multicellular organisms rely on their internal systems to respond to changes to their environment, including responses coordinated by the nervous system.
- **Chemical Science:** Composition of matter, the structure of atoms and an introduction to the periodic table. Chemical reactions, including combustion and acid-base reactions are also investigated.
- **Physical Science:** The components and design of electric circuits for diverse purposes and the concepts of voltage and current are investigated. Explaining the interactions of magnets using the field model and investigating the composition and use of electromagnets will be studied.
- **Extended Scientific Investigation:** Students will be provided with the opportunity to investigate, plan, conduct, and present their findings into an extended investigation task on an agreed topic.

Description of the Assessment: Students will undertake regular formative assessment to guide the teaching and learning process. Assessed tasks will include a variety of reports on practical tasks and investigations, topic tests and research tasks. Where appropriate, students will be provided with freedom in presentation formats.

Contact Person: Sarah Beattie



Subject Name: **Year 9 Humanities (Core)**

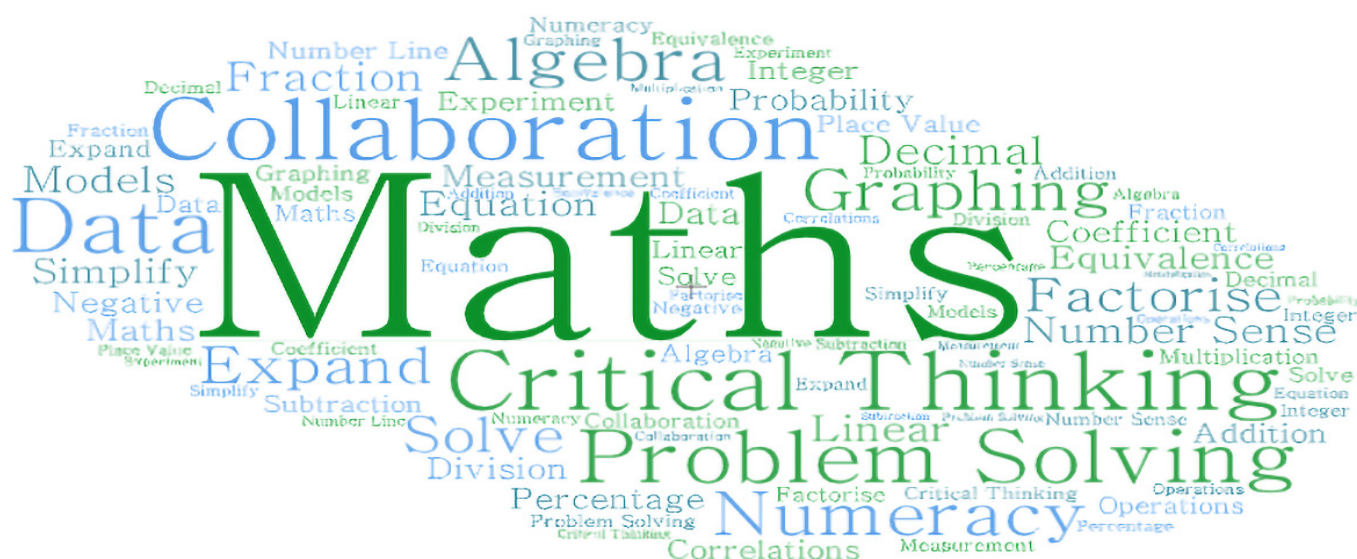
Description of 21st Century Skills: In Humanities students will have the opportunity to actively engage in 21st century skills through learning activities that encourage critical thinking and problem solving, social and cultural awareness. Students will actively participate in collaborative learning and be given opportunities to show initiative, be self-directed and develop the foundational literacy skills of ICT, financial, cultural and civic literacy.

Description of the Learning: In this subject students will develop an understanding of the history of the Industrial Revolution and Australian society up until the conclusion of World War One. Students will learn about the geographical knowledge and skills surrounding Biomes and food security, and the interconnection between people and places. In Civics and Citizenship students will study Australian Government, democracy, citizenship, diversity and identity. In Economics and Business students will examine business and work environments and develop their skills in financial literacy and making consumer decisions. Students will also explore Australia's place in a global economy.

Description of the Assessment: A variety of assessment strategies will be utilised that meet the learning needs of students. Examples may include research tasks, presentations, reports, analyses and written tasks.

Contact Person: Craig Parker





Subject Name: Year 9 Mathematics (Core)

Description of 21st Century Skills: This subject has been designed to further develop students' skills in critical and creative thinking through a series of problem-solving scenarios, including real world situations. Students will be required to regularly collaborate with their peers to find solutions to different problems and communicate their ideas. Students will use technology to aid this.

Description of the Learning: Mathematics in Year 9 focuses on learning a variety of topics from Number and Algebra, Measurement and Geometry, and Statistics and Probability from the Victorian Curriculum. Students will extend their knowledge into the understanding of new concepts and be able to apply these skills in a range of contexts, moving from concrete through to visual then to abstract. Students will continue to develop problem solving skills and perseverance through undertaking challenging tasks. Students learn through communicating with their teachers and their peers, and learning will involve ongoing verbal and written interaction.

Description of the Assessment: Within this subject, students will complete a range of assessments including problem solving, projects and tests to measure their understanding and skill development. Students will complete pre and post assessments as a tool to measure their growth and highlight their individual needs. Students will also be able to show their understanding by completing projects where they apply their learning to new contexts e.g. creating their own survey questions, gathering data from peers, then representing and analysing this real-world data.

Contact Person: Tara Richardson



Subject Name: **Year 9 Physical and Health Education (Core)**

Description of 21st Century Skills: This course has been designed to develop the skills and knowledge of students to be physically active for life. Students will perform a variety of tasks that will develop leadership, collaboration and communication skills within team environments. Students will incorporate the use of ICT to deliver effective feedback to self and peers.

Description of the Learning: Students will develop the physical and social skills for participating in a variety of sports and games. Students will engage in the following units for the Movement and Physical Activity component of this subject:

- Striking/Fielding games
- Net/Wall games
- Invasion games
- Lifelong Physical Activity

Students will also engage in a number of Health units throughout the year to provide them with the knowledge and skills to inform decision making for looking after themselves and their peers via the following units:

- Dimensions of Health and Wellbeing
- Drugs and Alcohol
- Safety
- Sex and STIs

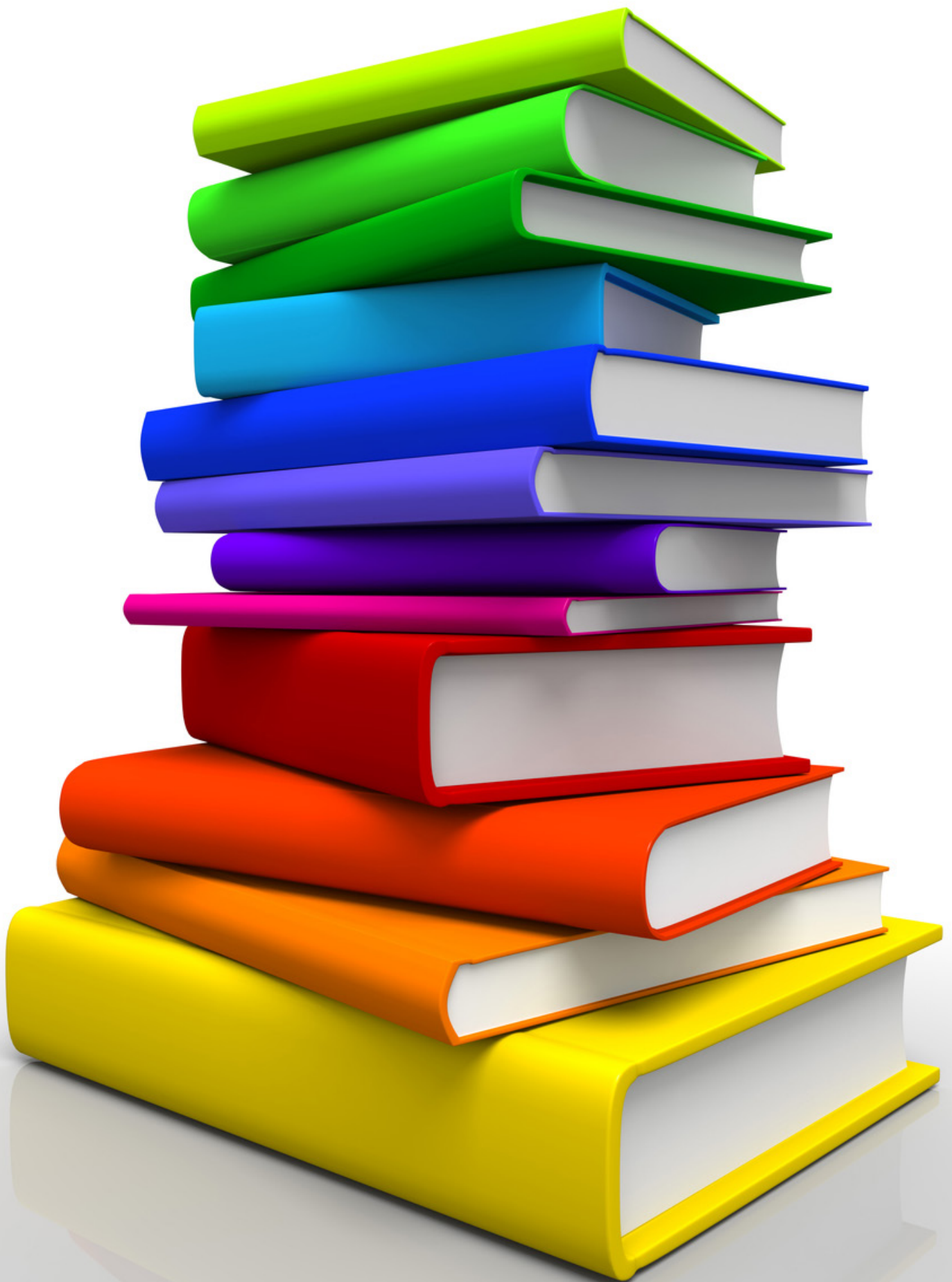
Description of the Assessment:

- Creation and implementation of Physical Activity/Fitness Plans
- Performance of roles in a SEPEP unit
- Providing and implementing feedback through the use of ICT
- Variety of tasks to assess the Health Curriculum

Contact Person: Hadleigh Sirett

ELECTIVE

English Subject Overviews



1. Subject Name: Year 9 English Elective - Cross-Age Tutoring

Description of the Learning: Do you enjoy creating activities and working with younger students?

This unit focuses on students building the ability to work independently and develop skills in organisation, socialisation and leadership. Secondary students interact with peers, teachers, individuals and community members in a range of settings. Students spend time at local primary schools or a kindergarten interacting with students as tutors.

In their role as tutors, students will continue to develop skills in oral and written communication, planning, recording and evaluating ideas and activities in a learning journal. Students plan and implement tasks for one-on-one or in a group combination. Good mentors will have solid interpersonal and communication skills and are able to motivate others to be flexible, accepting, adaptable and respectful.

Work requirements include reflection and recall of favourite childhood memories and influences when learning to read, write, draw and developing their imagination. Students will analyse the ways that text structures can be manipulated for effect. They evaluate and integrate ideas and information to form their own interpretations with the understanding their views may change over time from various perspectives.

For enjoyment, students engage in a variety of literary and visual texts. Students research Walt Disney (or the like), a film and television producer, pioneer in animated cartoon films and creator of many characters and texts. Students view and analyse a children's film and complete a special project on children's picture storybooks.

Contact Person: Sarah Pollard



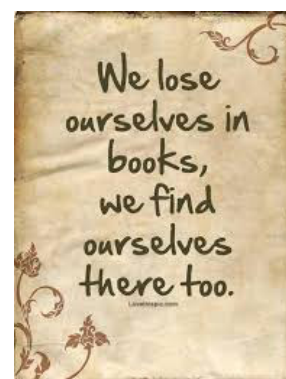
2. Subject Name: Literature

Description of the Learning: Do you enjoy reading? Do you love stories? If so, this subject is for you. We will study novels, short stories, poetry and plays in detail. Students will study some set texts as a class, and in some cases, they will be able to choose. This subject is designed to extend students working at or above Year 9 level.

Students will develop a deeper understanding of characters and messages. They will examine the world of the text and writers' styles more closely and explore how classical texts are often re-interpreted in the modern day. They will respond to texts in activities which prioritise student choice. Students will study at least one classical text, and examine, analyse, compare and create creative responses.

Students will also investigate the industries surrounding literature; including editing, publishing, reviewing, analysing, recreating, advertising and selling. This could involve a visit to the local book store or town library, or to a Writer's Festival.

Contact Person: Sarah Pollard



3. Subject Name: **Visual Storytelling**

Description of the Learning: Would you like to delve into the world of graphic novels, comic books, picture story books and text advertising (film posters/book covers)? In this combined Art and English unit, students will explore how art and words can come together to make powerful stories.

They will examine how authors and artists create meaning, study the interplay of words and pictures and create their own stories. Student choice will be given priority in creating their own stories, whilst also examining the ethics involved in the representation of diverse groups.

Students will:

- respond to a variety of visual stories, analysing the ways they make meaning
- create their own visual stories in a range of forms
- consider the power and messages of stories
- explore the careers involved in visual storytelling

This unit is cross – curricular between Arts and English.

Contact Person: Sarah Pollard



4. Subject Name: **Stories of Us**

Description of the Learning: Have you ever wondered about the lives of others? Are you interested in getting to know different people and expanding your horizons?

The focus of the unit 'Stories of Us' is to examine preconceived ideas and what all people have in common in order to build ethical, thoughtful, well informed and active members in our diverse and multicultural society. Students will participate in learning activities, listen to guest speakers and engage in hands on experience, interacting and communicating with people from different walks of life. Through discussion and written forms, individuals will analyse aspects of identity whilst building relationships in and out of the classroom, creating confident, respectful communicators.

Some of these interactions may include the Shepparton English Language Centre (SELC), Aboriginal Elders, senior citizens and people with disabilities. Preparation for these conversations will include developing their interpersonal and interviewing skills. Students will be supported in developing these skills through learning interviewing techniques, practising with people they know, and hearing from local industry professionals. Students will also create media products showcasing their experiences.

Contact Person: Sarah Pollard



5. Subject Name: **Newsmakers!**

Description of the Learning: Have you ever wanted to be a newspaper reporter? Would you like to help create the Year 9 News?

This is an inquiry-based unit that will culminate in a student produced newspaper. The aim is to try to make this as “real” an experience as possible! Students will explore the aims and obligations of newspaper publishers, identify the structure and function of key newspaper elements and develop an understanding of stages and roles in production.

After initial investigation of how a newspaper production is run and structured with site visits to Shepparton News, students will be invited to apply for the positions. These will include: Finance Managers, Editor/Chief of Staff, Sub-Editors, Journalists, Photographers, Graphic Artists, Advertising Consultants for both Classified & Sales, and Production Staff. Students will submit a formal application for a production role they would like to fill. This will include a letter of application explaining why they think they are suitable for the role.

This process will expose students to many of the issues and challenges involved in selecting, editing and sub-editing stories, as well as photography, and the concepts involved in graphic and layout design. Students will develop an understanding of the social and cultural ethics involved in publishing. They will also need to learn to work as part of a group, the importance of consultation and communication, and the meeting of deadlines.

This unit is cross – curricular between Arts and English. All articles, photographs and layout as well as the selling of advertising will be done by the students.

Contact Person: Nathan Saddler and Sarah Pollard



ELECTIVE
Mathematics Subject Overviews



6. Subject Name: Maths in Persian

Description of the Learning: This subject has been designed to develop students' skills in critical and creative thinking when problem-solving in a range of scenarios, including real world situations. Students will be required to regularly collaborate with their peers to find solutions to different problems and communicate their ideas. Students will use technology to aid this.

This unit will assist students who have a Persian background to build on their prior knowledge of mathematics. Students will learn a range of strategies and take a different approach to solving mathematical problems, as well as building their Persian language skills in the process. Such skills include reading, writing, listening, and speaking.

Topics covered in this unit will be Number, Algebra and Patterns, Linear Relationships, and Money and Financial Mathematics.

This unit covers topics from Years 7, 8, and 9, which will equip them with the skills to undertake General Mathematics in Year 10.

Within this subject, students will complete a range of assessments including problem solving, projects and tests to measure their understanding and skill development. Students will complete pre and post assessments as a tool to measure their growth and highlight their individual needs.

Students will also be able to show their understanding by working collaboratively on group projects on the topics mentioned above, as part of a problem-solving lesson.

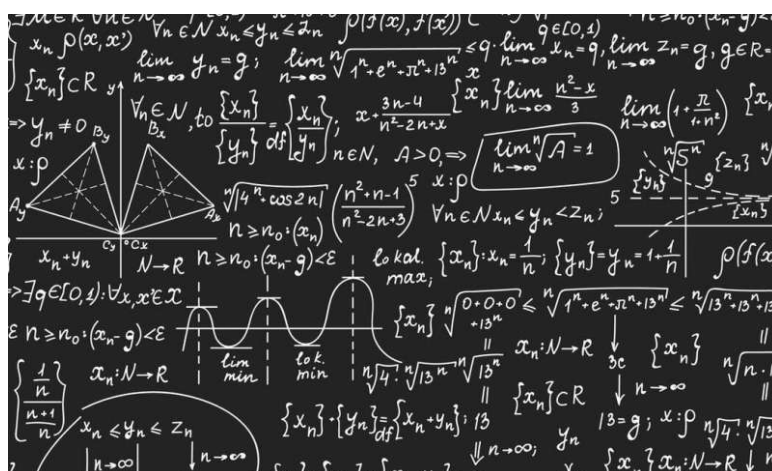
Contact Person: Reza Karnejat



7. Subject Name: Extension Mathematics

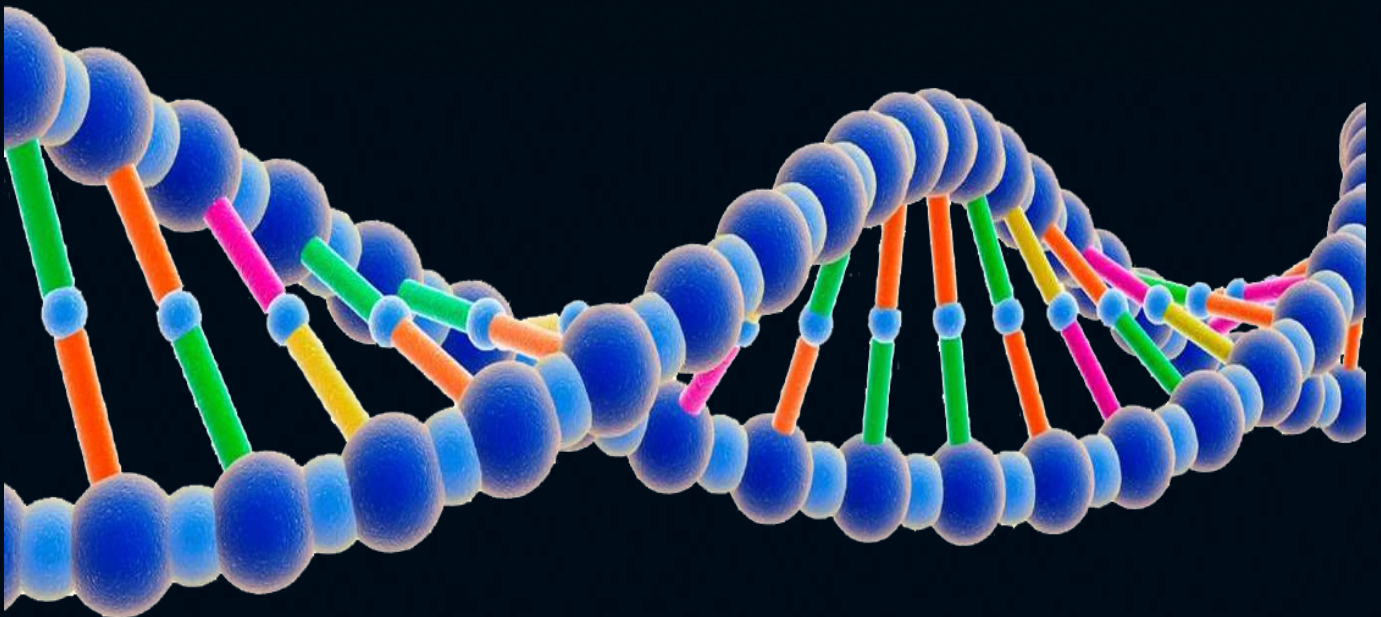
Description of the Learning: This subject is designed for students who enjoy the challenge of Mathematics, as a way to enrich their understanding of the subject. Students will undertake a range of tasks such as complex problem solving, involving investigation and the application of their knowledge to different contexts. Students will explore new areas of Mathematics, including researching famous mathematicians and their contributions to the field. Students will also have the opportunity to participate in the annual Mathematics Challenge.

Contact Person: Tara Richardson



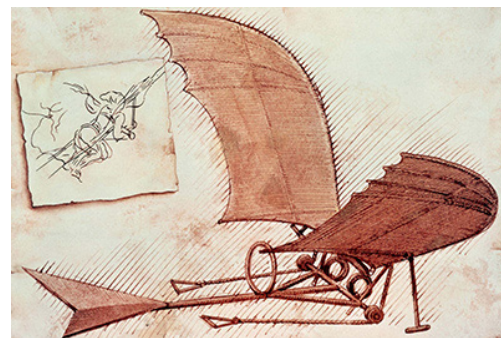
ELECTIVE
Science Subject Overviews

SCIENCE



8. Subject Name: **Artist, Scientist or Engineer?**

Description of the Learning: Leonardo Da Vinci, the man who painted the 'Mona Lisa' is one of the world's most celebrated artists. Did you know Leonardo wasn't just an artist, he was also a scientist and engineer? In this subject we will explore the paintings, anatomical drawings and inventions of this amazing man and then create our own inventions and artworks inspired by our explorations.



This is a STEAM (Science, Technology, Engineering, Arts and Mathematics) subject where students will begin by investigating the life, times, and work of Leonardo Da Vinci including his time period and culture. Students will then study his inventions and anatomical, scientific and technical drawings. Guest speakers from related industries will be invited to talk about their professions (e.g. professional artist, pathologist, engineer etc.). To conclude the unit, students will conduct an inquiry into an aspect of Da Vinci's creations that interest them, with the goal of producing an original piece inspired by his work – this could be a painting, drawing, design or invention.

Contact Person: Jessica White and Sarah Beatie

9. Subject Name: **Science in the Movies: Fact or Fiction?**

Description of the Learning: Ever wondered, “could that really happen?” when watching your favourite sci-fi or action movie? You expect errors in sci-fi movies because they are fiction. In this subject we will investigate some of the most obvious and repeated scientific errors in movies and try to create our own more accurate films.

Students will be exposed to a variety of scenes from movies involving scientific inaccuracies. These include explosions, mortal wounds, martial arts, events in space and many others.



Key ideas and scientific knowledge that is related to each scene will then be examined and students will be asked to make an informed decision using evidence and supported justifications about whether the scene is scientific fact or fiction.

The second part of this unit will be an extended investigation into a scientifically inaccurate scene from a movie of their choice, with the goal to recreate the scene to be more authentic and accurate. In their scientifically correct recreations students will be able to use a variety of filming and design skills, animation, clay-mation or other media processes.

Contact Person: Sarah Cameron

10. Subject Name: **A Sense of Humus** (Healthy Soils, Healthy Food)

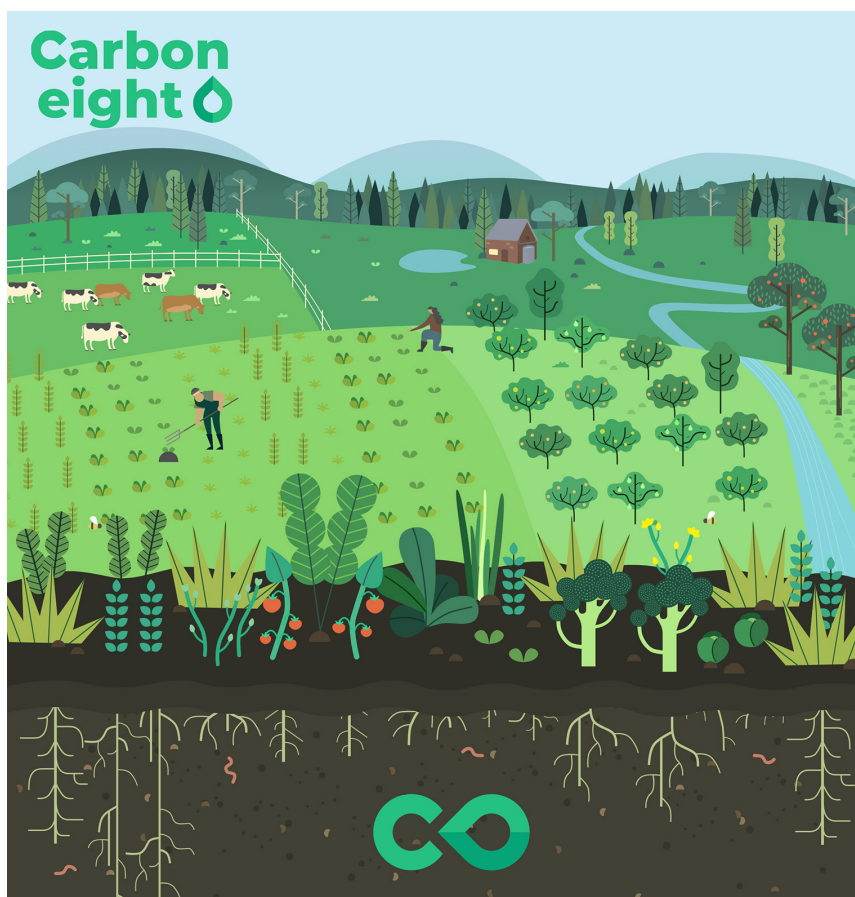
Description of the Learning: Regenerative Agriculture is the future of farming and the future of the planet. It essentially involves working with nature to heal our damaged soils, growing healthy soil ecosystems, healthy plants, healthy animals and healthy people. Regenerative Agriculture has the potential to sequester more carbon back into our soils to make a significant impact in the atmospheric levels of CO₂ and slow climate change. Farmers all over the world are changing their practices and following the five principles of healthy soils, along with using livestock as a tool to achieve this.

This unit will spark wonder, a change in perspectives regarding food production and the environment, a sense of hope that agriculture is not the enemy of climate change if done regeneratively.

In this unit, students will develop practical skills and build an understanding of the interconnectedness of living things and the environment. Students will work collaboratively to design and build a school community vegetable garden using the principles of permaculture. They will also build facilities for and manage the holistic grazing of small livestock on the school grounds, undertake soil and leaf tissue testing, collect data and monitor the health of the soil and vegetation over time. They will learn to make biological fertilisers and use these to grow small plots of crops. They will also learn about sustainable living, growing their own food, building with recycled and natural materials and building local communities.

Students would learn about the five Principles of healthy soils, Holistic Grazing Management, Permaculture, Biodynamics, the three pillars of sustainability, the four cycles (carbon, water, energy flow, community dynamics), the 5Rs (Refuse, Reduce, Re-use, Re-purpose, Recycle), the role of dung beetles, biological fertilisers, companion planting, competition, natural weed and pest management, soil testing and more. Students will use their entrepreneurial skills to market and sell fresh produce and preserves made from the food produced in the school gardens. This unit would involve a balance of classroom and outdoor work, including excursions to local regenerative farms, gardens, and the Smart Farm at Tatura DEDJTR. Industry professionals and community members will be invited to share their knowledge and skills with students.

Contact Person: Sarah Beattie



11. Subject Name: **Best in Show** (Animals in Agriculture)

Description of the Learning: Have you ever wanted to have the opportunity to work with and learn about animals at school? This Agriculture unit is a combination of classroom and hands on learning. In this subject we will learn about health care, nutrition, behaviour, safe handling, education, reproduction, rearing, grooming and judging of cattle and sheep. Possible activities may include working with local dairy cattle and prime lamb studs to assist in the preparation and education of animals for the show ring, as well as learning about everyday animal selection and breeding on a commercial farm. Students will also work with industry experts to learn about commercial Merino sheep production.

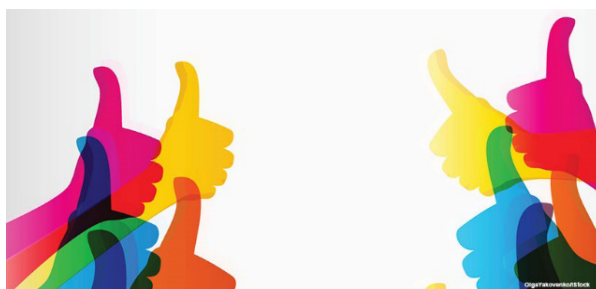


Topics will include animal nutrition and care, selecting animals for conformation, fertility and fibre characteristics, wool classing and handling, and wool processing. There may be visits to farms, wool buyers, saleyards, the Bendigo Sheep and Wool Show and a woollen mill. Community members who can share their skills using wool (knitting, felting, design and garment creation) will be invited to work with students.

Contact Person: Sarah Beattie

12. Subject Name: **Positive Performance Psychology**

Description of the Learning: Did you know happy people are more successful? Let's focus on your strengths instead of your weaknesses, prepare for the good in life instead of dwelling on the bad, and take the best parts of yourself to live a meaningful life.



Positive Psychology focuses on how emotions can greatly impact functioning. This unit allows students to identify what makes people happy and how happiness is defined and measured. Students explore their individual strengths, inspiration and gratitude, and identify ways in which they can utilise these to achieve their full potential in life. Students also investigate Performance Psychology, which will allow them to practise the many ways they can improve their overall performance, both educationally and personally. For this outcome, factors such as anxiety, fear of failure, stress, sleep, relaxation, positive mindset and teamwork will be investigated. Students will learn to independently plan, select and use appropriate investigation techniques, including scientific experimentation, to collect data and address ethical issues associated with psychological research. Students undertake a variety of learning activities, including research investigations, case studies, writing tasks, diary writing, group discussion, community projects, volunteering and research activities.

Contact Person: Sarah Beattie

13. Subject Name: **Your Environment**

Description of the Learning: This subject will explore the broad and exciting field of Environmental Science. What do you think would happen if all of the trees in the rainforest were cut down, or if chemicals were spilled in a river, or if rainfall increased drastically?



Environmental Science incorporates biological, chemical and physical components of the environment and the relationships between these and the plants and animals that live within it. Students will begin by investigating global systems, atmosphere and the lithosphere, constructing energy flow diagrams to help with their understanding of energy and nutrient flow through ecosystems paying specific attention to the relationship between plants and animals. As we move through the unit we begin to look more closely at the local area and the issues that are close to the heart for our community in the Shepparton area. Salinity, water management, industry, urban impacts on environment, conservation and land rehabilitation are examples of topics that would be explored by students. Students will complete a major project on one of these issues that impacts the local area, making links with local environmental organisations in order to gain an appreciation of these.

Close access to Gemmills Swamp will allow us to monitor a range of environmental aspects including plant and animal populations and get involved in taking some responsibility for the care and maintenance of this land. Relationships with the local Catchment Management Authority and other environmental groups, such as Landcare and River Connect, will allow students to gain an appreciation for the work being done at a local level to help manage the environment around us in the Shepparton area.

As part of this unit students will also get to participate in a one-week camp to Rubicon to further enhance their knowledge and skills.

Contact Person: Sarah Beattie

14. Subject Name: **Criminology** (Advanced Science)

Description of the Learning: Ever watched CSI, Criminal Minds or Bones and thought “Wow! I want to do that as a job”? In this subject we will be looking at the science, psychology and legal systems being depicted in these kinds of shows. We will explore the roles of forensic scientists, forensic psychologists and the Australian Legal System, and then use our knowledge to solve mysteries.



This is an **Advanced Science** unit and is aimed at highly motivated students wishing to extend themselves. It is recommended for students wishing to be considered for early entry into VCE Biology or VCE Psychology.

Contact Person: Sarah Beattie

A close-up photograph of various art supplies. In the upper left, a wooden palette is covered in thick, layered paint in shades of yellow, orange, red, blue, and green. Below and to the right of the palette, several paintbrushes are laid out on a white surface. The brushes have different handle colors (blue, red, brown, purple, white with orange) and bristle colors (blue, purple, brown, purple, orange, green). The text 'ELECTIVE' is centered at the top in bold black font, and 'The Arts Subject Overviews' is centered below it in bold teal font.

ELECTIVE

The Arts Subject Overviews

15. Subject Name: Printmaking

Description of the Learning: Printmaking is an artistic process based on the principle of transferring an original artwork from one surface onto another surface, most often paper. In printmaking, more than one version of the original artwork is made. This subject introduces students to the art of printmaking. Students will learn about the different types of printmaking and their processes. They will learn how to safely use the printmaking press and equipment to create a series of prints.

Students will explore the following printmaking processes:

- Mono-printing
- Collagraph
- Gelli-plate
- Foam printing
- Lino cutting
- Drypoint on Perspex

Students will make a book consisting of all their best prints that will be displayed in an end of semester exhibition.

Contact Person: Carly MacDonald and Nathan Saddlier



16. Subject Name: Animation and Music Video (Media)

Description of the Learning: Do you enjoy watching *Family Guy* or *Rick and Morty*? Do you sit up late watching music videos on *Rage*? If you are curious about the skills and techniques used to create your favourite cartoons or music videos, Animation and Music Video provides the stepping-stones to develop these skills.

Students explore a range of techniques for creating animations, including hand-drawn, cut-out, stop-motion and computer-based techniques. Students view and analyse animations from other times and cultures and develop a general understanding of the history and development of motion pictures. Students use video editing software to process and edit their animations and develop skills in filming and editing in response to music. The unit culminates in students planning and creating either a music video or an extended animation.

The unit is divided broadly into three parts: Animation Skills, Music Video Skills and a Final Project.

Reflective writing, product analysis, planning and history tasks are completed throughout each section. Guest speakers and incursions will provide students with an insight into how these skills are utilised in the Media industry.

It does not matter if you have not done Media before. You can start Media at any level.

Contact Person: Nathan Saddlier



17. Subject Name: **My Story Through Sculpture**

Description of the Learning: Exploration and discovery of a student's culture, family history, community and self, will lead to the design and production of a towering ceramic sculpture. Standing over 1 meter high, the stacked emblems will represent each student's own identity and will be a symbolic visual representation of their life story.

Investigation of totem poles and their place in preserving and illustrating history will inform the choice of mixed media elements - people, animals, places, events and ceremonies.



Students will investigate various sculptural hand-building techniques (slab building, pinch pottery, coil building, moulding) as well as developing decorative skills (glazing, slip decorating, etching) and employ a range of these to create each unique emblem. Where possible, students will explore and experiment with local materials, such as clay from the banks of the Goulburn River and use different firing techniques, including earth firing.

Students will maintain a visual diary documenting the development of their thoughts and designs as they evaluate and reflect.

The unit will culminate with students planning and executing a public art exhibition.

Recommended for students wishing to pursue Ceramics, VCE Studio Arts.

Contact Person: Nathan Saddler

18. Subject Name: **Painting and Drawing**

Description of the Learning: In this elective, students will have the opportunity to explore a range of drawing and painting materials and develop skills in using these materials to create different visual effects and to communicate ideas. Students will analyse how imagery and messages are conveyed in paintings and drawings and develop an understanding of how the meaning of art can be interpreted differently.

Students maintain a visual diary/folio which records the development of their practical work. Students work through a design process: exploring ideas and materials, using artistic inspiration, refining, evaluating and presenting their work.

Contact Person: Nathan Saddler



21. Subject Name: **Band/Instrumental** (students must take this in Semester 1 & 2)

Description of the Learning: This year-long unit develops the skills required to perform both ensemble and solo music. During this unit you will rehearse in a concert band setting, look at common styles of music for your instrument, participate in a research project on your instrument and attend a concert presented by a high-quality symphonic band or orchestra. Students will participate in community and festival performances.



It is widely known that regular participation in structured instrumental music improves both Literacy and Numeracy. Competencies of collaboration and creativity are fostered in the rehearsal process. Character qualities like persistence and grit develop as students overcome the challenges offered by the graded repertoire selected.

Students rehearse in a band setting through carefully selected repertoire that promotes both instrumental and artistic development. Students will investigate the chief masters of their chosen instrument and present their research to the class. Students are encouraged to listen to past and present masters of their instrument with a view to developing their own sound.

Competency on the student's selected instrument is the main focus of this subject, so assessment will be in the form of performances, both in ensembles and solo. Assessment will be ongoing as part of the rehearsal process with some formal assessment of technical work. Students will gain feedback from any performances given.

Contact Person: Music Staff and Nathan Saddlier

22. Subject Name: **Music**

Description of the Learning: This subject has been designed to stimulate student curiosity and creativity with student choice being encouraged in learning and assessment tasks. Students will utilise ICT literacy skills and collaboration skills within small ensembles, and communication skills will be built upon in the performance of songs.



This subject focuses on teaching students the elements of music, with the fundamental belief that music is for any student, no matter how much experience they have. Students will have the opportunity to play a selection of instruments, all while exploring a wide variety of musical genres from different eras. Students will explore rehearsal techniques, reading music/chords/tab; prepare for performance; study composition; and improve their aural skills throughout the subject.

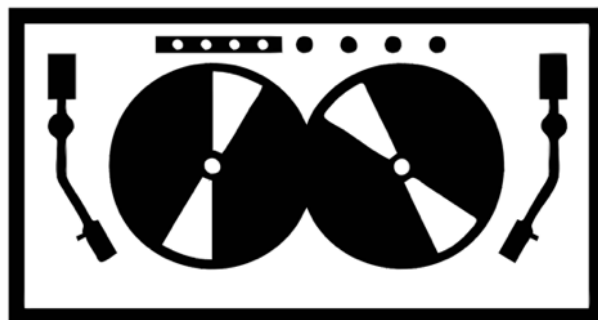
Students will be assessed on their implementation of the various elements of music into their group performances. There will be the opportunity to present song in a variety of ways including:

- Recording
- Class performance
- Performing for the teacher
- School or community performance

Contact Person: Music Staff and Nathan Saddlier

23. Subject Name: **Beat Producer**

Description of the Learning: This subject has been designed to stimulate student curiosity and creativity with student choice being encouraged in learning and assessment tasks. Students will utilise ICT literacy skills and collaboration skills within the mini-tasks and communication skills will be built upon in the presentation of compositions and projects.



Beat Producer provides students with the opportunity to develop their skills in electronic music production, composition, multimedia creation (film, animation and sound) and starting an online business. The students explore various production methods that strengthen their composition and creative skills through exploring music loops, song creation, film soundtracks and podcasts. Students build skills to be able to critically analyse composition and production techniques that range from the basic to a professional level, which are used in podcasting/radio and studio recordings. By the end of the unit, students are able to start a business as a musician or DJ by creating webpages, using music streaming platforms and creating other virtual music products – mp3s, posters, banners and much more. Topics include; Fundamentals of Production, Song Form Analysis, Song Writing Basics, Podcast and Song Creation, Soundtracks, and Animation and Foley.

Contact Person: Music Staff and Nathan Saddlier

24. Subject Name: **Pitch to Performance (Voice)**

Description of the Learning: In Pitch to Performance, students will sing and explore the use of technical skills and how music theory is applied to create harmony in singing. Students will examine different song themes, eras and genres, and explore the meanings behind the music they choose. They will create musical ideas and express themselves through the development of improvisation and song-writing skills. They will look at how other cultures have used music to celebrate, teach and tell stories. There'll be guest speakers from the music industry who will talk about their profession and give students an insight into future possibilities. Students will perform both solo and ensemble works a number of times during the semester and will contribute to the organising of performances - both at school and in the community. The unit concludes with a live performance to an audience.



Contact Person: Kat Mahoney, Tricia Baggs and Nathan Saddlier

25. Subject Name: **My Artistic Selfie**

Description of the Learning: Smile for the camera, and just one more shot...

In this unit, students will explore portraiture using different techniques and mediums. They will experiment with paint, print, collage, stencil, point, photography and perspective.

Through discussion and research, the students will deconstruct stereotypical imagery and the problematic impact it is having on teenage mental health and self-esteem. Students will investigate ethical issues around portraits used in media and the effect they have on the perception of ourselves.

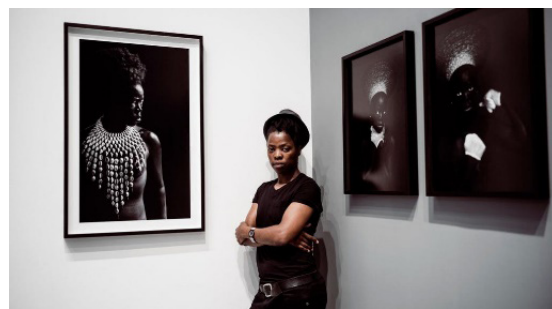
Students will become more aware of their inner world, their feelings and imaginations and how they are shaped by the imagery they see every day.

This unit will encourage students to critique social norms and ask meaningful questions and be teachers in their community rather than be passive learners. Students will help each other build a better understanding of their own place in history.

Students will also explore female artists and their representation of self through portraiture e.g. Frida Kahlo and Vivian Maier.

The finished series of portraits will be exhibited to the public in the form of an exhibition planned and promoted by the students. Each student will write a letter of invitation to at least two members of their community. Through discussion, students will ensure those who are invited will represent a cross section of the community. The letter will highlight some key aspects of the program and an explanation of the issues that they have considered during the semester that culminated in the exhibition.

Contact Person: Nathan Saddlier



26. Subject Name: **Sculpture 3D**

Description of the Learning: Do you enjoy Art and working with your hands?

Students will discover the connections between Sculpture and other art disciplines as they relate specifically to three-dimensional art. Students will gain knowledge in additive, subtractive, and assemblage techniques as sources of construction.

Students may have the opportunity to explore a range of 3D materials such as wire, plaster, papier machè, 3D printing and found objects.

The course will also teach students to make connections between art history, culture and self (personal learning). Students will learn how to react, respond and reflect upon their own works and others through class discussions and written evaluations.

Contact Person: Nathan Saddlier



27. Subject Name: Digital Photography

Description of the Learning: What is the difference between a good photograph and a great one? The photographer, not the camera! In this subject, we will learn how to use digital SLR cameras to help you on your way to be a better photographer. After we have the basics under control, we will begin to explore different techniques photographers use as well as completing a research assignment on the photographers, Troy Pavia and Ansel Adams.



This Art subject allows budding young photographers to learn how to take better photographs as well as learn some cool tricks of the trade in Photoshop. Once students have completed the required 20 practical sessions, students can continue to experiment and explore photography by creating their own photoshoots. Students will be invited to enter photography competitions and have their work displayed around the school.

Contact Person: Nathan Saddlier

28. Subject Name: Skateparks, Skyscrapers and Cities

Description of the Learning: Have you ever wondered what it is like to be an architect, graphic designer or town planner? This subject will give you an insight into the minds of these creative professionals. In this subject, students will have the opportunity to design and create their own skateboard and model skatepark before moving onto skyscrapers and cityscapes. They will use a variety of different hands on techniques and drawing skills. This is a Visual Communication subject where students will learn the skills to transform their ideas into two dimensional (one and two point perspective) drawings into three dimensional models. To accompany their environmental design, students will also explore how to create merchandise, branding and logo systems to promote their newly created design.



Students will survey and consult with the community and interview guest speakers like tradesmen, designers and town planners; to understand the constraints and considerations in designing, creating, marketing and branding an urban design of their choice. Students will consult maps and work with Aboriginal Elders to allow for cultural considerations of their works. This process would culminate in the students pitching their ideas along with a 3D model of their design to a panel of local professionals, receiving feedback and building connections with potential career pathways.

Contact Person: Nathan Saddlier

29. Subject Name: **Dance Academy**

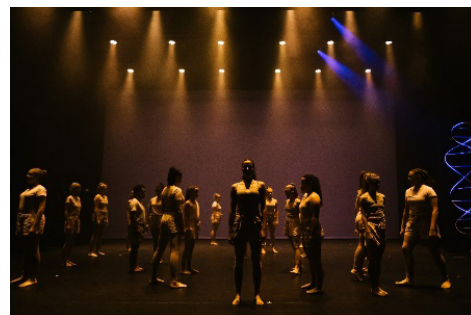
Description of the Learning: Do you enjoy learning new dance routines, performing, watching others dance & creating your own dances? Then Dance Academy is for you!

Dance is a form of artistic expression, entertainment and fitness; it develops problem solving techniques, creative thinking, and leadership skills, and is an important part of many cultures around the world. There are many significant performers and choreographers across different genres who have pioneered dance into what we see today. We will be investigating some of these people and their impact in dance around the world, throughout the ages and in today's era.

Dance also has many different purposes and audiences. We will explore dance in culture, dance for the stage, dance on screen and dance in the future. In this unit, you will perform for a community group such as primary school students and be a part of a showcase at Westside with costumes and lights. You will also have opportunities to attend a professional dance performance in Melbourne on an exciting excursion, and to participate in various dance workshops across different genres.

In class, Dance students will learn choreography from their teacher, regularly take part in skill development through warm ups, learn about safe dance practice techniques, explore the elements of dance and create original dances in small groups using choreographic devices using a genre of their choice.

Contact Person: Nathan Saddlier



30. Subject Name: **Acting Out!**

Description of the Learning: And.... Action!!! Welcome to the exciting world of Drama! In this subject, students will develop acting skills through improvised and scripted activities. Actors will learn how to devise, interpret and develop characters, while thinking creatively and critically about Drama.

There will be an opportunity to see a live performance and to participate in an industry-based workshop to see the future possibilities of Drama, both on and off stage. In this unit, students will transform themselves and delve into the world of fairy tales and/or superheroes to explore comedic and melodramatic acting, ending with a performance to a primary school.

Students will also act in a class play and develop backstage skills such as set design, lighting design or even directing! The unit will close its curtains with a live performance to an audience.

Contact Person: Katrina Mahoney and Nathan Saddlier



31. Subject Name: Playmakers and Performance

Description of the Learning: Have you ever looked at a complete stranger and wondered about their life story? The string of unplanned events that shaped their lives, the difficult choices they made, the chances they took and the challenges they faced? Although we live in a highly 'technologically social' society, where we can instantly share details of our last trendy meal and what hilarious antics our cat is up to, there are those around us whose voices are not heard. Will you listen?

Using the tools and techniques of Community Theatre, students will become journalists and investigators; gathering and interpreting stories from members of the community. Then, working as playwrights, we will transform our findings into usable play scripts. Students rehearse this work into powerful stage performances, where there is plenty of opportunity for creativity in all areas of theatre design: set, make up, props, costume, lighting, sound and theatre technologies.

Community Theatre (the collection, development and performance of our stories) has long been used in areas where trauma has struck, as a method of healing and social cohesion. It can also be used to document stories of our local heroes and events which define a community's history. Our stories make us who we are. They must be told.

Contact Person: Nathan Saddlier



ELECTIVE

Technology Subject Overviews



32. Subject Name: **Building and Construction**

Description of the Learning: This subject allows students to experience the skills and pathways associated with the building and construction industry. Through a hands-on approach, students will be given the opportunity to develop fundamental skills in Carpentry and various other trades. Students will undertake their learning indoors, outdoors, independently and as part of a team. They will be exposed to plant (industrial space) and equipment that are trade specific and be given individual choice when deciding what items to produce.



The subject will promote critical and creative thinking and will have a focus on investigation, generating designs, planning and managing, and evaluation. An emphasis will be placed on the safe and correct use of equipment while working on an online Occupational Health and Safety unit. Building and Construction at Year 9 is a great experience for students who may be interested in VET Building and Construction as a future pathway.

Contact Person: Nathan Saddlier

33. Subject Name: **Textiles**

Description of the Learning: Would you like to develop your creative skills using fabric? Do you see yourself as a future fashion designer or interior designer? The Year 9 Textiles course is very diverse and provides scope for you to learn and appreciate textiles and explore ways to upcycle various textile items. Students in this class may gain experience in hand stitching, applique, beading, sequins, patchwork, machining, textile crafts, fabric design and decoration. They will have the opportunity to choose from a variety of projects including cushions, soft toys, tote bags or draw string bags. They will use the design process to create designs and make various clothing items, going even as far as making craft or decoration items from their own particular culture. They will use sewing machines, embroidery machines and overlockers to make various project items and learn various embellishment techniques for decoration purposes on different objects.



Contact Person: Nathan Saddlier

34. Subject Name: **Fabrication**

Description of the Learning: Let the sparks begin for this amazing subject that allows students to experience the fabrication trade through a hands-on learning approach that promotes student creativity and critical thinking. Students will use a range of fabrication techniques to manufacture various models out of metal. Through self-generated research, students design their model in detail prior to construction using a computer-aided drafting system. Fabrication incorporates numerous engineering skills such as welding, plasma cutting, folding, bending and a range of power tool operations, such as angle grinding and cutting. Fabrication encourages students to adopt problem-solving techniques throughout the design and construction of their chosen model. This is a subject suited to students interested in the fabrication trade and is a great way to prepare for VET Engineering.

Contact Person: Nathan Saddler



35. Subject Name: **Design and Technology**

Description of the Learning: Let your creative skills ignite in this exciting subject where students critical thinking and practical skills come together to work with a range of different materials. Students develop their own areas of research from a design brief to construct a range of models that are required to integrate at least two different materials to meet the criteria. Using a computer-aided drafting system, students generate a series of detailed designs of their chosen product prior to manufacturing. A range of complex hand and power tools, equipment and machinery are used throughout the production process. At the completion of each constructed project, students will evaluate their project using a variety of rigorous product testing strategies. This subject is a great taster for students who may be interested in undertaking VCE Product Design and Technology in the future.

Contact Person: Nathan Saddler



36. Subject Name: Engineering

Description of the Learning: Wow! What a great all-rounder of an Engineering subject. This subject gives students the opportunity to develop skills in the Mechanical Engineering trade. Students will learn to use a range of hand and power tools including the operation of complex machines, such as lathes and milling machines, to construct their practical models with precision. The use of precision measuring tools will be used throughout the construction.



Drawing interpretation will be a major focus, along with the use of computer-aided drawing systems (CAD) which are used during the designing process. This subject will help students to develop skills that will be valuable if they are interested in VET Engineering as a future pathway.

Contact Person: Nathan Saddlier

37. Subject Name: Timbers

Description of the Learning: If you enjoyed wood work in Years 7 and 8, this is an opportunity to continue developing your skills while making a variety of small projects that you can design and produce using timber.

Emphasis will be placed on the safe and correct use of hand tools, while working on an Occupational Health and Safety Online Unit to create a safe and friendly environment. On the completion of each project, students will have the pleasure of taking home a high-quality timber product that they have individually designed and produced.

Students will study some of the different timbers grown in the local Gemmill Swamp Nature Conservation Reserve and go on an excursion to view the wildlife and the wetland.

Contact Person: Nathan Saddlier



38. Subject Name: **Furniture Making**

Description of the Learning: Who would like to design and produce their very own individual piece of furniture that they can be proud to take home and use every day?

This unit has a focus on designing and producing a small piece of furniture using a combination of materials and processes all of which are documented in a student folio.

Students investigate the possible solutions to the need for a piece of furniture thinking about the constraints and considerations. Students generate specific design options in both traditional isometric and orthogonal drawings and then produce an electronic drawing of the desired product. Research, production planning, materials, costing and evaluation forms the core of the folio.

Emphasis will be placed on the safe and correct use of hand and power tools, while working on an Occupational Health and Safety Online Unit to create a safe and friendly environment.

Students will also have the opportunity to participate in a field trip to a local cabinet making business. Students will compare furniture made with traditional skills, techniques and processes, to modern computer-generated emerging technology processes.

Contact Person: Nathan Saddlier



39. Subject Name: **Paddock to Plate**

Description of the Learning: Have you ever wondered where our food comes from? How do we get to enjoy such a wonderful array of different foods? In this unit we will explore the sources and production of our primary ingredients such as fruit, vegetables, dairy, meat and eggs. We will learn how to make the best use of these ingredients to prepare fresh, healthy and exciting dishes. Working with foods in season we will discover how they can be used to meet our nutritional needs. Students will develop an appreciation of the value of growing and using fresh foods as it is anticipated that some foods will be sourced from the school kitchen garden. In the process of using these foods we will become proficient in many techniques and processes whilst preparing a range of delicious sweet and savoury foods. There may also be opportunities to be involved in Market Days where our produce is offered for sale. This will involve learning about pricing, packaging and presentation and advertising/promotion.

Contact Person: Nathan Saddlier



40. Subject Name: The World On Your Plate

Description of the Learning: Do you enjoy eating interesting and new foods? Would you like to travel and experience the foods and culture of other countries? In Australia, we are lucky to have a wide variety of foods to choose from that have been introduced by the many different cultural groups that now live here. In this unit, you will get to taste many foods from around the world. Starting with an investigation of our own Indigenous and native foods, we then move onto Italy, Greece, Turkey, The Middle East, China, Indonesia and many more of the cultures that exist in our local community. You will learn about their history, geography and traditions in addition to experiencing new ingredients and methods of preparation. You will develop many basic skills such as safety, hygiene, knife use, time management and recipe interpretation, as well as learning new techniques in food preparation and presentation. There may also be opportunities to visit local restaurants and learn from different visiting cultural groups.



Contact Person: Nathan Saddler

41. Subject Name: Café Culture

Description of the Learning: In this elective students examine modern Australian café culture. Students will cook a range of foods including fresh fast food, popular breakfast brunches and lunches. They will look at coffee and tea and their place in a fair-trade world, and operate a café at school. Students will examine global trends and the impact food miles have on the environment. We will use a variety of cooking techniques and equipment. Students will investigate, design, produce and evaluate their meals.

Café Culture is applied learning in action. On completion of this subject, students will also obtain a record of attainment from TAFE on the completion of two core modules: “Prepare and Serve Espresso Coffee” and “Use Hygienic Practices for Food Safety”.

These two core modules are from the Certificate II in Hospitality (VET Hospitality) package. This subject is a great taster for those students who may be interested in the hospitality sector.

Contact Person: Nathan Saddler



42. Subject Name: **Let's Entertain**

Description of the Learning: Do you enjoy entertaining your friends and others? This course will develop your skills in menu planning, preparing and presenting foods safely for a range of occasions. You will make foods for each part of the menu including finger foods, soups, entrees, mains and desserts. You will learn to cater for people with dietary and cultural needs. Gain experience in designing invitations and menus using various IT programs. Food presentation skills such as garnishing, decorating and food photography will also be included.

Contact Person: Nathan Saddlier



43. Subject Name: **eSports**

Description of the Learning: Competitive video games are a vast growing medium of competitive sports, with the most common form of gaming being eSports. eSports are organised, multiplayer video game competitions, primarily played between professional teams with a focus on teamwork and competition.

Students undertaking this unit will learn about the eSports industry, develop skills in marketing and branding eSports teams. They will develop their personal skill at playing eSports with a focus on training, exercise and teamwork. While this unit will require the students to play video games, the focus is on serious, elite training and not on casual game play.

Contact Person: Nathan Saddlier



44. Subject Name: EV3 Lego Robotics

Description of the Learning: This unit will inspire students to think about how important computer programming is in our everyday lives. Students will gain experience in programming through a mixture of direct teaching, experimentation and exploration, and tutorials from the LEGO® MINDSTORMS® Education EV3 Software.

Working in pairs, students will complete project-based learning in a computer science and STEM environment, enabling them to improve critical-thinking, problem-solving, and collaboration skills.

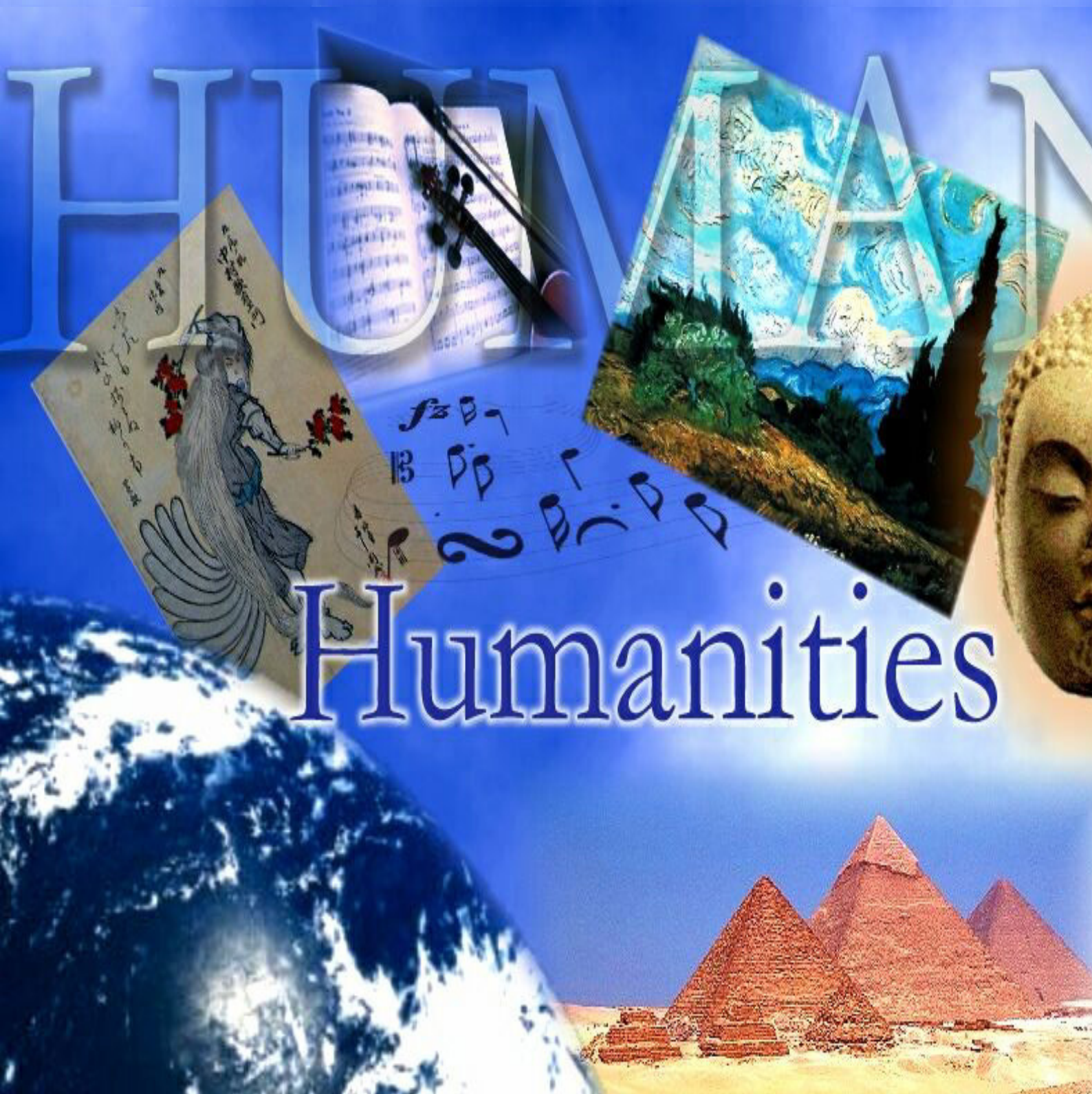
Students will learn to control robots using a variety of sensors; touch, colour, ultrasonic and gyro. Using the EV3 software, they will then program and download these programs to control a variety of motors that will mobilise their robot. Students will learn to re-program, experiment and control the functions of their robot. Their first robot will have to successfully navigate a course by controlling the sensors and motors.

After completing the introductory program, students will then construct and program a second robot simulating how robots are working in industry.

Contact Person: Nathan Saddlier



ELECTIVE
Humanities Subject Overviews



45. Subject Name: **My 2040: Saving the planet**

Description of the Learning: This unit will introduce students to the challenges that the world and individuals are facing as a consequence of climate change and disposable consumerism (throw-away society). Students will be armed with the knowledge and critical thinking skills to make ethical and sustainable choices.

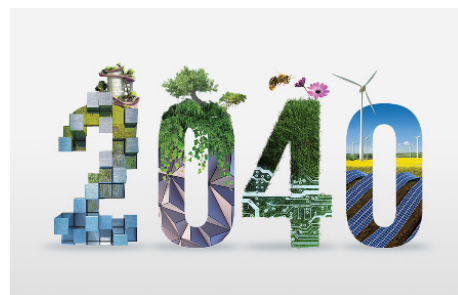
They will investigate what solutions are currently in existence, and how, as a society and as individuals, they can make an impact/positive change.

Students will explore what the future could look like by the year 2040 if society embraced the best solutions already available to us in order to improve our planet.

Through a combination of hands-on investigations and classroom activities, the main topics or themes covered may include:

- Climate change (understanding the impact on oceans, wildlife and the environment)
- Solar power and other alternative energy solutions (including electric and driverless cars; wind power; solar community grid systems)
- The impact of humans on wildlife and the environment (biodiversity and conservation)
- Waste management solutions (upcycling, school waste audits, conscious consumer inventions)
- Food and fibre (consumer choices; community gardens; barter systems/food swaps; ethical products)

Contact Person: Kylie Hoskin, Lisa Wright and Craig Parker



46. Subject Name: **Apples to iPhones**

Description of the Learning: Do you think that fruit and vegetables grown in Shepparton end up overseas? Did you know that the parts of an iPhone are made in over 50 countries? If you want to find out the answers to where stuff comes from, and where stuff goes, then this is the subject for you.

Focusing on the geographies of interconnection, this subject will look at the ways in which we connect here in Shepparton, in a place made up of 30 nationalities and more than 50 languages. Students will consider the impact of food miles, and the global ramifications their consumption has on the planet. They will assess their own consumption of goods, particularly clothing, researching what happens to those unwanted clothes they donate and the conditions under which many of their clothes are made.

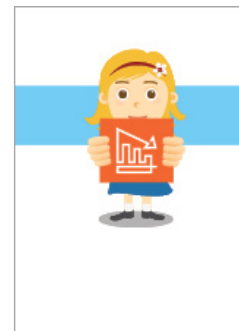
This subject will culminate in students trying to close the circle, by making changes in their own lives to reduce their impact on the environment, whilst also maintaining the interconnections necessary for a successful global market.

Contact Person: Craig Parker



47. Subject Name: **Sustainable Schools**

Description of the Learning: This unit asks students to be a part of the Student Action Team to help Greater Shepparton College (interim name) become a Sustainable School. This is a practical subject, with some theory components, that will help the school to become a certified Resource Smart School through Sustainability Victoria. Students will examine the practises of the school and implement solutions to help make positive changes in the school's use of resources, while building their own experiences and making a difference.



Students will examine the school's practises around sustainable energy, managing waste, water saving and biodiversity of plants. From this, they will identify areas of action and explore and implement solutions to help students and staff to use resources with more care. They will also get some good experience in the careers that are emerging to support the shift to a more sustainable world. Fostering industry links could include a visit to the local solar farm and/or recycling facility.

Students will also build on Literacy and Numeracy skills. Firstly, by recording and reporting on their learning and proposed actions to both the school and the wider community. This would include advertising and promotion materials, reports in the school newsletter and maintaining a Sustainability page on the school website. Students will also be using measurement and representation of data, especially around water, waste and energy, to show the effectiveness of any changes they make.

Contact Person: Katy Price and Craig Parker

48. Subject Name: **Women's Role in War**

Description of the Learning: This unit follows the changing role of women during war time from the Crimean War through to modern day women serving in the Australian Armed Forces. They will look at the development of the Land Army and how women stepped into industry to support the war efforts of World War 1 and World War 2.

Students will consider the role of the nurses who served overseas, resistance fighters who operated behind enemy lines and the family efforts back home. During this unit, students will learn about significant women from a number of different periods of war, including the role of Indigenous and non-Indigenous women.



During the course of this unit, guest speakers will be invited to share their experience with the students as they investigate the role of women in past wars and their role in today's defence forces, and as peacekeepers around the world.

Contact Person: Annette Gould and Craig Parker

49. Subject Name: **On Country**

Description of the Learning: Do you know what Country means? In this subject, students will find the answers to this question and more by developing their understanding of the traditional owners of Shepparton, the Yorta Yorta and Bangerang people.

Designed to increase students' local knowledge, this subject will look at key Yorta Yorta and Bangerang leaders (past, present and emerging), including people like Sir Doug Nicholls, after whom the Indigenous AFL round is named. Students will research Aboriginal enlistment in the wars, at a time when Aboriginal people were not included as citizens by the Australian Government. They will also have the opportunity to learn about land management practices and creating a bush garden of their own.

They will examine key local movements such as the Cummeragunja Walk-Off and cement their understanding of its significance by participating in an excursion to The Flats. Students will also have the opportunity to engage with local organisations such as Rumbalara, ASHE and local leaders both in the classroom, and on country regularly.

Contact Person: Craig Parker



Greater Shepparton's Aboriginal Street Art Project featuring the late Pastor Doug Nicholls KCVO OBE MBE and the late William Cooper.

50. Subject Name: **Food Bowl Stories**

Description of the Learning: There are many families in Shepparton who have migrated to Australia over the years and made immense contributions to the "fruit bowl" - orchards (Albanians, Greeks, Italians, Indians, etc); manufacturing (eg. SPC), transport and sales. This subject will explore how the fruit industry in Shepparton has been influenced by migration past and present; it presents a rare opportunity to participate in helping to record the history of our area.



Students will take part in the interviewing and recording of a local Silver Warrior (senior citizen). During a period of six conversation sessions, in which both the seniors and the students have familiarised themselves with each other, the students then undertake to film and edit an interview/oral history of their Silver Warrior. With permission from their Silver Warrior, these interviews can then be uploaded to the 'I Wish I'd Asked' website to further add to an oral history of the Shepparton area.

Preparation for these conversations will include gaining understanding of local and international history that contributed to waves of immigration to Australia, and developing their interpersonal and interview skills. Students will be supported in developing these skills through learning interviewing techniques, practising on people they know, and hearing from local industry professionals.

Contact Person: Craig Parker

51. Subject Name: **Let's Make Money**

Description of the Learning: Calling all entrepreneurs! Would you like the opportunity to put your own business ideas into action?

We know the future of the Australian workplace is going to be very different for students when they graduate high school. Automation is predicted to radically affect 70% of entry level jobs for young people and more jobs are becoming increasingly globalised with 11% of service jobs capable of being provided from overseas. Work arrangements are becoming increasingly flexible, with the average 15-year-old predicted to have 17 jobs over five different careers throughout their lifetime. That's the reality facing our young people!



In this subject students will explore what it means to be innovative, creative and enterprising. Students will investigate the world of business management and be challenged to think like an employer as they negotiate with their business partners to come up with their business idea, design their product, conduct market research and market their idea.

All of this hard work will culminate in a final presentation to share their learning with an authentic audience of their peers, teachers, parents and community business people.

Contact Person: Anette Gould and Craig Parker

52. Subject Name: **Law Makers and Breakers**

Description of the Learning: This subject consists of three main topics.

- First, students learn the basics of Victoria's justice system. As part of this topic, students may examine why laws exist, how laws are made and what citizens can do to get laws changed. Students may also complete a mock election.
- Second, students use current domestic legal issues to learn about domestic law concepts. During this topic, students may explore police brutality and the rise of counter-terrorism laws. Students may also visit the Shepparton Law Courts and carry out a mock trial.
- Third, students use current international legal issues to learn about international law. Throughout this topic, students may investigate asylum seekers, child soldiers and gun laws. Students may also participate in a mock United Nations debate.



Contact Person: Craig Parker

53. Subject Name: The Done Thing!

Description of the Learning: Ever wanted to go to finishing school? Now is your chance. This unit will focus on social etiquette and manners. It contains three key areas of study: etiquette throughout time, etiquette in different cultures and mastering the art of etiquette.

Students will first examine the development of etiquette throughout history and investigate why social norms change over time. One activity students will undertake is an interview of a senior citizen from the 'I wish I'd asked program'.

Students will then investigate how etiquette varies in different cultures. Case studies from several cultures will be explored, such as Indigenous, Turkish and Punjabi culture.

Lastly, students will have the opportunity to develop their own personal etiquette. Topics may include: etiquette and social media, how to look your best, good posture, the art of making conversation, eating with elegance and hosting a memorable event. At the conclusion of the subject, students will celebrate and display their skills and knowledge at a luncheon held at Noorilim Estate, a mansion that was built in 1879.

Contact Person: Craig Parker



Location for excursion: Noorilim Estate – Murchison

ELECTIVE
Health/PE Subject Overviews

HEALTH & PHYSICAL EDUCATION



54. Subject Name: **Outdoor Education** (Summer Adventure – Semester 1)

Description of the Learning: Practical skills and a theoretical background will be developed to prepare students for safe and enjoyable experiences in the bush when bushwalking; on the water when canoeing and when Orienteering. Topics to be covered include clothing and footwear, effective use of bushwalking equipment (e.g. stoves, sleeping bags, tents etc.), basic navigation and map reading, survival, emergency procedures and fitness, bush cooking and fires, leadership, outdoor first aid, canoeing and kayaking equipment, water safety and swimming techniques and canoeing and kayaking techniques. Local excursions (e.g. orienteering, walks, canoeing at the Mooroopna lakes), a two-day bush walk, a one-day navigation at Whroo State Forest and a one-day canoe trip on a river will be work requirements of the unit. Students will complete an investigation into minimal impact practices.

Contact Person: Hadleigh Sirett



55. Subject Name: **Outdoor Education** (Winter Adventure – Semester 2)

Description of the Learning: Practical skills and a theoretical background will be developed to prepare students for safe and enjoyable experiences in the bush when bushwalking; in the water when surfing and when bike riding. Topics to be covered include clothing and footwear, effective use of bushwalking equipment (e.g. stoves, sleeping bags, tents etc.), how technology has changed equipment over time, survival, emergency procedures and fitness, bush cooking and fires, leadership, outdoor first aid, surf and bike equipment, water safety and swimming techniques, and bike maintenance. Local excursions (e.g. fitness rides and walks, and swimming at Aquamoves), a two-day bush walk to Mt Samaria and a three-day surf and bike ride at Anglesea will be practical requirements of the unit. Students will undertake an investigation task on the influences that technology has had on outdoor experiences.

Contact Person: Hadleigh Sirett



56. Subject Name: **Eat Well, Play Well**

Description of the Learning: This unit offers students an opportunity to combine a study of health, nutrition, exercise and sport, and to develop practical skills in all areas.

Areas of study include, nutrition, food models (“junk food”), balanced meals and food practical sessions, health (diet-related diseases, eating disorders), physical activity and sport (aerobic/anaerobic exercises), and energy balance. The unit demonstrates the importance of diet and activity in maintaining our long-term health. It incorporates ideas for healthy lifestyle practices relevant to students of all skill levels. The unit will rotate between physical activity practical sessions and cooking sessions in the home economics facilities.

Contact Person: Hadleigh Sirett



57. Subject Name: **Specialist Basketball Development**

Description of the Learning: Basketball is one of the highest participation sports in Australia and throughout the world. Australia performs extraordinarily well at the elite level, regularly competing for medals at both the World Cup and the Olympic Games. Skills acquired through specialist basketball coaching are widely transferrable to other sports, demonstrating the value specialist programs provide the athlete.

Students who select this unit will be exposed to a high level of basketball coaching, further developing their individual offensive and defensive skills, as well as learning team offensive and defensive structures.

Students will be expected to participate in domestic basketball competitions, with this program complementing their development and providing them the opportunity to take back their learning to their domestic clubs.

The culmination of this unit will be entry into and participation in the Australian School Basketball Championships held in the first week of December. This is a tournament where school teams from around Australia compete throughout a week of competition.

Contact Person: Hadleigh Sirett



58. Subject Name: **Specialist Netball Development**

Description of the Learning: Specialist Netball Development is a unit designed around improving basic netball skills, court systems and tactical awareness. This unit has both practical and theoretical components focusing on advancing to a highly competent level for this age group. The practical aspect will involve court work, fitness and strength training. Netball skills will be consolidated, and advanced techniques, with some focus on specialising in particular court areas, will be a focus. An aim will be to increase students' enjoyment of the game by broadening their knowledge of training methods, improving their personal management skills and developing their self-discipline and commitment to the sport.



Students will be involved in preparing for and playing in the Fiji International Netball Tournament at the end of the school year. This involves a 9-day trip to Fiji where students will be sponsoring a Fijian team, experiencing a variety of cultural encounters and a humanitarian village visit.

All students will also undertake basic training in netball umpiring development and will be expected to volunteer at local primary school sporting days as a requirement of the course to promote community involvement. All students are also required to be VNA registered with Netball Victoria.

Contact Person: Hadleigh Sirett

59. Subject Name: **Boys Recreation and a Healthy Lifestyle**

Description of the Learning: In this boys only subject, students will participate in and reflect upon a variety of traditional and contemporary sport and recreational activities (e.g. bike riding, body combat/boxing, goalball, Indigenous games, lawn bowls, touch rugby, golf), with an emphasis on those sports accessible in the local community. Through involvement in these sports, students are required to critically analyse various cultural histories and expectations, as well as how these have historically and currently impact on individuals' involvement in such activities.

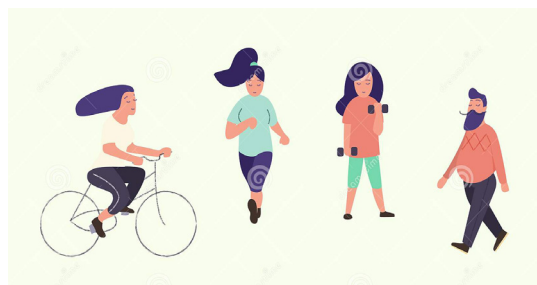
Students will also investigate enablers and barriers to participation in sport and recreational activities and explore how these can be addressed to further promote individual involvement. Throughout this unit, students also focus on the importance of maintaining a healthy and balanced lifestyle, and the implications this has on their health and wellbeing. This includes the importance of engaging in regular planned and incidental physical activity, having sufficient sleep and rest, consuming a nutritious diet, and ensuring a healthy work-life balance.

Contact Person: Hadleigh Sirett



60. Subject Name: **Girls Recreation and a Healthy Lifestyle**

Description of the Learning: In this girls only subject, students will participate in and reflect upon a variety of traditional and contemporary sport and recreational activities (e.g. walking, bike riding, body pump, softcrosse, Indigenous games, yoga, Pilates, ten pin bowling, tennis, water aerobics/swimming), with an emphasis on those sports accessible in the local community. Through involvement in these sports, students are required to critically analyse various cultural histories and expectations, as well as how these have historically and currently impact on individuals' involvement in such activities.



Students will also investigate enablers and barriers to participation in sport and recreational activities and explore how these can be addressed to further promote individual involvement in these sports. Throughout this unit, students also focus on the importance of maintaining a healthy and balanced lifestyle, and the implications this has on their health and wellbeing. This includes the importance of engaging in regular planned and incidental physical activity, having sufficient sleep and rest, consuming a nutritious diet and ensuring a healthy work-life balance.

Contact Person: Hadleigh Sirett

61. Subject Name: **Fitness Training**

Description of the Learning: Ever wanted to learn about what fitness really is? And how this can be used to help plan and implement your own training program? Well this is the subject for you. WE WANT YOU!!!

During this subject you will be able to learn about how fitness works within National Physical Activity Guidelines, as well as programs that are used within the Shepparton Community to help motivate and educate individuals. Students will also be able to have access to Aquamoves, as well as get advice from personal trainers on critiquing their fitness goals. Students who are interested in improving their own fitness are able to look more deeply into the fitness components and training methods and how this can help the planning and implementing of students' creating their personalised 6 week training program. These programs will be executed throughout the semester where students are able to evaluate and provide feedback on the progression of how effective their programs are.



Contact Person: Daniel Napolitano and Hadliegh Sirett

62. Subject Name: **Fantasy Basketball**

Description of the Learning: Fancy yourself as a Basketball aficionado? Do you find yourself screaming at the TV/computer whilst watching an NBA Basketball game? Think you can do a better job at coaching the team? Did you know that understanding numbers, statistics, trends and patterns is a part of a coach's role? In this subject we will explore the world of Fantasy Basketball, where you will be able to draft, manage and run your own Professional NBA Team. We will also look at coaching, playing and training to improve our own basketball skills.



This is a Physical Education subject where students will begin by analysing professional athletes' sporting statistics, investigate injury management and rehabilitation, and conduct trades in order to be the most successful NBA GM (General Manager) in the league. Students will then use their mathematical and problem-solving skills in an attempt to get the most out of their players.

Students will participate in regular basketball coaching and training sessions, as well as game play. To conclude the unit, students will each run a training session that will be designed to improve team and/or individual performance.

Contact Person: Sam Owen and Hadleigh Sirrett

63. Subject Name: **Fantasy AFL**

Description of the Learning: Fancy yourself as an AFL Football aficionado? Do you find yourself screaming at the TV/computer whilst watching an AFL Football game? Think you can do a better job at coaching the team? Did you know that understanding numbers, statistics, trends and patterns is a part of a coach's role? In this subject we will explore the world of Fantasy Football, where you will be able to draft, manage and run your own Professional AFL Team. We will also look at coaching, playing and training to improve our own football skills.



This is a Physical Education subject where students will begin by analysing professional athlete's sporting statistics, investigate injury management and rehabilitation, and conduct trades in order to be the most successful AFL GM (General Manager) in the league. Students will then use their mathematical and problem-solving skills in an attempt to get the most out of their players.

Students will participate in regular football coaching and training sessions, as well as game play. To conclude the unit, students will each run a training session that will be designed to improve team and/or individual performance.

Contact Person: Sam Owen and Hadleigh Sirrett

64. Subject Name: **Giving Back by Learning To Tack** (only available Semester 2)

Description of the Learning: This elective covers a broad cross-section of learning areas and capabilities, including Humanities, Science, and Personal & Social Capabilities.

“Giving back by learning to tack” offers the opportunity to learn to sail an all-abilities dinghy, discover how sails and keel are used to harness wind energy to drive the boat forward and delve into the physical and cultural history of Lake Victoria and the Goulburn. Ultimately, students will develop the confidence and life-skills to work in a volunteer-based organisation whose mission is “aimed at providing people of all abilities the opportunity to learn to sail in an inexpensive, fun and safe manner.”

Run in conjunction with Shepparton Sailability, students will learn how to competently rig and sail a small dinghy, whilst investigating the Indigenous and European history of Kaiela (the Goulburn River) and the construction of Lake Victoria. Students will also develop links with their community by assisting Shepparton Sailability to continue to provide sailing experiences for adults with intellectual disabilities and other local community groups.

Term 4: Once deemed capable of safely handling a dinghy, students could be included in Shepparton Sailability’s volunteer roster to assist in providing sailing experiences to young people and adults with learning disabilities through community groups such as GV Access and Connect.

Contact Person: Jim Sheehan and Hadliegh Sirrett



A circular arrangement of diverse, colorful paper cutouts of people holding hands, forming a ring around the word "COMMUNITY" in blue capital letters. The cutouts represent various ethnicities and ages, all joined together in a circle, symbolizing unity and community.



65. Subject Name: **LEAD: Leadership Exploration and Development**

Description of the Learning: *“Positive leadership opportunities and experiences at school assist young people to transition into the community and the world of work and adult responsibility. Learning about leadership increases personal, academic and wellbeing outcomes for students”.*

This leadership unit will deliver curriculum that allows students to become proficient in: Project planning; reflection; problem solving; team building; decision making; goal setting; time management; project management and resource allocation; effective communication and networking; conflict resolution; diversity awareness; and self-confidence.

These leadership skills are explicitly taught through research, role-playing, team building exercises, use of self-development tools, and authentic membership of teams and committees within the Mooroopna Campus and through engaging in partnership with community organisations. Leadership will be put into action!

At the conclusion of the unit, LEAD students will understand what effective leadership looks like, feels like and sounds like. It is anticipated that the teaching and learning awakens emerging leaders amongst the Mooroopna cohort and they put their hand up for positions of responsibility in their senior years at school, in their sporting teams and as active citizens in their communities.

Contact Person: Daisy (Karen) Utber



66. Subject Name: **Fairley Leadership**

Description of the Learning: Students build on their personal and social capacity by engaging in a leadership program, with the view of producing future leaders of our school and our community. Students will focus on key challenges facing the Goulburn Valley.

In participation with Fairley Leadership, students will be offered an opportunity for in-depth learning about complex local issues, and the partnerships and leadership skills needed to address them. Students will make connections with diverse leaders within our community; and these connections will help advance students personally, socially, educationally and in future leadership roles.

Students will have opportunities to participate in a launch, seminar days working with industry leaders, and a graduation. The focus of these seminars and workshops would be health, education, water, regional development, indigenous issues, small towns, the arts and agriculture.

Contact Person: Zarina Fleming



ELECTIVE

Languages Subject Overviews



What is CLIL (Content and Language Integrated Learning)?

In a CLIL class, students enjoy the benefit of learning a subject and a second language at the same time. CLIL is a content focused subject, which means that the language itself is not assessed but it is a means for gaining knowledge about the course content. Apart from allowing students to master a second language, CLIL has proven to have many benefits, including promoting students' 21st Century skills such as, critical and creative thinking, communicative and social ability, and collaboration.

Please go the following links to discover more about CLIL:

<https://www.youtube.com/watch?v=D3x2KsnN6ko> Queensland Government publicity.

<https://www.youtube.com/watch?v=9HhVnG0AYfI> Explains the rationale behind it.

<https://www.youtube.com/watch?v=uIRZWn7-x2Y>

PREREQUISITE FOR CLIL ELECTIVES:

If students wish to undertake a CLIL elective they must do this in conjunction with a Beginners or Pathways Language elective.

For example: A student may undertake the Italian Pathways elective and the Italian Deadly Traditions CLIL elective.

67. Subject Name: **Japanese Beginners Class** (Semester 1 and Semester 2)

Description of the Learning: This unit allows students who **studied other languages** in Year 7 and 8 to **start to learn Japanese** as a new language. The main goal of this unit is to learn the Japanese alphabet (Hiragana) to read, write and recognise simple words including nouns, verbs and adjectives from various topics such as sports, manga, anime, fashion, and cars. Students also learn basic expressions in Romaji for a daily conversation so that they can start to communicate with other people in Japanese.

Advance work can be given to students who are keen to learn content from **Japanese (Year 9 Pathway)**.

Contact Person: Tomonari Sasaki



68. Subject Name: **Japanese** (Year 9 Pathway - Semester 1 and Semester 2)

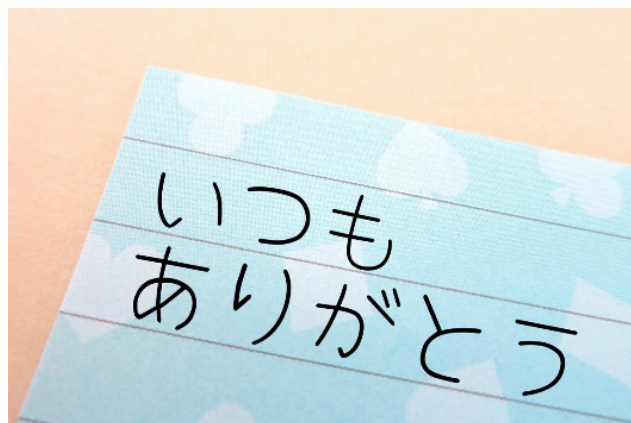
Description of the Learning: This unit allows students to **continue to learn Japanese**, based on what they learnt in **Year 7 and 8**. The main goal of this unit is to be able to speak, listen, read and write in Japanese fluently. To do so, they need to learn Japanese characters (Hiragana, Katakana and Kanji) and sentence patterns, which allow for understanding of how Japanese sentences are structured.

Reading and listening comprehension tasks are available for them to improve Japanese. Students will also learn how to write an essay and diary in Japanese and speak to the teacher in Japanese inside and outside of the class.

The topics they study are as follows: self-introduction, family, daily life, school, transport, sports, weather, and a part-time job.

It is highly recommended that students complete Japanese at or above the expected level in Year 7 and 8. Students who are keen to study Japanese after Year 9 should **take Japanese (Year 9 Pathway) for the whole year**.

Contact Person: Tomonari Sasaki



69. Subject Name: **Let's Play Go in Japanese (CLIL)** – Semester 1

Description of the Learning: This unit allows students to gain critical and creative thinking skills through the oldest board game in the world, mainly played in countries in North East Asia including China, South Korea and Japan. As this unit is CLIL (Content and Language Integrated Learning), students are expected to communicate with other students and the teacher in class in Japanese in order to learn the content (Go).

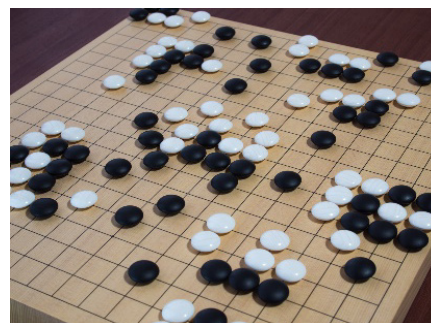
Universities in Japan, including Tokyo University have introduced Go as a subject for students to learn critical and creative thinking skills. About a decade ago, Mr Kawashima, a Professor from Tokyo University, proved that almost all children who experienced playing Go for three months improved their thinking skills.

Please view before selecting:

(<https://www.sankei.com/west/news/151019/wst1510190012-n3.html>).

- General information of Go: <https://www.youtube.com/watch?v=MiuvbhTLr8c>
- How to play Go – Video 1: <https://www.youtube.com/watch?v=5PTXdR8hLIQ>
- How to play Go – Video 2: <https://www.youtube.com/watch?v=YPMog4LAMvg>

Contact Person: Tomonari Sasaki



70. Subject Name: **Virtual school life in Japan (CLIL)** – Semester 2

Description of the Learning: This unit allows students to learn both content and language at the same time. They have a variety of aspects of Japan to learn in class replicating life in Japan as exchange students. All lessons are provided in Japanese and they are expected to communicate with the teacher and express themselves in Japanese. This class follows the teaching model of CLIL (Content and Language Integrated Learning).

Prerequisite: It is highly recommended that students complete Japanese at or above the expected level in Year 7 and 8.

Aspects of Japan: clothing (traditional – kimono, geta, modern – westernised clothing) / fashion / castle, samurai, ninja / sport (sumo, soccer, baseball) / summer festival / transport / music (traditional folk song), drum / dance (traditional or modern) / origami / karate / calligraphy / sushi, ramen, instant noodle / chopsticks / movie / go, shogi / kendama, koma / jankenpon, acchimithehoi / mascot or yurukyara / etc

Contact Person: Tomonari Sasaki



71. Subject Name: **AUSLAN** – (Beginner Pathway – Semester 1 and Semester 2)

Description of the Learning: At Year 9, students are introduced to signing and reading Australian Sign Language (Auslan) for the purpose of exchanging information, expressing preferences, describing objects, actions and people, making plans, announcements and comparisons. This course aims to introduce language skills and strategies in the target language, Auslan, as well as build understandings of the Deaf community, its culture and history. Students will interact with a variety of sign texts and activities and when possible, with individuals from our local Deaf community.



In Semester one students will first work together to establish a signing culture within their own learning environment. Students will focus on communicating about topics related to introducing themselves and others, their interests, likes and dislikes and school life.

Students will then build on their reading of signs and production of signs as they explore topics related to introducing family, animals, talking about pastimes, weather and making weekend plans.

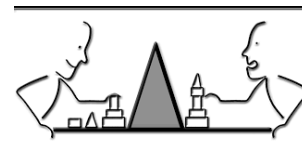
In Semester two students will work together to explore **the local community**. Topics will focus on places around town, transport and the countries, nationalities and languages represented in our community.

Students will continue to build on their reading and signing skills, by **making connections**. Related topics will include: travel; shop interactions (including the use of technology for Deaf people to make bookings, order, preferences, paying, and reading stories to children from picture story books.

Contact Person: Lisa Rowe

72. Subject Name: **AUSLAN** – (Continuing Pathway – Semester 1 and Semester 2)

Description of the Learning: At Year 9, students learn to sign and read Australian Sign Language for the purpose of exchanging information, making plans, expressing preferences, opinions and making comparisons. This course aims to build effective language skills and strategies in Australian Sign Language as well as build understandings of Deaf culture and history. Students will interact in the target language with a variety of sign texts and activities and when possible, with individuals from our local Deaf community.



In Semester one students will first work together to establish a strong signing culture within their own learning environment. Students will focus on topics related to themselves, their preferences and daily routines, including sport, recreation, health and fitness.

Students will then build on their reading and signing skills, exploring what it means to live locally. Students will look at city life versus country life, focusing on topics for different types of homes, buildings and landmarks, directions for around town and local places.

In Semester two students will work together to **explore shopping in the local community**. Topics will focus on communicating personal preferences for clothes and accessories, considering needs and wants for the food we eat, including take-away, seasonal and cultural foods.

Students will continue to build on their reading and signing skills, **making connections** with the local community. Related topics will focus on leisure and recreational activities; fire safety (prevention strategies, and technology for emergency announcements); and storytelling, games, poetry or jokes for interactions with local groups. (inclusive of culture and Deaf identity)

Contact Person: Lisa Rowe

73. Subject Name: **Bring Culture into the Kitchen - AUSLAN (CLIL)**

Description of the Learning: Do you have the determination and commitment to go about your learning in an environment where meaningful interactions take place using Australian Sign Language (Auslan), gestures and visual strategies? As you plan, investigate, prepare and create culinary delights in the kitchen, immerse yourself in the cultural experiences of the Deaf world.



This unit is designed as a CLIL (Content and Language Integrated Learning) subject. It is expected that students will communicate with other students and the class teacher in the target language of Auslan, in order to learn and practise food topic content.

NOTE: It is highly recommended that students bring with them a level of competency in both Auslan and Food Studies. Food Studies topics are as follows (all topics will require English literacy in conjunction with reading and production of Auslan signs for meaningful interactions):

- The ABC of cooking – cooking terminology, safe practices & hygienic practices
- Cooking on a budget – 4 ingredients and/or seasonal ingredients (sustainability)
- Cultural contributions – individual food diary, etiquettes from around the world, food festivals (influences in Greater Shepparton)
- Food presentation - food as the medium of artistic expression

Contact Person: Lisa Rowe

74. Subject Name: **A Food Culture - AUSLAN (CLIL)**

Description of the Learning: Do you have the determination and commitment to go about your learning in an environment where meaningful interactions take place using Australian Sign Language (Auslan) gestures and visual strategies? As you plan, investigate, prepare and create culinary delights in the kitchen, immerse yourself in the cultural experiences of the Deaf world.

This unit is designed as a CLIL (Content and Language Integrated Learning) subject. It is expected that students will communicate with other students and the class teacher in the target language of Auslan, in order to learn and practise food topic content.



NOTE: It is highly recommended that students bring with them a level of competency in both Auslan and Food Studies. Food Studies topics are as follows (all topics will require English literacy in conjunction with reading and production of Auslan signs for meaningful interactions):

- The Pantry Cook – recycling leftovers
- A Food Science – fresh versus processed foods, nutrition, food labels
- Food Fun – making healthy food fun, lifestyle trends
- Community Cooking– Café foods, street foods, community needs

Contact Person: Lisa Rowe

75. Subject Name: **Italian** (Beginners Class – Semester 1 & 2)

Description of the Learning: This course is especially for students who have not studied Italian during Years 7 and 8. Students in the Beginners' Class will start with the basics and learn everyday spoken and written Italian language to exchange information, communicate their opinions and for enjoyment. The course focusses on developing students' skills in Italian language so they may continue to study Italian at VCE should they wish. Students in this class will study the same topics as students in the Year 9 Italian Pathway 2 Continuing class, however the language is simplified with more emphasis placed on developing the written and spoken Italian language and assessment tasks will be differentiated. The course incorporates excursions to relevant local and Melbourne venues and presentations by guest speakers, which will enhance students' learning and accentuate the value of Italian language in our contemporary world. Give yourself an advantage: study Italian & become bilingual!

Students intending to study Italian at VCE will need to study Italian during both semesters.

Four topics will be studied, 2 each semester:

- “Mettiamoci in forma!” (Let's get fit!) which includes Italian language and culture associated with Health and Fitness and a brief look at the world-famous cycling race il Giro d'Italia
- “Casa dolce casa” (Home sweet home) is about the different types of houses and buildings and purchasing and selling real estate in Italian language
- “Cosa mi metto?” (What will I wear?) which focusses on Italian fashion and Italian language associated with shopping for clothes and accessories, the weekend clothing markets in Italy, the Italian fashion industry and its influence overseas
- “Come festeggiamo il fine settimana?” (How do we celebrate the weekend?) is a topic about Italian celebrations

Contact Person: Maria Calandro, Frances Ceravolo and Carla Stevens

76. Subject Name: **Italian** (Continuing Pathway – Semester 1 and 2)

Description of the Learning: In Italian at Year 9 students continue their journey in learning to use every day spoken and written Italian language to exchange information, communicate their opinions, make comparisons and for enjoyment. The course aims at developing students' skills in Italian language and their knowledge of Italian culture and history. Students will be exposed to a variety of texts and activities and where possible, engage in real situations to communicate in the language learnt in class. The course incorporates excursions to relevant local and Melbourne venues as well as presentations by guest speakers, which will enhance students' learning and accentuate the value of Italian language in our contemporary world. Give yourself an advantage: study Italian & become bilingual!



Students intending to study Italian at VCE will need to study Italian during both semesters.

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- “Mettiamoci in forma!” (Let's get fit!) which includes Italian language and culture associated with Health and Fitness and a brief look at the world-famous cycling race il Giro d'Italia
- “Casa dolce casa” (Home sweet home) is about the different types of houses and buildings and purchasing and selling real estate in Italian language.
- “Cosa mi metto?” (What will I wear?) which focusses on Italian fashion and Italian language associated with shopping for clothes and accessories, the weekend clothing markets in Italy, the Italian fashion industry and its influence overseas.
- “Come festeggiamo il fine settimana?” (How do we celebrate the weekend?) is a topic about Italian celebrations.

Contact Person: Maria Calandro, Frances Ceravolo and Carla Stevens

77. Subject Name: **Deathly Traditions – Italian (CLIL)**

Description of the Learning: Across the world people honour their dearly departed in different ways. The indigenous people of central and southern Mexico remember their dead and celebrate their transition from the earthly plain to the heavenly over two days in November in the festivity called the Day of the Dead. This tradition combines both inherited Catholic rituals with their own ancient beliefs to form one of the most intriguing and artistic festivals to grace the calendar. Italy, Spain and the Philippines also observe the days of All Soul's and All Saint's, at which time they depict their reverence for their lost relatives through special rituals, culinary and artistic representation.



This is a CLIL unit for both beginner and intermediate students wanting to develop their Italian through learning about these deathly traditions and create unique artwork inspired by these customs.

Students who undertake this CLIL Unit will not only expand their intercultural awareness, they will develop their artistic skills and globally important language skills.

This subject can lead on to further language studies which at VCE provides students with an ATAR bonus toward university selection.

Contact Person: Deborah Fantone

78. Subject Name: **We eat, we learn! Mangiando s'impapa! - Italian CLIL**

Description of the Learning: In this innovative and engaging CLIL (Content and Language Integrated Learning) unit, students will explore, taste, and create healthy and delicious recipes inspired by the Mediterranean diet, while being taught exclusively in the Italian language. Students will also explore the impact of different cultures' food on Australians' eating habits, with a particular emphasis on the Italian food culture, by going on excursions to restaurants, cafes, and cheese factories in the area and in Melbourne. Students will also gain understanding of the importance of healthy and sustainable eating, by investigating the benefits of the Mediterranean diet, developing knowledge of the slow food movement, analysing food labels in Italian, and reusing and recycling food to create delicious recipes.

Contact Person: Stefania Panella



79. Subject Name: **Arabic Beginners Class** (Semester 1 and 2)

Description of the Learning: This is an introductory course to the Arabic language for students who have not studied Arabic in Year 7 and 8. This unit will focus on developing students' communication skills and enabling them to exchange information in Arabic.

Students will explore and understand a new culture and gain a better understanding of their own.

Arabic is currently the 5th most commonly spoken language in the world, with about 230 million people speaking it as their first language. Therefore, communication skills in Arabic play an important role in a wide range of professions. Knowing and understanding more than one language and culture provides students with a passport to a greater understanding of the world. Students should take advantage of this valuable opportunity and choose to learn Arabic.

Students intending to study Arabic at VCE will need to study Arabic during both semesters.

Contact Person: Mahir Al-Mugotir



80. Subject Name: **Arabic News Bulletin** (Continuing Pathway – Semester 1 and 2)

Description of the Learning: Arabic Broadcast News Reporting introduces students to current ideas and skills used in video and audio-based journalism. It adopts a hands-on approach with emphasis on researching stories and interviews. Students will be able to focus on their area of interest such as sports, weather or current affairs both locally and internationally.

This unit has a strong emphasis on the application of skills through small group work and production of a news bulletin. It also develops students audio and video reporting skills by using industry equipment and software. This will allow students to develop their presenting skills and enhance their technological abilities.

Students intending to study Arabic at VCE will need to study Arabic during both semesters.

Contact Person: Mahir Al-Mugotir



لقد تلقيت للتو لقطات من...

"I'm just getting word now that we've received footage of..."

81. Subject Name: **Persian Year 9** (Continuing Pathway – Semester 1 and 2)

Description of the Learning: The Persian Year 9 Language course has been designed for students who have an elementary level knowledge of Persian language in writing, listening, speaking and reading skills.

This course gives students the opportunity to initiate and maintain interactions in written and spoken Persian, to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans.

Students will collaborate with each other to make decisions, solve problems, negotiate and plan actions in response to issues. They apply rules of pronunciation, intonation and stress, including variations such as contractions. They locate, analyse and record information, feelings and opinions from a range of texts.

Students intending to continue with Persian at VCE need to select Persian for both semesters.

The main topics of this course are:

- Relationships and family
- Home, city and country lifestyles
- School, leisure and identity
- Community and tourism

Contact Person: Reza Karnejat

Welcome to Persia



NOTES:

NOTES:

NOTES:

NOTES:

Greater Shepparton College

(interim name)

Year 9 Elective Preferences Sheet

Student Name:

Current Campus:

Instructions:

- It is recommended that students choose a selection of electives from a wide variety of subject areas.
- **ELECTIVE PREFERENCES** – Select eight first preference electives and place them in order. 1 is your first choice. Select eight reserve subjects in case you do not get your first eight preferences across the year.
- **LANGUAGES** (Pathways and Beginners) and Band/Instrumental – if students choose a Languages elective or Band/Instrumental, they will take the subject in both semesters. This will count as 2 electives and they will have 6 choices left.
- **CLIL** – if students wish to undertake a CLIL elective they must do this in conjunction with a Beginners or Pathways Language elective.
- **HEALTH/PE** – some electives only run in Semester 1 or Semester 2.

First Preference Electives

Preference Order	Elective Number	Elective Name
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Reserve Electives

Preference Order	Elective Number	Elective Name
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Student Signature:

Parent Signature:

