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Health & Physical Education, Languages & Extreme Reading
The Arts
Technology

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Technology

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Wangaratta High School Vision

Wangaratta High School is an innovative flexible learning community.
We are committed to:

- Enabling every individual to achieve their personal best
- Building positive relationships
- Supporting our students to become active contributors in their community

Wangaratta High School Values

- Ready to Learn
- Personal Best
- Respectful
- Safe

Introduction

Wangaratta High School caters for approximately 850 students from Years 7 to 12 providing a broad range of challenging programs reflective of the diversity of our broader community. We strive to engage all students locally, as well as globally. Our students are fortunate to be involved in quality, personalised, learning programs and co-curricular opportunities that include an extensive music program, overseas expedition, Duke of Edinburgh Award, International Exchange Programs and a variety of sporting and extension activities.

Wangaratta High School operates under a Learning Community structure where the students and staff are allocated to smaller teams. These teams are designed to support the development of both a learning and wellbeing relationship over the years that the students attend Wangaratta High School. Students are able to select from a broad range of courses to assist in equipping them for their pathways beyond secondary school.

Wangaratta High School is committed to offering education of the highest quality for all of our students. The Victorian Government initiative; working towards a Victorian learning community, underpins our approach to education through the following three priority areas:

1. Recognising and responding to diverse student needs
2. Enhancing the Learning and Teaching relationship
3. Continuously improving our school

We have spent considerable time, energy and expertise to develop pathways programs which endeavour to best meet the needs of all of our students. Our students continue to achieve outstanding results in the Victorian Certificate of Education (VCE). We offer a broad range of educational opportunities that include the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) programs using external Registered Training Organisations (RTO’s). We also offer the Community Leadership Challenge (CLC) program at Year 9, and an extensive core program catering for Years 7 and 8.
students that is supplemented by a formal ‘Extreme’ Reading program. Additional literacy and numeracy assistance is also available to support individual students.

This handbook outlines the subject pathways that are offered from years 7 through to year 12, with specific focus on students in years 8 moving into year 9 in 2017. The booklet is designed to assist students and parents in making an informed choice as to which subject pathways would be most suitable for them. Please read the information carefully and contact your Mentor Teacher(s) on 03 5723 0500 to seek advice or if you have any further queries.

Wangaratta High School is a quality school that has excellent facilities, a talented and dedicated staff, strong leadership, a clear sense of direction, comprehensive and challenging programs, and a strong work ethic. We are proud of our school and ask you to seriously consider your child’s secondary pathway options.
We are very pleased and proud to promote the Wangaratta High School Middle Years Curriculum Handbook for 2017. Making subject selections that relate to your chosen pathway is a very important process. Many hours and a great deal of care has gone into producing this booklet to assist you in making informed choices about your studies for next year. This is the beginning of a journey to spark your curiosity, but it doesn’t stop there!

Our advice is that you read the handbook thoroughly, discuss your thoughts and options with your parents and then speak with the Domain Leaders of each subject area to find out more about the course outlines. We wish you all the best with the process.

Ms Michelle Lappin-Raeck
Assistant Principal

Ms Mandy Smith
Assistant Principal

The Victorian Curriculum F-10 is the new curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities.

The Victorian Curriculum F-10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for lifelong learning, social development and active and informed citizenship.

The Victorian Curriculum F-10 includes eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum.

The Victorian Curriculum F-10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.
The design of the Victorian Curriculum F–10 is set out below:

<table>
<thead>
<tr>
<th>Learning areas</th>
<th>Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td>Critical and Creative Thinking</td>
</tr>
<tr>
<td>• Dance</td>
<td>Ethical</td>
</tr>
<tr>
<td>• Drama</td>
<td>Intercultural</td>
</tr>
<tr>
<td>• Media Arts</td>
<td>Personal and Social</td>
</tr>
<tr>
<td>• Music</td>
<td></td>
</tr>
<tr>
<td>• Visual Arts</td>
<td></td>
</tr>
<tr>
<td>• Visual Communication Design</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>• Civics and Citizenship</td>
<td></td>
</tr>
<tr>
<td>• Economics and Business</td>
<td></td>
</tr>
<tr>
<td>• Geography</td>
<td></td>
</tr>
<tr>
<td>• History</td>
<td></td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Technologies</strong></td>
<td></td>
</tr>
<tr>
<td>• Design and Technologies</td>
<td></td>
</tr>
<tr>
<td>• Digital Technologies</td>
<td></td>
</tr>
</tbody>
</table>
Standards and Levels

The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

Each curriculum area includes content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do. The achievement standards are provided in 11 levels for English and Mathematics or in five or six bands for all the other learning areas and capabilities.

The achievement standards reflect the emphasis within the broad stages of schooling, these being:

- Foundation stage (Years F–2)
  
The focus is on the five curriculum areas of English, Mathematics, The Arts, Health and Physical Education, and Personal and Social capability. These areas all have a standard at Foundation. In the early years of schooling, schools may choose to structure teaching and learning programs around the five outcomes of the Victorian Early Years Learning and Development Framework (VEYLDF).

- Breadth stage (Years 3–8)

Students have the opportunity to fully engage with all learning areas and capabilities, with a focus on English, Mathematics, Science.

- Pathways stage (Years 9–10)

Students engage in a broad education and begin to plan their senior secondary program of study.

The 2017 School Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Term Dates</th>
<th>School Holiday Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>30 January – 31 March</td>
<td>1 April – 17 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>18 April – 30 June</td>
<td>1 July – 16 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>17 July – 22 September</td>
<td>23 September – 8 October</td>
</tr>
<tr>
<td>Term 4</td>
<td>9 October – 22 December</td>
<td>22 December - January 2018</td>
</tr>
</tbody>
</table>

To establish a foundation for successful learning, Wangaratta High School will again be holding ‘First Day Student-Led Conversations’ in 2017. The objectives of the program are:

1. To provide a forum for the development of a positive, working partnership between the School and Home
2. To provide the opportunity for personal, individual strategies and goals to be developed and reviewed for each student
3. To provide the opportunity for a shared understanding of the expectations by all partners
4. To ensure every student is 100% 'Ready to Learn' and have a positive start to the year
The school year is divided into two semesters and each semester has two terms. Students are formally assessed at the end of each semester and are provided with interim reports at the end of Terms 1 and 3. This is followed closely by student led, parent teacher conversations about their progress.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core subjects such as Mathematics, English, Science and Humanities run for the whole year.**

**Wangaratta High School Organisation**

At Wangaratta High School we strive for continual improvement in everything that we do. Our timetable model constitutes a 4 session day. Extensive research suggests that 70-minute learning timeslots support the best practices in teaching and learning. We endeavour to ensure that our students are given every possible opportunity to experience success. Part of this process is to facilitate Mentor Groups, where students meet with their Mentor Group Teacher for extended periods of time during the week.

**Wangaratta High School Session Times**

<table>
<thead>
<tr>
<th></th>
<th>Mon / Weds / Fri</th>
<th>Tues / Thurs</th>
<th>Mon</th>
<th>Tues</th>
<th>Weds</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>9.00 – 10.10</td>
<td>9.00 – 10.10</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Mentor Group</td>
<td>10.15 – 10.25</td>
<td>10.15 – 10.50</td>
<td>10</td>
<td>35</td>
<td>10</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>Recess (35) / (25)</td>
<td>10.25 – 11.00</td>
<td>10.50 – 11.15</td>
<td>35</td>
<td>25</td>
<td>35</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Session 2</td>
<td>11.00 – 12.10</td>
<td>11.15 – 12.25</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Session 3</td>
<td>12.15 – 1.25</td>
<td>12.30 – 1:40</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Lunch (55) / (40)</td>
<td>1.25 – 2.20</td>
<td>1.40 – 2.20</td>
<td>55</td>
<td>40</td>
<td>55</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>Session 4</td>
<td>2.20 – 3.30</td>
<td>2.20 – 3.30</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

In order to ensure that we are able to cater for the academic as well as the wellbeing needs of all of our students, we have two Learning Communities.

**Our two Sub-Schools are:**
- The Middle Years Learning Community - Students in Years 7 – 9
- The Senior Years Learning Community - Students in Years 10 – 12

Each Learning Community has their own main classrooms and area of the school. Through these, the students are able to develop meaningful relationships with their fellow students, as well as their Mentor Group teacher and other main classroom teachers. The teachers within each of the Learning Communities are responsible for the wellbeing of their students as well as the implementation of curriculum, teaching and learning strategies consistent with school policies.

Each student belongs to a Mentor Group. Every Mentor Group has a Mentor Teacher who is responsible for building and maintaining positive relationships with students and parents. This begins with ‘First Day Student Led Conversations’ at the beginning of each school year.

Each Mentor Group at Years 7 – 9 is allocated a small number of teachers within the Learning Community. These core teachers provide consistency for students and ensure individual student learning needs are appropriately catered for.
# Middle Years Learning Community – Years 7, 8 & 9

<table>
<thead>
<tr>
<th>LT Quality Educational Leadership</th>
<th>James Bourke</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT Quality Educational Leadership</td>
<td>Kasey Doyle</td>
</tr>
<tr>
<td>LT Quality Educational Leadership</td>
<td>Doreen Wheeler</td>
</tr>
<tr>
<td>Quality Educational Leadership Assistant</td>
<td>April Fojtik</td>
</tr>
<tr>
<td>Year 7 Quality Team Leader</td>
<td>Katherine Sullivan/Martin Cairns</td>
</tr>
<tr>
<td>Year 8 Quality Team Leader</td>
<td>Lesley Forman</td>
</tr>
<tr>
<td>Year 9 Quality Team Leader</td>
<td>Debbie Hogg</td>
</tr>
</tbody>
</table>

### Year 7

<table>
<thead>
<tr>
<th>Mentor Group</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>7A</td>
<td>Katherine Sullivan</td>
</tr>
<tr>
<td>7B</td>
<td>Martin Cairns</td>
</tr>
<tr>
<td>7C</td>
<td>Sharon Mellington</td>
</tr>
<tr>
<td>7D</td>
<td>Jackie Mitchell</td>
</tr>
<tr>
<td>7E</td>
<td>Lisa McLean</td>
</tr>
</tbody>
</table>

### Year 8

<table>
<thead>
<tr>
<th>Mentor Group</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>8A</td>
<td>Rheanna Lang/Chris Keast</td>
</tr>
<tr>
<td>8B</td>
<td>Doreen Wheeler</td>
</tr>
<tr>
<td>8C</td>
<td>Andrea Belci</td>
</tr>
<tr>
<td>8D</td>
<td>Alison McAuley-Hines</td>
</tr>
<tr>
<td>8E</td>
<td>Ashley Forster</td>
</tr>
<tr>
<td>8F</td>
<td>Meryl Herman</td>
</tr>
</tbody>
</table>

### Year 9

<table>
<thead>
<tr>
<th>Mentor Group</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>9A</td>
<td>Karen Mascas</td>
</tr>
<tr>
<td>9B</td>
<td>Debbie Hogg</td>
</tr>
<tr>
<td>9C</td>
<td>Nick Grimmer</td>
</tr>
<tr>
<td>9D</td>
<td>Bridie Flanagan/Jud Mullins</td>
</tr>
<tr>
<td>9E</td>
<td>Phil Hunter</td>
</tr>
<tr>
<td>9F</td>
<td>April Fojtik</td>
</tr>
<tr>
<td>Mentor Group</td>
<td>Mentor Teacher</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>10A</td>
<td>Rachel Taylor</td>
</tr>
<tr>
<td>10B</td>
<td>Andrew Wighton</td>
</tr>
<tr>
<td>10C</td>
<td>Leanne Read</td>
</tr>
<tr>
<td>10D</td>
<td>Kay Drummond/Glen Miles</td>
</tr>
<tr>
<td>10E</td>
<td>Katie Alexander</td>
</tr>
<tr>
<td>10F</td>
<td>Cory Stewart/Libby Walters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>12A</td>
</tr>
<tr>
<td>12B</td>
</tr>
<tr>
<td>12C</td>
</tr>
<tr>
<td>12D</td>
</tr>
<tr>
<td>12E</td>
</tr>
</tbody>
</table>
Year 7

Year 7 students study a common core curriculum. The majority of their classes are undertaken within their Mentor Groups. In addition students study a Language, choosing either Japanese or Italian. Extreme Reading is also offered as an alternative to Languages, but eligibility is dependent upon assessment and availability.

Year 8

Year 8 students study a common core curriculum. The majority of their classes are undertaken within their Mentor Groups. Students also continue to study a Language (Japanese or Italian) or Extreme Reading (upon invitation).

Art and Technology subjects run as a rotation across years 7 and 8. This will ensure that all students are given access to a ‘taste’ of all Art and Technology subjects. This will support elective choice and an understanding of pathway options in the future.

This rotation will include: Art, Food, Wood, Textiles, Metal, Drama and Visual Communication.

Music will run as a single session for all students each week.

Year 9

Having experienced a common core curriculum in Years 7 and 8, student choice is accentuated by the core and elective program available in Year 9.

- Subjects in Year 9 are organised as semester units.
- All students will be involved in various aspects of the Community Leadership Challenge Program (CLC).
- All students will study the core subjects of English, Mathematics, Science, Humanities and Health and Physical Education (HAPE).
- Students can select their other units for each semester as part of the Elective Blocks for The Arts and Technology. These include Vocational Education & Training (VET) Tasters: VET Hospitality, VET Music Industry and VET Sport and Recreation.
- All students participate in compulsory VET IT Tasters 2 sessions per week for 1 semester. This gives students approximately 40 hours of specific IT skills learning that will support them in taking on the VET IT / VCE IT Pathways.
- Students studying a Language should note that it must be taken as a semester sequence (i.e. studied all year). Language is not a compulsory study in Year 9 with the exception of students enrolled in the (SEAL) Select Entry Accelerated Learning program.
## Subjects offered 2017
### Middle Years Quality Learning Community - Years 7, 8 & 9

<table>
<thead>
<tr>
<th>Year Level</th>
<th>English</th>
<th>Humanities</th>
<th>Mathematics</th>
<th>Science</th>
<th>Languages</th>
<th>The Arts</th>
<th>Health &amp; Physical Education</th>
<th>Product Design &amp; Technology</th>
<th>Digital Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>English</td>
<td>SEAL</td>
<td>SEAL Maths</td>
<td>SEAL</td>
<td>Italian</td>
<td>Drama &amp; Art (One semester each)</td>
<td>Health and Physical Education (HAPE)</td>
<td>Technology: Food &amp; Textiles (One semester each)</td>
<td>Digital Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEAL</td>
<td>SEAL Maths</td>
<td>SEAL</td>
<td>Japanese</td>
<td>Music (1 period all year)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SEAL</td>
<td>SEAL Maths</td>
<td>SEAL</td>
<td>Extreme Reading</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>English</td>
<td>SEAL</td>
<td>SEAL Maths</td>
<td>SEAL</td>
<td>Italian</td>
<td>Art &amp; Visual Communication (One semester each)</td>
<td>Health and Physical Education (HAPE)</td>
<td>Metal &amp; Wood (One semester each)</td>
<td>Digital Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEAL</td>
<td>SEAL Maths</td>
<td>SEAL</td>
<td>Japanese</td>
<td>Music (1 period all year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEAL</td>
<td>SEAL Maths</td>
<td>SEAL</td>
<td>Extreme Reading</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>English</td>
<td>SEAL</td>
<td>SEAL Maths</td>
<td>SEAL</td>
<td>Italian</td>
<td>Art Music Performing Arts (Drama) Photography Visual Communication</td>
<td>Health and Physical Education (HAPE)</td>
<td>Metal Textiles Wood Food &amp; Technology</td>
<td>Digital Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEAL</td>
<td>SEAL Maths</td>
<td>SEAL</td>
<td>Japanese</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>SEAL</td>
<td>SEAL Maths</td>
<td>SEAL</td>
<td>Please note: Language is compulsory for students in the SEAL program. Extreme Reading (Sem 1 only)</td>
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</table>

### Community Leadership Challenge (CLC)

<table>
<thead>
<tr>
<th>9 CLC</th>
<th>Community Leadership Challenge (CLC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Project Based Learning (Full day for ½ year)</td>
</tr>
</tbody>
</table>

### Skill Elective

#### VET Taster Electives:
- VET Sport & Recreation,
- VET Music Industry,
- VET Hospitality

### Elective Co-Curricula Program:
- Duke of Edinburgh Award
  - (Elective accreditation – students complete logbook in their own time)
### Senior Years Quality Learning Community – Years 10, 11 & 12

<table>
<thead>
<tr>
<th>Year Level</th>
<th>English</th>
<th>Humanities</th>
<th>Mathematics</th>
<th>Science</th>
<th>Languages</th>
<th>The Arts</th>
<th>Health &amp; Physical Education</th>
<th>Product Design &amp; Technology</th>
<th>Digital Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>English Extensions Or English Team teaching prioritised</td>
<td>Humanities</td>
<td>Mathematics Extensions Or Mathematics</td>
<td>Core Science Elective Choice Semester One</td>
<td>Italian</td>
<td>Intro to Studio Arts</td>
<td>Health and Physical Education (HAPE) &amp; Traffic Safety</td>
<td>Product Design &amp; Technology Wood</td>
<td>Media</td>
</tr>
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</tbody>
</table>

### Victorian Certificate of Education (VCE) Units 1 and 2 / Vocational Education & Training (VET) & Victorian Certificate of Applied Learning (VCAL)

<table>
<thead>
<tr>
<th>Year Level</th>
<th>English</th>
<th>VCE Work Related Skills</th>
<th>VCAL Work Related Skills</th>
<th>Foundation Maths</th>
<th>Biology</th>
<th>Italian</th>
<th>Studio Arts</th>
<th>Physical Education</th>
<th>Product Design &amp; Technology</th>
<th>VCE: Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>English Literature English Language VCAL Literacy</td>
<td>VCAL Work Related Skills</td>
<td>VCAL Work Related Skills</td>
<td>Foundation Maths</td>
<td>Biology</td>
<td>Italian</td>
<td>Studio Arts</td>
<td>Physical Education</td>
<td>Product Design &amp; Technology</td>
<td>VCE: Computing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Management</td>
<td>Legal Studies</td>
<td>General Maths</td>
<td>Chemistry</td>
<td>German</td>
<td>Visual Communication</td>
<td>Health &amp; Human Development</td>
<td>Product Design &amp; Technology Wood</td>
<td>VCE VET: Media (formally Digital and Interactive Media) (1st year of 2 year sequence)</td>
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<td>Economics</td>
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<td>Japanese</td>
<td>Media Studies</td>
<td>Outdoor and Environmental Studies</td>
<td>Food Studies</td>
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<td>Global Empires</td>
<td>Maths Methods</td>
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<td>VCE VET: Technical Production (Music Industry)</td>
<td>VCAL Personal Development</td>
<td>Product Design &amp; Technology Textiles</td>
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<td>Agricultural &amp; Horticultural Studies</td>
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<td>Unit 1 &amp; 2 - Certificate III (2 year sequence)</td>
<td>VCE VET: Certificate III in Sport &amp; Recreation (1st year of 2 year sequence)</td>
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<td>Year</td>
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<td>English Literature</td>
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<td>VCAL Numeracy</td>
<td>Biology</td>
<td>German</td>
<td>Studio Arts</td>
<td>Physical Education</td>
<td>Product Design &amp; Technology</td>
<td>VCE: Informatics (previously IT Applications (Units 3&amp;4)</td>
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<td>VCAL Literacy</td>
<td>Business Management</td>
<td>Further Maths</td>
<td>Chemistry</td>
<td>Japanese</td>
<td>Visual Communication</td>
<td>Outdoor &amp; Environmental Studies</td>
<td>or</td>
<td>VCE VET: Media Certificate III (2nd year.)</td>
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<td>Global Politics</td>
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<td>VCAL Work, Related Skills</td>
<td>Specialist Maths</td>
<td>Agricultural &amp; Horticultural Studies</td>
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<td>VCE VET: Technical Production (Music Industry) Unit 3 &amp; 4 - Certificate III (2nd year - Scored Assessment available)</td>
<td>VCAL Personal Development</td>
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Please note; subjects highlighted in grey in the previous tables are compulsory.

**University Enhancement Studies** – available online

In Year 10 or Year 11 students may begin their Vocational Education and Training (VET) studies. A VET program usually takes two years to complete. A School Based Apprenticeship or Traineeship (SBAT) can be counted as one VET program. The VET’s listed in the Year 11 & Year 12 rows of the table above are taught by appropriately qualified teachers at WHS, and are based at Wangaratta High School.

Please note; the Wangaratta High School Whole School Curriculum Overview contains the complete list of ‘Subjects Offered’ at Wangaratta High School for 2017. The actual running of classes is dependent on student pathways choices. Where a subject does not attract enough student enrolments to be considered viable it may not run, it may be run as a combined class or it may run as a Unit 3 & 4 only.
### Vocational Education and Training (VET) programs available via external Registered Training Organisations (RTO’s)

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Fees</th>
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<tbody>
<tr>
<td>Certificate II in <strong>Automotive Studies</strong> (Pre-Vocational) (VCE VET)</td>
<td>($90 - year 1 fees / $90 Year 2)</td>
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<tr>
<td>Certificate II <strong>Beauty Services</strong></td>
<td>($575 year 1 fees / $685 year 2)</td>
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<tr>
<td>Certificate II in <strong>Building &amp; Construction</strong> (Carpentry) (Pre-Apprenticeship) (VCE VET)</td>
<td>(partial completion) ($380 - year 1 fees / $200 year 2)</td>
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<tr>
<td>Certificate II in <strong>Community Services</strong></td>
<td>($170 - year 1 fees / $50 year 2)</td>
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<tr>
<td>Certificate II in <strong>Engineering Studies</strong> (VCE VET)</td>
<td>($220 - year 1 fees / $190 year 2)</td>
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<tr>
<td>Certificate II in <strong>Hairdressing</strong> (including selected units from Certificate III Hairdressing)</td>
<td>($680 - year 1 fees / $370 Year 2)</td>
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<tr>
<td>Certificate III in <strong>Health Services Assistance &amp; Allied Health</strong> (Combined) (VCE VET)</td>
<td>($300 - year 1 fees / $150 Year 2)</td>
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<tr>
<td>Certificate II in <strong>Kitchen Operations</strong> (Hospitality) (VCE VET)</td>
<td>($380 - year 1 fees / $200 Year 2)</td>
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<tr>
<td>Certificate III in <strong>Laboratory Skills</strong> (VCE VET)</td>
<td>($150 - year 1 fees / $150 Year 2)</td>
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</table>

(Please note: these programs may not be ‘VCE / VET’s’ and therefore attract no / or only a partial A.T.A.R score.)

The details of the courses listed above are found in the ‘VET in Schools 2017 Course Guide.’

Given the requirements and costs association with access to external VET programs requires in internal interview with WHS Pathways Leaders as well as the external provider and a deposit for the materials fees payable on acceptance into the course / at time of interview.
The Semester System

The Wangaratta High School year is divided up into two semesters:

Semester 1 = Terms 1 & 2  
Semester 2 = Terms 3 & 4

In Years 7, 8 and 9, subjects take the form of units and many of these are taken for one semester.

Some Advantages of the Semester System:

1. Students can choose from a wider range of subjects.
2. Students have more opportunity to achieve success through studying subjects of the level and type appropriate to them as individuals.
3. Students (and their parents) are given an early opportunity to be involved in decisions about their courses according to their interests and career ambitions.
4. The semester-based structure is similar to that of the structure in Years 11 & 12, allowing smooth transition into the senior levels.
5. Students have the opportunity to undertake extension work in areas of interest.

Course Selection & Changes

In making their course selections all students should:

- Carefully consider their interests, abilities, past studies and future aspirations.
- Carefully read the requirements of each unit with particular attention to keeping options open for the future.
- Consult with parents, Mentor Group Teacher, Team Leader, Quality Educational Leaders, Subject Teachers, Careers Advisors and other relevant people and institutions.
- Follow the rules on compulsory studies.

Course Changes:

- Course changes can only be made within the first two weeks of each semester.
- All class changes and course change requests need to be submitted to the General Office using the appropriate pro formas that require a Parental, Mentor Teacher and Year Level Quality Educational Leader signature.
- When considering class / course changes consideration is always given to the social, emotional, academic and physical characteristics of the student(s) requesting the class / course change as well as other students impacted upon by the change.
Wangaratta High School offers the opportunity for all students to study a Language. The choices at Year 7 for 2017 are Italian and Japanese. Each student decides, upon entering the school, which language they would like to study. The students will then take this language for at least two years, deciding at the end of Year 8 if they would like to continue their Language study.

The only students that do not undertake Language are those identified as benefiting from intensive corrective reading support in the Extreme Reading program. These students are identified using standardised testing data and are usually withdrawn for the remainder of the compulsory Language program.

In order to help your child to identify which Language they wish to do we suggest that they discuss it with a broad range of people beforehand. People such as yourself and other family members are a good place to start. Students moving into Year 7 also need to think about their prior experiences of learning a Language, whether they wish to continue with the language they currently study or have studied in the past, or whether they should take on a new language.

** Some students will be invited to undertake ‘Extreme Reading’ as an alternative to a Language.**
Year 7 English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together these strands focus on developing each individual student’s knowledge, understanding and skills in reading and viewing, speaking and listening, and writing and creating. Students will build on the skills and understandings gained in the previous year to continuously extend their knowledge and develop their capabilities to the next level.

Students will have ‘real world’ opportunities for reading and writing in order to learn how to:
- express and reflect
- inform and explain
- evaluate and judge
- inquire and explore
- analyse and interpret
- take a stand and propose a solution

Reading and viewing

Students will experience a variety of texts designed for self-expression and enjoyment as well as those designed to inform, critique and persuade. They will listen to, read, view, interpret, critique, evaluate and perform a range of spoken, written and non-print texts. These include:
- print texts, such as novels, poetry, plays, biographies, reference, magazines, newspapers
- digital texts, such as blogs, websites, social media
- non-print texts, such as short films, animations and advertisements
- media texts, such as podcasts, radio and television
- rich examples of contemporary and classical literature from Australia and the rest of the world

Students will have the opportunity to select, share and discuss books with their peers in Literature Circles as well as regular opportunities to read individually. Students will learn a variety of comprehension skills in order to analyse and evaluate texts. They will keep a Readers Notebook for recording comprehension strategies and their own responses to the text.

Writing and creating

Students will review, create, transform and innovate on a range of imaginative, informative and persuasive texts including; narratives, procedures, performances, reports and discussion.

Writers Workshop

They will develop their own writing through the use of the Writer’s Notebook and learning about the traits of good writing. They will analyse literary and media texts and use these as models for their own writing. They will learn how to review and edit their own and others’ writing, in order to apply correctly the conventions of grammar, spelling and punctuation.

Speaking and listening

Students will interact with their peers, teachers, family members and community members in a variety of contexts face-to-face and online/virtual environments. They will use interaction skills to reflect on, discuss and explore ideas about language and literature. They will also have the opportunity to plan, rehearse and deliver live and video presentations, including persuasive and dramatic performances.

**Year 7 Humanities**

Students will examine the interaction of people from different societies and their environment based on the studies of Civic and Citizenship, Economics and Business, History and Geography. The history component focuses on developing students’ knowledge of ancient civilisation and culture from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c.650 AD (CE). The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India. They will demonstrate understanding of key concepts, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

The geography component examines the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection. Students’ conceptual thinking is developed through two sub-strands: Water in the world and Landforms and landscapes. Water in the world focuses on water as an example of a renewable environmental resource. Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. It also develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.

In Civic and Citizenship students study the origins of democracy and various other types of government in an historical context. They learn about the Australian Constitution and how its features, principles and values shape Australia’s democracy. They explore the responsibilities and freedoms of citizens and how citizens can participate in Australia’s democracy. They look at how the rights of individuals are protected through the justice system, how laws are made and the types of laws used in Australia. Students also explore how Australia’s secular system of government supports a diverse society with shared values. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

In Economics and Business, students consider what it means to be a consumer, a worker and a producer in the market and the relationships between, and interdependence of, these groups. The ways markets work within Australia to set prices, the participants in the market system and the ways these participants may influence the market’s operation are explored. The emphasis is on personal, community, national and regional issues, with opportunities for the concepts to be considered in relation to global issues where appropriate.


**Year 7 Mathematics**

In Year 7, students work with powers of whole numbers, use index notation, represent numbers as products of powers of prime numbers, and investigate square roots of perfect squares. They use number properties to assist with calculation and order, and to add and subtract integers. Students find equivalent fractions, represent positive and negative fractions and mixed numbers on a number line and add, subtract, multiply and divide fractions and decimals with and without the use of technology. They express one quantity as a fraction of another, round to a specified number of decimal places, and convert between fractions, decimals and percentages. They find
percentages of quantities and one quantity as a percentage of another. They solve simple ratio problems and calculate best buys with and without the use of technology.

Students use variables to express relationships in real life data, and interpret and analyse corresponding graphs. They use pro-numerals to construct simple algebraic expressions and substitute numerical values into these. They solve simple linear equations and plot points on the Cartesian plane.

Students use formulas for calculating areas of triangles, rectangles and related shapes, and volumes of cubes and rectangular prisms. They form two-dimensional representations of prisms, buildings and other structures. They use simple combinations of transformations, with and without technology, to create geometric patterns and identify line and point symmetry, apply parallel line and transversal angle properties, angles sums in triangles and quadrilaterals, classify triangles and quadrilaterals, and construct them using compass and straight edge and dynamic geometry technology.

Students construct sample spaces for simple experiments involving chance, and assign probabilities to outcomes. They use data from primary and secondary sources to investigate issues of interest, and employ data displays such as dots plots and stem and leaf plots to compare data sets, and calculate measures of centre and simple measures of spread to analyse and interpret the data.


**Year 7 Science**

In Years 7 and 8, the curriculum focus is on explaining phenomena involving science and its applications. Students explain the role of classification in ordering and organising information about living and non-living things. They classify the diversity of life on Earth into major taxonomic groups and consider how the classification of renewable and non-renewable resources depends on the timescale considered. Students classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. They use and develop models including food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. Students investigate relationships in the Earth-Sun-Moon system and use models to predict and explain astronomical phenomena. They explain changes in an object’s motion by considering the interaction between multiple forces. Students link form and function at a cellular level and explore the organisation and interconnectedness of body systems. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

Year 7 Languages (Italian & Japanese)

Italian

Students become familiar with the Italian pronunciation and sound system, noting similarities and differences with English. They build a vocabulary about people and objects in their immediate worlds. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject–verb–object), enriched by the use of adjectives. They create their own texts mainly using the present tense of regular and common irregular verbs. They gradually build more extended texts, using cohesive devices. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register. They develop a metalanguage to describe and discuss the features of Italian.

Students use different communication modes and different text genres. They learn to use modelled and rehearsed language in familiar contexts and begin to use Italian to create and communicate their own meanings. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the processes involved in using different languages at different times, being involved with different cultures, and developing their capability as learners of Italian.

Japanese

Students become familiar with the sounds and patterns of spoken Japanese, including pronunciation, rhythm and intonation. They identify words borrowed from English, observing differences in pronunciation and spelling. They use Japanese in classroom interactions and short communicative tasks. They listen to and read texts to obtain specific details or to understand general meaning. Students understand and apply rules or patterns to elements of Japanese grammar including word order, simple verb forms, nouns, adjectives and particles. They understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. Students use modelled examples and apply knowledge of language features to create texts for informative, personal or descriptive purposes. Students develop an awareness of different cultural perspectives. They identify words, phrases and behaviours that convey Japanese traditions including politeness and humility and use these appropriately.

Students are encouraged to speak, listen to, read and write Japanese. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features including particles, adjectives, verb tenses and politeness forms. Students apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s).
Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences.

Students read, view and listen to a range of texts, and apply modelled language to create and present their own texts. They share grammatical knowledge and language resources to plan, problem-solve, monitor and reflect. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and to clarify meaning. They develop linguistic and cultural awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

Students use a range of processes such as observing, comparing and reflecting on language use to identify how cultural perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They develop metalanguage for discussing the nature of language and culture, and monitor and reflect on their language and culture.


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**The Arts**

**Year 7 Art**

In Levels 7 and 8, students will make and respond to visual artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles. Students develop an informed opinion about artworks based on their research of current and past artists. They examine their own culture and develop a deeper understanding of their practices as an artist.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual expressions. They extend their thinking and use of perceptual and conceptual skills and continue to use and apply appropriate visual language and visual conventions with increasing complexity.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

**Visual Arts Content Descriptions**

**Explore and Express Ideas**

1. Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks
2. Explore how artists use materials, techniques, technologies and processes to realise their intentions in artworks

**Visual Arts Practices**

1. Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks
2. Develop skills in planning and designing art works and documenting artistic practice

**Present and Perform**

1. Create and display artworks, describing how ideas are expressed to an audience

**Respond and Interpret**

1. Analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences
2. Identify and connect specific features of visual artworks from different cultures, historical and contemporary times


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**Year 7 Music**

In Years 7 and 8, students make and respond to music independently and collaboratively, with their peers, teachers and communities.

Students using listening skills to identify and make decisions about how they can manipulate rhythm, pitch, dynamics and expression, form and structure, and timbre and texture to achieve expressive outcomes or realise specific intentions when composing and performing. They sing, play, create, document (notate/record) and perform music in a range of styles, focusing on technical accuracy, use of expression and maintaining an independent part against contrasting parts. They develop understanding of how musicians communicate in ensembles and perform to audiences in a variety of settings and learn specific skills associated with these practices. They explore ways technologies are used in music performance, composition and distribution.

Students engage with more diverse performances exploring music from a range of cultures, times and locations, identifying similarities and differences. They learn about ways that traditional and contemporary styles of music evolve and are sustained. When listening, composing and performing music, students maintain safety, correct posture and technique in using voice, instruments and technologies and when interacting with others.

As they make and respond to music, students explore social, cultural and historical influences on music from diverse times, cultures and locations. They evaluate ways that elements of music are manipulated to communicate composers’ and performers’ intentions, and the use of technical and expressive skills in music they listen to, create and perform.


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**Year 7 Drama**

In Years 7 and 8, students make and respond to drama independently, and with their peers, teachers and communities.

Students build on their understanding of role, character and relationships. They use voice and movement to sustain character and situation. They use focus, tension, space and time to enhance drama. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. They shape drama for audiences using narrative and non-narrative dramatic forms and production elements.
Students engage with more diverse performances exploring and drawing on drama from a range of cultures, times and locations. They identify similarities and differences and begin to learn about ways that traditional and contemporary styles of drama evolve and are sustained.

As they make and respond to drama, students explore ways meaning is created in drama and consider social, cultural and historical influences of drama. They evaluate directors’ intentions, expressive skills used by actors and actor-audience relationships in drama they view and perform.


### Year 7 Health and Physical Education

**Movement and physical activity**

This is the foundation for all health and physical education electives in further years. It is a combination of health, physical and sport education. Students will learn the importance of engaging in physical activity to enhance health and for enjoyment and fun. Students will participate in various physical activities that develop health-related and skill-related fitness components and allow students to create and monitor personal fitness plans.

Students will cover units such as swimming, athletics, cross country, Fundamental Motor Skills (throw, catch, run, dodge, ball bounce, forehand and backhand strike) gymnastics, fitness testing, netball, soccer, T-Ball and super 8 cricket. In these sport units students will be evaluated on their ability to use feedback to improve body control and coordination when performing specialized movement skills. Students will also be asked to compose and perform movement sequences for specific purposes in a variety of contexts and practice, apply and transfer movement concepts and strategies.

**Health knowledge and promotion**

Health studies will enable students to investigate the impact of transition and change on identities. Students will be asked to evaluate strategies to manage personal, physical and social changes as they grow older. They will examine barriers to seeking support and evaluate strategies to overcome these and investigate and select strategies to promote health, safety and wellbeing. The units covered in Year 7 Health are: Puberty (Where do I come from?), Bullying, Mental Health and wellbeing, Safety (risk taking), Food and nutrition and the Health benefits of being physically active.


### Technology & Technology

In Years 7 and 8, students investigate and select from a range of technologies. They consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills...

In Year 7, students investigate and select from a range of technologies. They consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence.
Students respond to feedback from others and evaluate design processes used and designed solutions. They investigate design and technology professions and the contributions that each makes to society locally, nationally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings that employ scale, pictorial and aerial views to draw environments.

With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when producing designed solutions.

Students will have the opportunity to create designed solutions at least once in the following four Design & Technologies contexts:

- Food
- Textiles
- Wood

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together these strands focus on developing each individual student’s knowledge, understanding and skills in reading and viewing, speaking and listening, and writing and creating. Students will build on the skills and understandings gained in the previous year to continuously extend their knowledge and develop their capabilities to the next level.

Students will have ‘real world’ opportunities for reading and writing in order to learn how to:

- express and reflect
- inform and explain
- evaluate and judge
- inquire and explore
- analyse and interpret
- take a stand and propose a solution

Reading and viewing
Students will experience a variety of texts designed for self-expression and enjoyment as well as those designed to inform, critique and persuade. They will listen to, read, view, interpret, critique, evaluate and perform a range of spoken, written and non-print texts. These include:

- print texts, such as novels, poetry, plays, biographies, reference, magazines, newspapers
- digital texts, such as blogs, websites, social media
- non-print texts, such as short films, animations and advertisements
- media texts, such as podcasts, radio and television
- rich examples of contemporary and classical literature from Australia and the rest of the world

Students will have the opportunity to select, share and discuss books with their peers in Literature Circles as well as regular opportunities to read individually. Students will learn a variety of comprehension skills in order to analyse and evaluate texts. They will keep a Readers Notebook for recording comprehension strategies and their own responses to the text.

Writing and creating
Students will review, create, transform and innovate on a range of imaginative, informative and persuasive texts including; narratives, procedures, performances, reports and discussion.

Writers Workshop
They will develop their own writing through the use of the Writer’s Notebook and learning about the traits of good writing. They will analyse literary and media texts and use these as models for their own writing. They will learn how to review and edit their own and others' writing, in order to apply correctly the conventions of grammar, spelling and punctuation.

Speaking and listening
Students will interact with their peers, teachers, family members and community members in a variety of contexts face-to-face and online/virtual environments. They will use interaction skills to reflect on, discuss and explore ideas about language and literature. They will also have the
opportunity to plan, rehearse and deliver live and video presentations, including persuasive and
dramatic performances.

http://victoriancurriculum.vcaa.vic.edu.au/level8

**Year 8 Humanities**

Students will examine the interaction of people from different societies and their environment based on the studies of Civic and Citizenship, Economics and Business, History and Geography. The history component focuses on developing students’ knowledge of the period from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. They will demonstrate understanding of key concepts, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance. The geography component examines the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection. Students’ conceptual thinking is developed through two sub-strands: Place and liveability, and changing nations. Place and liveability focuses on the concept of place through an investigation of liveability. Changing nations focuses on the concept of change by investigating the changing human geography of countries, as revealed by shifts in population distribution, a sensitive indicator of economic and social change.

In Civics and Citizenship students increase their understanding of Australian democracy, including the establishment of the Australian nation and the origins of our political and legal systems. They continue to develop their understanding of the structure of government through the activities of government that they are familiar with – in local, state, national contexts. They look at how the rights of individuals are protected through the justice system, how laws are made and the types of laws used in Australia. Students also explore how Australia’s secular system of government supports a diverse society with shared values. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

In Economics and Business, students develop an understanding of what it means to be a consumer, a worker and a producer in the market and the relationships between, and interdependence of, these groups. Students investigate how businesses and individuals use enterprising behaviours and capabilities and how entrepreneurial capabilities contribute to business success and help businesses create and respond to opportunities in the market. The emphasis is on personal, community, national and regional issues, with opportunities for the concepts to be considered in relation to global issues where appropriate.

http://victoriancurriculum.vcaa.vic.edu.au/level8
Year 8 Mathematics

In Year 8, students consolidate their proficiency with the four arithmetic operations, and combinations of these, for general computation involving natural numbers, integers and rational numbers, with and without the use of technology. They represent these numbers on the real number line. They extend the use of indices and develop the index laws using number examples. Students investigate the relationship between decimal and fraction representations of rational numbers (terminating and recurring decimals) and work with some irrational real numbers such as square roots and multiples and fractions of \( \pi \) (pi). They solve a range of problems involving ratios, proportions, percentages and rates, with and without the use of digital technologies.

Students generalise from number to algebra, and expand, factorise, simplify and substitute into simple algebraic expressions. They plot linear relations on the Cartesian plane, with and without the use of digital technology, solve linear equations and apply linear models.

Students convert between units for area and for volume, and solve problems involving duration using 12-hour and 24-hour time, within a given time zone. They develop and use formulas for calculating perimeters and areas of quadrilaterals and circles, and volumes of prisms, and solve related measurement problems.

Students use congruence and transformations to establish properties of plane shapes related to sides, angles and symmetry, and solve related problems.

Students use the logical connectives ‘not’, ‘and’, ‘or’ and ‘either … or’ to relate events to probabilities, and use Venn diagrams and two-way tables to calculate probabilities. They develop an understanding that probabilities range from 0 to 1 and that the sum of probabilities for events in a sample space is 1.

Students investigate and use various techniques for collecting data, including random sampling. They use digital technology to explore the variability of proportions and means in random samples drawn from a given population, and investigate the effect of individual data values, including outliers, on the measure of centre (average).

http://victoriancurriculum.vcaa.vic.edu.au/level8

Year 8 Science

In Years 7 and 8, the curriculum focus is on explaining phenomena involving science and its applications. Students explain the role of classification in ordering and organising information about living and non-living things. They classify the diversity of life on Earth into major taxonomic groups and consider how the classification of renewable and non-renewable resources depends on the timescale considered. Students classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. They use and develop models including food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. Students investigate relationships in the Earth-Sun-Moon system and use models to predict and explain astronomical phenomena. They explain changes in an object’s motion by considering the interaction between multiple forces. Students link form and function at a cellular level and explore the organisation and interconnectedness of body systems. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and
explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

By the end of Level 8, students explain how evidence has led to an improved understanding of a scientific idea. They discuss how science knowledge can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society. They investigate different forms of energy and explain how energy transfers and transformations cause change in simple systems. They use examples to illustrate how light forms images. They use a wave model to explain the properties of sound. They use the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances. They describe and apply techniques to separate pure substances from mixtures. They provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation. They analyse the relationship between structure and function at cell, organ and body system levels. They identify and classify living things. They explain how living organisms can be classified into major taxonomic groups based on observable similarities and differences. They predict the effect of environmental changes on feeding relationships between organisms in a food web. They distinguish between different types of simple machines and predict, represent and analyse the effects of unbalanced forces, including Earth’s gravity, on motion. They compare processes of rock formation, including the time scales involved, and analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They model how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth.

Students identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They plan experiments, identifying variables to be changed, measured and controlled. They consider accuracy and ethics when planning investigations, including designing field or experimental methods. Students summarise data from different sources and construct representations of their data to reveal and analyse patterns and relationships, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings.

http://victoriancurriculum.vcaa.vic.edu.au/level8

**Year 8 Languages (Italian & Japanese)**

**Italian**

Students become familiar with the Italian pronunciation and sound system, noting similarities and differences with English. They build a vocabulary about people and objects in their immediate worlds. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject–verb–object), enriched by the use of adjectives. They create their own texts mainly using the present tense of regular and common irregular verbs. They gradually build more extended texts, using cohesive devices. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register. They develop a metalanguage to describe and discuss the features of Italian.

Students use different communication modes and different text genres. They learn to use modelled and rehearsed language in familiar contexts and begin to use Italian to create and communicate their own meanings. They learn how to make observations about the relationship
between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the processes involved in using different languages at different times, being involved with different cultures, and developing their capability as learners of Italian.

**Japanese**

Students become familiar with the sounds and patterns of spoken Japanese, including pronunciation, rhythm and intonation. They identify words borrowed from English, observing differences in pronunciation and spelling. They use Japanese in classroom interactions and short communicative tasks. They listen to and read texts to obtain specific details or to understand general meaning. Students understand and apply rules or patterns to elements of Japanese grammar including word order, simple verb forms, nouns, adjectives and particles. They understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. Students use modelled examples and apply knowledge of language features to create texts for informative, personal or descriptive purposes. Students develop an awareness of different cultural perspectives. They identify words, phrases and behaviours that convey Japanese traditions including politeness and humility and use these appropriately.

Students are encouraged to speak, listen to, read and write Japanese. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features including particles, adjectives, verb tenses and politeness forms. Students apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s).

Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences.

Students read, view and listen to a range of texts, and apply modelled language to create and present their own texts. They share grammatical knowledge and language resources to plan, problem-solve, monitor and reflect. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and to clarify meaning. They develop linguistic and cultural awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

Students use a range of processes such as observing, comparing and reflecting on language use to identify how cultural perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They develop metalanguage for discussing the nature of language and culture, and monitor and reflect on their language and culture.

http://victoriancurriculum.vcaa.vic.edu.au/level8
Year 8 Extreme Reading Program

This subject is not selected by students but offered to students who have been identified through testing as needing assistance to develop their reading skills.

There are 2 strands at this level - Decoding B2 - Decoding C and Comprehension B1

In Decoding B2, students will learn about:
- word attack skills
- comprehension of text
- sounding like a reader

In Decoding B2, students will learn how to:
- build knowledge of sound combinations, affixes and their meaning
- develop vocabulary skills
- build literal and inferential comprehension skills
- improve your reading rate and accuracy
- read with phrasing and fluency

In Decoding C and Comprehension B1, students will learn about:
- using analytical skills that can be applied to higher order thinking tasks
- reading informational material
- sounding like a reader and understanding all the skills used by a reader

In Decoding C and Comprehension B1, students will learn how to:
- draw conclusions from evidence
- develop vocabulary skills with difficult words
- build literal and inferential comprehension skills
- improve your reading rate and accuracy
- make analogies
- make inferences
- accurately follow directions

If you would like further information about eligibility please contact the Literacy Leader – Mrs Doreen Wheeler on 03 5723 0500.

http://victoriancurriculum.vcaa.vic.edu.au/level8
In Levels 7 and 8, students will make and respond to visual artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles. Students develop an informed opinion about artworks based on their research of current and past artists. They examine their own culture and develop a deeper understanding of their practices as an artist.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual expressions. They extend their thinking and use of perceptual and conceptual skills and continue to use and apply appropriate visual language and visual conventions with increasing complexity.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

**Visual Arts Content Descriptions**

**Explore and Express Ideas**

3. Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks
4. Explore how artists use materials, techniques, technologies and processes to realise their intentions in art works

**Visual Arts Practices**

3. Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks
4. Develop skills in planning and designing art works and documenting artistic practice

**Present and Perform**

2. Create and display artworks, describing how ideas are expressed to an audience

**Respond and Interpret**

3. Analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences
4. Identify and connect specific features of visual artworks from different cultures, historical and contemporary times

http://victoriancurriculum.vcaa.vic.edu.au/level8
Year 8 Music

In Years 7 and 8, students make and respond to music independently and collaboratively, with their peers, teachers and communities.

Students using listening skills to identify and make decisions about how they can manipulate rhythm, pitch, dynamics and expression, form and structure, and timbre and texture to achieve expressive outcomes or realise specific intentions when composing and performing. They sing, play, create, document (notate/record) and perform music in a range of styles, focusing on technical accuracy, use of expression and maintaining an independent part against contrasting parts. They develop understanding of how musicians communicate in ensembles and perform to audiences in a variety of settings and learn specific skills associated with these practices. They explore ways technologies are used in music performance, composition and distribution.

Students engage with more diverse performances exploring music from a range of cultures, times and locations, identifying similarities and differences. They learn about ways that traditional and contemporary styles of music evolve and are sustained. When listening, composing and performing music, students maintain safety, correct posture and technique in using voice, instruments and technologies and when interacting with others.

As they make and respond to music, students explore social, cultural and historical influences on music from diverse times, cultures and locations. They evaluate ways that elements of music are manipulated to communicate composers’ and performers’ intentions, and the use of technical and expressive skills in music they listen to, create and perform.

By the end of Year 8, students manipulate the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use music terminology and symbols to recognise, describe and notate selected features of music.

Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others have made to communicate ideas and intentions as performers and composers of music from different cultures, times and locations.

http://victoriancurriculum.vcaa.vic.edu.au/level8

Year 8 Visual Communications

In Levels 7 and 8, students research and investigate the practices and viewpoints of designers in the creation of visual communications and gain an understanding of how to visually communicate ideas to an audience. They experiment and develop their skills in creative, critical and reflective thinking through the use of a design process. Students consider social, ethical, economic, and environmental factors of visual communication design practice.

Students identify, analyse, interpret and evaluate visual communications from a range of cultures, times and places. They investigate the use of visual language through the use of drawing conventions, design elements and principles and how these communicate ideas to different audiences in different contexts and locations.
Students develop an understanding of safe and ethical practices when generating, developing and refining visual design presentations, including exploring sustainable practices.

**Visual Communication Design Content Descriptions**

**Explore and Represent Ideas**

1. Explore and apply methods, materials, media, design elements and design principles to create and present visual communications

**Visual Communication Design Practices**

1. Use manual and digital drawing methods and conventions to create a range of visual communications

**Present and Perform**

1. Develop and present visual communications for different purposes, audiences and in response to specific needs

**Respond and Interpret**

1. Identify and describe the purpose, intended audience and context in a range of visual communications from different historical, social and cultural contexts
2. Identify and describe the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts

**Visual Communication Design Achievement Standard**

By the end of Level 8, students identify and describe how designers use visual communication practices to respond to briefs in different historical, social and cultural contexts. They apply this knowledge in the development of their own visual communication practices.

Students select and use appropriate drawing conventions, methods, materials, media, design elements and design principles to create effective visual communications.

Students evaluate how they and others are affected and influenced by visual communications from different cultures, times and places. They identify and describe practices of visual communication designers in visual communications from different cultures, times and places.
Year 8 Health and Physical Education

Movement and physical activity

This is the foundation for all health and physical education electives in further years. It is a combination of health, physical and sport education. Students will learn the importance of engaging in physical activity to enhance health and for enjoyment and fun. Students will cover units such as swimming, athletics, cross country, basketball, hockey, gymnastics, volleyball, bat tennis, football, soccer, netball and fitness testing and training specific fitness components.

In these sport units students will be evaluated on their ability to proficiently perform complex movement and manipulative skills. Students will participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans. They will be asked to demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance. Students will also participate and investigate the cultural and historical significance of a range of physical activities.

Health knowledge and promotion

Health studies will enable students to investigate the benefits of relationships and examine their impact on their own and other’s health and wellbeing. Students will analyses factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity and develop skills to evaluate health information and express health concerns. The units covered in year 8 Health are; Respectful Relationships, Body image, Alcohol, smoking and other drugs and Sexual education.

http://victoriancurriculum.vcaa.vic.edu.au/level8

Design & Technology

In Years 7 and 8, students investigate and select from a range of technologies. They consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills...

In Year 8, students investigate and select from a range of technologies. They consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence.

Students respond to feedback from others and evaluate design processes used and designed solutions. They investigate design and technology professions and the contributions that each makes to society locally, nationally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to
produce patterns, annotated concept sketches and drawings that employ scale, pictorial and aerial views to draw environments.

With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when producing designed solutions.

Students will have the opportunity to create designed solutions at least once in the following four Design & Technologies contexts:

- Food
- Textiles
- Wood
- Metal

**Cost:** These subjects include an essential $40 materials contribution per subject.

http://victoriancurriculum.vcaa.vic.edu.au/level8
Year 9 Subjects 2017

Year 9 Core Areas of Study

One full day per week for a full semester will be allocated for students to work on their project. There will also be capacity for student projects to be formally linked to core subjects in Science, Maths, English, Humanities and Health / Physical Education.

A *sample* weekly schedule Semester One:

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<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>English</td>
<td>Humanities</td>
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<td>Mathematics</td>
<td>Elective Art / Tech or Language</td>
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<tr>
<td>Mathematics</td>
<td>Health / Physical Education</td>
<td>Whole Community Project Learning</td>
<td>Elective Art / Tech or Language</td>
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<td>Science</td>
<td>English</td>
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<td>Science</td>
<td>Humanities</td>
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<td>English</td>
<td>Maths</td>
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A *sample* weekly schedule Semester Two:

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<tbody>
<tr>
<td>English</td>
<td>Humanities</td>
<td>VET IT Taster</td>
<td>Mathematics</td>
<td>Humanities</td>
</tr>
<tr>
<td>Elective Art / Tech or Language</td>
<td>Health / Physical Education</td>
<td>Skill Elective</td>
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</tr>
<tr>
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<td>English</td>
<td>Skill Elective</td>
<td>Science</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Maths</td>
<td>Art/Tech</td>
<td>VET IT Taster</td>
<td>English</td>
<td>Art/Tech</td>
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*Core* subjects based around the DEECD requirements as per the Victorian Curriculum will be studied in Science, Maths, English, Humanities and Health/Physical Education.

*Elective* subjects will be studied in the Arts, including the Performing Arts, Technology, Languages and Health/Physical Education.

An extensive ‘Mentor Group’ program will support students in the core and elective subjects. Students will be encouraged to develop further, their independent learning skills and investigate ‘pathways’ to future learning.
Year 9 English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together these strands focus on developing each individual student’s knowledge, understanding and skills in reading and viewing, speaking and listening, and writing and creating. Students will build on the skills and understandings gained in the previous year to continuously extend their knowledge and develop their capabilities to the next level.

Students will have ‘real world’ opportunities for reading and writing in order to learn how to:

- express and reflect
- inform and explain
- evaluate and judge
- inquire and explore
- analyse and interpret
- take a stand and propose a solution

Reading and viewing
Students will experience a variety of texts designed for self-expression and enjoyment as well as those designed to inform, critique and persuade. They will listen to, read, view, interpret, critique, evaluate and perform a range of spoken, written and non-print texts. These include:

- print texts, such as novels, poetry, plays, biographies, reference, magazines, newspapers
- digital texts, such as blogs, websites, social media
- non-print texts, such as short films, animations and advertisements
- media texts, such as podcasts, radio and television
- rich examples of contemporary and classical literature from Australia and the rest of the world

Students will have the opportunity to select, share and discuss books with their peers in Literature Circles as well as regular opportunities to read individually. Students will learn a variety of comprehension skills in order to analyse and evaluate texts. They will keep a Readers Notebook for recording comprehension strategies and their own responses to the text.

Writing and creating
Students will review, create, transform and innovate on a range of imaginative, informative and persuasive texts including; narratives, procedures, performances, reports and discussion.

Writers Workshop
They will develop their own writing through the use of the Writer’s Notebook and learning about the traits of good writing. They will analyse literary and media texts and use these as models for their own writing. They will learn how to review and edit their own and others’ writing, in order to apply correctly the conventions of grammar, spelling and punctuation.
Speaking and listening
Students will interact with their peers, teachers, family members and community members in a variety of contexts face-to-face and online/virtual environments. They will use interaction skills to reflect on, discuss and explore ideas about language and literature. They will also have the opportunity to plan, rehearse and deliver live and video presentations, including persuasive and dramatic performances.


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The Humanities include History, Geography, Economics and Business and Civics and Citizenship. In Economics, students consider how the Australian economy is performing and the importance of its interactions and relationships with the Asia region and the global economy in achieving growth and prosperity. This includes the significance of trading relationships in supporting prosperous outcomes for the economy and the business sector. Students explore the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies. Students consider the performance of the Australian economy and the business sector and how these might be measured in different ways. They examine why and how Australian businesses seek competitive advantages in different markets.

In Geography, students consider changes in the characteristics of places and the implications of these. They consider significant spatial distributions and patterns and evaluate their implications, and consider interconnections between and within places and changes resulting from these, over time and at different scales. This further develops their understanding of geographical concepts, including place, space and interconnection.

Students’ conceptual thinking is developed through two sub-strands:
- Biomes and food security
- Environmental change and management

**Biomes and food security** focuses on investigating the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

**Environmental change and management** focuses on investigating environmental geography. It begins with an overview of environmental change and the factors that influence it. Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change.

In History students examine the making of the modern world from 1750 to 1918 – an era of industrialisation and rapid change. They learn about the era of nationalism and imperialism, and the colonisation of Australia which was part of the expansion of European power. They learn the concepts of nationalism, imperialism and colonization interacted to culminate in the ‘war to end all wars’ from 1914 to 1918. Other key concepts in history include evidence, change, perspectives, empathy, significance and contestability.

In Civics and Citizenship students build an understanding of Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They compare Australia’s system of government with another system of government in the Asian region. Students examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations. They investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. Students also study the purpose and
Year 9 Mathematics

In Year 9, students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs.

Students apply index laws with integer indices to a range of numerical expressions and extend this to algebraic expressions involving numbers and pro-numerals. They use indices to express very large and very small numbers in scientific notation, and apply this in measurement contexts. Students solve problems involving direct proportion and rates, and simple interest. They apply coordinate geometry to finding the distance between two points in the Cartesian plane, and the midpoint and gradient of a line segment joining two points. Students graph linear relations and solve linear equations, using tables of values, graphs and algebra. They graph simple non-linear relations such as parabolas, the reciprocal function, and circles at the origin, and solve simple related equations with and without the use of digital technology.

Students find areas of composite shapes and the surface area and volumes of right prisms and cylinders. They solve problems involving very small and very large time scales and intervals, and use scientific notation in this context. Students use similarity, enlargement transformations and apply geometric reasoning to solve problems involving ratio and scale factors. They use Pythagoras theorem and trigonometry ratios to solve problems in the plane involving right angles triangles, and develop an understanding that these involve irrational real numbers, which are generally represented by rational approximations specified to a given accuracy.

Students list outcomes for two-step experiments involving selections with and without replacement, using arrays and tree diagrams, and determine related probabilities. They use Venn diagrams and two-way tables to calculate probabilities and relative frequencies from collected or given data to estimate probabilities. They identify issues and questions involving categorical and numerical data, use back-to-back stem-plots and histograms to describe and compare the distribution of data in terms of location (centre), spread and symmetry or skew.

Year 9 Science

In Years 9 and 10, the curriculum focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. At a microscopic scale, they consider the atom as a system of protons, electrons and neutrons, and understand how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.

At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment, and investigate the interdependencies between biotic and abiotic components of ecosystems. They develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. They apply their understanding of energy and forces to global systems including continental movement. Students explore the biological, chemical, geological and physical evidence for different theories, including the theories of natural selection and the Big Bang theory. Atomic theory is used to understand relationships within the periodic table of elements. Students understand that motion and forces

work of the High Court. Students also examine global connectedness and how this is shaping contemporary Australian society. They investigate the values and practices that enable a democratic society to be sustained.

are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.


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**Movement and physical activity**

At this level, students' perform and refine specialized movement skills in challenging movement situations. They evaluate their own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations and develop, implement and evaluate movement concepts and strategies for successful outcomes. Sport units are taught via a **game sense model**. The game sense approach to teaching and learning emphasizes the development of tactics and decision making. Game sense focuses on the game, rather than on technical skill drills and practice, (this is covered in year 7 & 8) to encourage participants to make better decisions during games. In game sense approaches, students are presented with challenges to solve in structured games, rather than having to practice technical skills in isolation. Games are categorised into: **invasion sports** (for example netball, football, basketball, and lacrosse), **net/wall sports** (for example volleyball, squash, badminton, table tennis and tennis), **strike & field** (for example softball, cricket) and **target games** (for example golf, archery, and bocce). The game sense model allows transfer of understanding from previous movement experiences to create solutions in movement challenges.

**Health knowledge and promotion**

The Health units for year 9 are covered via the CLC program.

Students will plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk. They will identify and critique the accessibility of support services based in the community that impact on the ability to make healthy and safe choices. Students will plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments.


<table>
<thead>
<tr>
<th>Electives - Languages</th>
</tr>
</thead>
</table>

**Why study a language:**
- The curriculum for languages incorporates a variety of activities to stimulate real life which makes learning a language fun.
- Students will acquire a certain level of fluency and cultural understanding.
- There are many careers that require the knowledge of a second language, such as: Journalism, Air, Army and Navy Forces, Teachers, Translators and Musicians.
- Many employers deal with overseas markets or have parent companies overseas.
- Bonus ATAR (Australian Tertiary Admission Rank) scores in V.C.E.

Language courses require two semesters of sequential study. Students choosing Language courses MUST take the course for the whole year.

*Please note: Continuation with a language is compulsory for SEAL.*
Year 9 Language (Italian or Japanese)

Italian

Students’ vocabulary and grammar usage is increased and experimentation occurs with different forms of communication. Students use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. They develop strategies for self-correction by referencing their developing understanding of grammar and context. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Students investigate links between the Italian language and culture. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stances, actions and responses.

Students experiment with intonation and supporting gestures to convey emotions or create emphasis in texts. They learn to use possessive, reflexive, demonstrative and relative pronoun forms. They extend their use of language beyond familiar contexts. They use verbs (irregular and reflexive) and increase their range of adjectives and adverbs, comparatives and superlatives. Students learn to construct more extended texts by using relative clauses and by relating episodes in time (for example, prima … poi … infine). They use the present perfect, imperfect and future tenses, and begin using the conditional tense. They continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian.

Japanese

Students become more fluent and accurate in spoken and written language production. They gain greater control of grammatical and textual elements. They use expressive and descriptive language as appropriate for different purposes and demonstrate understanding of language variation and change. Students develop understanding of how Japanese phrases, which cannot be translated into English, convey values and beliefs that underpin Japanese culture. Students understand the relationship between language, texts and culture.

Students compare, analyse and reflect on their understandings of Japanese language and culture and of their own language(s) and culture(s). They explore how moving between different languages and cultural systems impacts on the student’s ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in appropriate ways. Students use metalanguage to think and communicate about Japanese and about their own language(s) and culture(s), using English to discuss their experience of language learning. Students identify aspects of culture embedded in Japanese words, expressions and behaviours, and recognise contexts in which particular values are expressed for different purposes and audiences.

Students use Japanese to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. They use a wide range of formulaic expressions that are essential for everyday Japanese interactions. Students use a range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity and repair. They monitor their own language use in relation to cultural context, situation, purpose and audience. They develop a greater understanding of Japanese cultural norms, for example, in
relation to responding to praise, communicating refusal, or the use of eye contact. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They use familiar language patterns as a foundation for generating increasingly original language in their physical and social environments. They develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences.

Students understand sound variation in the pronunciation of borrowed words. They use a greater number of kanji and apply their understanding of known kanji to predict the meaning of unfamiliar words.

They explore and produce a range of texts associated with different contexts, and analyse information and concepts relevant to their social, cultural and communicative interests. Students read, view and interact with texts for social, informative, transactional, imaginative, expressive and instructional purposes. They draw on modelled examples to understand and use more complex structures. They engage in drafting and editing their texts to clarify meaning.


Electives – The Arts

Year 9 Art

In Year 9, students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual arts practices. They refine their personal aesthetic through working and responding perceptively as an artist, craftsperson or audience. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

As they make and respond to visual artworks, students use conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They reflect on the development of different traditional and contemporary styles of art works.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

Visual Arts Content Descriptions

Explore and Express Ideas

1. Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works
2. Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works

Visual Arts Practices

1. Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes
2. Conceptualise, plan and design art works that express ideas, concepts and artistic intentions

**Present and Perform**

1. Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience

**Respond and Interpret**

1. Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences
2. Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints

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**Year 9 Music**

In Years 9 and 10, learning in Music involves students using their voices, instruments and technology as they make and respond to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing, developing a personal voice as composers, performers and audience.

Students continue to develop their listening skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex performance techniques, compositional devices and forms and explore styles and genres in greater depth. They build on their understanding of how musicians communicate with audiences in solo and ensemble contexts. Students maintain safety, correct posture and technique in using voice, instruments and technologies.

As they experience music, students draw on music from a range of cultures, times and locations. They evaluate performers’ and composers’ success in communicating ideas intentions and the use of performance conventions and technical and expressive skills in music they listen to and perform. They identify characteristics of performance styles and genres and learn about ways that musicians influence and challenge ideas and contribute to cultural expression in their local communities and at national and international levels.

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**Year 9 Performing Arts - Drama**

In Years 9 and 10, students develop more sophisticated approaches to making and responding to drama independently, in small groups, and with their teachers and communities. They continue to explore drama as an art form through improvisation, scripted drama, rehearsal and performance.

Students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences.

Students continue to engage with diverse performance styles and ways of presenting drama. They explore and drama from a range of cultures, times and locations as sources of ideas for their practice.
As they make and respond to drama, students explore meaning and interpretation, forms and elements and how drama can influence and challenge. They evaluate actors’ success in expressing the directors’ intentions and the use of expressive skills in drama they view and perform and identify characteristics of performance and theatrical styles.

Students maintain safety in drama and in interaction with other actors and extend their exploration of ways that they and others nurture, develop and sustain drama practice.

### Year 9 Photography

**Arts Practice**

You will learn about…

- To use photography as a means of personal, visual or cultural communication.
- To develop design and workbook documentation skills.
- Understand how photographs are composed and how composition improves effectiveness.

**Responding to the Arts**

You will learn how…

- Technical Skills: use of a camera, digital image manipulation.
- Applying elements of Visual Art: composition, design and resources.
- Visual Analysis: observing and criticising the work of photographers.

### Year 9 Visual Communication

In levels 9 and 10, students build on their awareness of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices and viewpoints. They refine their personal aesthetic through their development of knowledge, understanding and skills in making and responding to visual communications.

Students critically reflect on the contribution of visual communication designers to various historical and cultural design movements. They adapt ideas and practices from selected designers and use them to inform their own use of aesthetics when producing a range of visual communications.

Students extend their understanding of safe practices and their understanding of the roles of visual communication designers and their audience in sustainability practices. Students choose to use sustainable materials, media, methods and technologies when making visual communications.

**Visual Communication Design Content Descriptions**

**Explore and Represent Ideas**

1. Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience
2. Generate, develop and refine visual communication presentations in response to the brief
Visual Communication Design Practices

1. Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design

Present and Perform

1. Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief

Respond and Interpret

1. Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts
2. Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts


Electives – Design & Technology

In Levels 9 and 10, students use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs or opportunities of relevance to individuals, local, national, regional and global communities.

Students undertake problem-solving activities that acknowledge the complexities of contemporary...

In Years 9, students use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs or opportunities of relevance to individuals, local, national, regional and global communities.

Students undertake problem-solving activities that acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. They are introduced to a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics, legal issues, social values, economic, environmental and social sustainability factors, and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in
mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Students will have the opportunity to create designed solutions at least once in each of the following four Design & Technologies contexts:

- Food
- Textiles
- Wood
- Metal

**Cost:** These subjects include an essential $60 materials contribution per subject.


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### Electives - Skills

### VET Taster Hospitality

Students will learn about:

- Food preparation techniques
- Food presentation skills
- Workplace hygiene for food handlers
- Basic methods of cookery
- Gain insight into the work involved in Certificate II in VCE/VET hospitality.

Students will learn how to:

- Clean and maintain kitchen premises
- Prepare and serve Non-alcoholic beverages
- Prepare appetizers and salads
- Prepare stocks, sauces and soups
- Prepare vegetables, fruit, eggs and farinaceous dishes
- Select, prepare and cook poultry
- Prepare hot and cold desserts
- Plan and prepare foods for buffets.

**Cost:** This subject includes an essential $60 materials contribution.

In Year 9, the Community Leadership Challenge Program provides students with the opportunity to engage in activities that promote initiative, independence, interdependence and leadership. The students evaluate their contribution to group tasks and suggest improvements to enable achievement of a team goal.

The CLC program involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

Students critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks. They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.

The CLC program involves students interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate with others; work in teams, positively contribute to groups and collaboratively make decisions; develop leadership skills, resolve conflict and reach positive outcomes. Students develop the ability to initiate and manage successful personal relationships.

By the end of the CLC program, students reflect critically on their emotional responses to challenging situations in a wide range of contexts. They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.

Links to the Community:

The CLC program allows students to access community organisations and resources beyond the normal school program. A feature of the program is an ongoing “Community Project” that integrates learning in collaboration with the community.

Home base for the Program:

The CLC program operates from the CLC Year 9 Learning Space, providing a welcoming but educative atmosphere for all involved. The students wear a CLC T-Shirt for the duration of the program.

Project Choices:

Students choose community projects presented from a range of community groups such as: Primary schools, St Johns, Yooralla, Sustainable waterways, Loaves and Fishes, Relay for Life, Care Van< Hope Foundation, Make a Wish.
Thinking About Your Future

Set your goals and plan ahead:
You will make the best of your educational opportunities if you set goals and plan your future.

Start planning for your future by exploring your options: Ask yourself… Who am I?

Explore your abilities, talents and interests. Be generous to yourself - do not sell yourself short.

What sort of careers are available?
Explore a wide range of career options. Include some you might not automatically think about and find out about some you have never heard of.

What do I need to know about Further Education and Training?
Develop an understanding of the requirements of further training such as Traineeships, Apprenticeships, TAFE courses and University courses.

How can the programs at school help?
You need to develop an understanding of all programs offered at WHS, in particular in your senior years at the school. Find out about the programs offered such as VCE, VCAL & VET which can assist you to match your career goals with an appropriate program. Ask yourself, and find out...

- Do I need a full VCE?
- Do I need a VCAL Certificate?
- Do I need a VET Certificate?
- Do I need high grades?
- Which subjects do I need?
- What work experience would be beneficial?

Habit #2
Begin With the End in Mind

Have a plan.

- I plan ahead and set goals for myself.
- I am prepared at all times.
- I think about how the choices I make now will affect my future.
- I think about the positive or negative consequences of my actions before I act.
Wangaratta High School Pathways Planner – Years 8, 2016 moving into Years 9, 2017:

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Step 4</th>
<th>Step 3</th>
<th>Step 2</th>
<th>Step 1</th>
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<tbody>
<tr>
<td>Year 9</td>
<td>Year 10</td>
<td>Year 11</td>
<td>Year 12</td>
<td>Jobs or courses you are interested in after finishing school…</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ATAR score needed Y / N</td>
</tr>
<tr>
<td>English</td>
<td>English / English Extensions</td>
<td>1. English / Literature / English Language or VCAL Literacy</td>
<td>1. English / Literature / English Language or VCAL Literacy</td>
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<td>Mathematics</td>
<td>Mathematics / Maths Extensions</td>
<td>2.</td>
<td>2.</td>
<td>ATAR score needed Y / N</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>3.</td>
<td>3.</td>
<td>ATAR score needed Y / N</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities</td>
<td>4.</td>
<td>4.</td>
<td>ATAR score needed Y / N</td>
</tr>
<tr>
<td>HAPE - Health and Physical Education</td>
<td>HAPE - Health and Physical Education &amp; Traffic Safety</td>
<td>5.</td>
<td>5.</td>
<td>ATAR score needed Y / N</td>
</tr>
<tr>
<td>CLC (one semester only)</td>
<td>E1</td>
<td>6.</td>
<td>6th subject or Study Sessions</td>
<td></td>
</tr>
<tr>
<td>VET IT Taster (one semester only)</td>
<td>E2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Elective</td>
<td>E3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art / Tech / Language</td>
<td>E4</td>
<td></td>
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</table>

2nd preferences:

3rd preferences:

(Please note VCE / VET ‘Acceleration’ subjects take up two (2) elective choices.)

Parent / Students Signatures: __________________________________________________________

Student name: ____________________________ Date of Birth: ____________________________

Mentor teacher: ____________________________ Mentor group: ______ Date of plan: _____________

E1

E2

E3

E4

2nd preference Skill:

2nd preferences Art / Tech:

2nd preferences Art / Tech:

3rd preferences:
Year 9 Course Selection Sheet: 2017

Name: [Name]

Mentor Group: [Mentor Group]

Phone Number: [Phone Number]

Before completing this form, read the information in your Middle Years Handbook or on our website – www.whs.vic.edu.au

A: CORE SUBJECTS (with the exception of CLC) will be conducted in Mentor Groups:

<table>
<thead>
<tr>
<th>Domain</th>
<th>English</th>
<th>Maths</th>
<th>Humanities</th>
<th>Science</th>
<th>Health &amp; PE</th>
<th>Digital Technology (DT)</th>
<th>Community Leadership Challenge (CLC)</th>
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</thead>
<tbody>
<tr>
<td>CORE Semester One &amp; Two</td>
<td>English</td>
<td>Maths</td>
<td>Humanities</td>
<td>Science</td>
<td>HAPE – Health &amp; Physical Education</td>
<td>VET DT Taster (2 sessions per week for one Semester)</td>
<td>Community Project (full day – for one semester only)</td>
</tr>
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</table>

B: ELECTIVES:

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<thead>
<tr>
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<th>Technology Elective</th>
<th>Skill Elective</th>
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<tr>
<td>Art</td>
<td>Food &amp; Technology</td>
<td>“VET Tasters”</td>
</tr>
<tr>
<td>Music</td>
<td>Metal</td>
<td>VET Hospitality Taster</td>
</tr>
<tr>
<td>Performing Arts (Drama)</td>
<td>Textiles</td>
<td>VET Music Industry Taster</td>
</tr>
<tr>
<td>Photography</td>
<td>Wood</td>
<td>VET Sport &amp; Recreation Taster</td>
</tr>
</tbody>
</table>

Italian (whole year)

Japanese (whole year)

Extreme Reading (semester one) Recommendation from current Extreme Reading Teacher …………………………………………

Students will study two (2) Art & (2) Technology Electives over the year.

For each please indicate a first and second preference below.

Please note; students choosing a Language option will take their language class for both Semesters as either their Technology or Art Elective.

E.g. If choosing Italian for the full year this needs to be listed in two choice one (1) boxes below.

1. 1. 1.

2nd preference: 2nd preference: 2nd preferences:

2. 2.

2nd preferences: 2nd preferences: •

Please note: many electives have charges applying, a detailed charges sheet will be available with the Resource List in Term 4

I consent to my son or daughter ____________________________ enrolling in the Year 9 subjects listed. I understand that places in some electives may not be available, and some electives may not run due to low numbers.

Parent’s Signature: ______________________________ Date: ____ / ____ / 2016

Mentor Teacher Signature: _________________________ Date: ____ / ____ / 2016

Student Signature: ______________________________ Date: ____ / ____ / 2016

Please submit to your Mentor teacher by 11AM TUESDAY 9TH August
Who to Contact

Middle Years Learning Community Assistant Principal
Ms. Michelle Lappin-Raeck
Senior Years Learning Community Assistant Principal
Ms. Mandy Smith
Quality Educational Leadership & Learning Community Leaders - Middle Years (Years 7 - 9)
Ms. Kasey Doyle & Mr. James Bourke
Quality Educational Leadership & Learning Community Leaders - Senior Years (Years 10 - 12)
Ms. Alison Pickard & Ms. Libby Walters
Transitions Year 6 into 7
Ms. Kasey Doyle
Pathways & Transitions Years 8 & 9
Mr James Bourke
Pathways & Transitions Years 10 - 12
Ms. Alison Pickard & Ms. Libby Walters
Business Manager/School Organisation
Ms. Emily Hordern
Quality Educational Leadership - Staff Professional Learning
Ms. Lesley Milne
Pathways & Careers Officer
Ms. Cate West
Quality Educational Leadership - Student Learning
Ms. Meryl Herman
Quality Educational Leadership - ELearning
Mr. Paul Thomas
Literacy / Extreme Reading
Ms. Doreen Wheeler
Numeracy
Ms. Jackie Mitchell

Wellbeing Support
Student Wellbeing Leader
Mr. Bruce Hordern
Chaplain
Mr. Todd Werner
Integration Coordinator
Ms. Karen Mascas
Aboriginal Torres Strait Islander (ATSI)
Ms. Sharon Mellington

Domain Leaders
Arts
Mr. Brett Webber
Performing Arts
Mr. Scott Solimo
Technology
Mr. Gary Michael
English
Ms. Lesley Milne
Languages
Mr. Ryuichi Kashima
Mathematics
Ms. Lisa McLean
Science
Ms. Erika Lombard & Mr Rob Findlay
Health & Physical Education
Ms. Zelda Yeates
Humanities
Ms Belinda Fuller & Mr. Tony Carr
Select Entry Accelerated Learning (SEAL)
Ms Meryl Herman
Wangaratta High School

Edwards Street Campus

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