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## Introduction

Boort District P-12 School organises its Year 8-10 curriculum in a vertical system, while Year 7 students work within their own year level on Level 1 units. Each Year 8-10 student has his/her own individual program and timetable, chosen from a range of subjects organised for Years 8 to 10 into two levels of difficulty:

- Level 2 (intermediate - mainly chosen by Year 8 and 9 students)
- Level 3 (more difficult - chosen mainly by Year 10 and some Year 9 students)

Integrated Studies units like Gateways and Publishing House are available for students in Years 8-10 to select. Some other subjects are combined as Level 2 and Level 3 units where the content is altered to meet the level of the students.

On top of the Level 3 subjects are the VCE, VET and VCAL subjects, which are more demanding than Level 3 subjects:

VCE Units 1 and 2 are mainly chosen by Year 11 students. Some Year 10 students will attempt a number of VCE Unit 1 and 2 studies.

VCE Units 3 and 4 are mainly chosen by Year 12 students. Some Year 11 students will attempt a VCE Unit 3 and 4 study.

VET units are mainly selected by Year 11 and Year 12 students, but are also available for Year 10 students to complete.

Each subject is known as a unit and runs generally for three to six periods of forty-three minutes each per week for twenty weeks (ie. for one semester). After Semester 1, the timetable changes and students have some new units and some new teachers for Semester 2.

Each subject belongs to a Key Learning Area. A Key Learning Area is like a faculty, containing groups of related subjects. There are eight Key Learning Areas in the school. The Victorian Curriculum is used to provide content and assessment within units.

### **Boort District School has the following eight Key Learning Areas**

**1. The Arts:** (Art, Craft, Drama, Graphics, Media Studies, Music)

**2. English:** (English, English Literature)

**3. Health and Physical Education:** (Health Education, Home Economics, Outdoor Recreation, Outdoor and Environmental Studies, Physical Education, Health and Human Development)

**4. Languages:** ( Subjects offered through Victorian School of Languages remotely)

**5. Mathematics**

**6. Science:** (Agriculture, Biology, Chemistry, General Science, Physics, Psychology)

**7. Humanities**

**Commerce:**

(Accounting, Business Studies and Management, Economics, Legal Studies)

**Humanities:**

(Geography, History, Politics)

**8. Technology Studies**

(Agriculture and Horticulture, Automotive, Digital Technology, Food Studies, Material Studies, Metalwork, Textiles, Woodwork)

## **Why have a vertical system?**

The vertical system allows programs to be designed to suit students' individual needs. They are able to work with different groups across year levels. For example, classes may have students from Years 8, 9 and 10. The school is able to make best use of available staff and smaller, specialist areas of the curriculum have more chance of running.

In Years 8, 9 and 10, there is an increasing level of choice available. At Year 11 and 12 there is a broad choice available from VCE and VET studies. Within this framework of student/parent input to subject selection, there are restrictions to ensure breadth of study and an appropriate level of study for the student. After selections are made, some changes may occur so classes are not too big or if there are too few selecting a unit. The school does all it can to minimise changes – experience has shown that a large proportion of selections remain unchanged.

## **Choosing a course**

Choosing a course can be a time consuming and difficult task. However, the staff are available to offer assistance and suggest appropriate courses. There are course information sessions for parents and students. There are two pieces of information needed to select a course.

1. **The Handbook.** This describes the content, requirements and assessment for each unit for Levels 2 – 3 and also provided flowcharts of the units that can be completed.

2. **The Recommendation/Selection Sheet.**

This lists which units are blocked against each other. Only one unit in any block can be chosen as they are held at the same time.

The recommendation sheet indicates which units the student should consider choosing given their interests, abilities, past subject choices and career aspirations. Key Learning Area Coordinators recommend appropriate units in their area. Home Group teachers will counsel students in their selections.

Students are expected to complete a required number of units / subjects in each Key Learning Area from Levels 2 to 3, to ensure they receive a broad general education and do not over-specialise or neglect an area of study.

**Students are expected to have completed the following minimum number of units / subjects across Year 8-10. When selecting a course, ensure that you can reach these numbers of units by the end of Year 10. Follow recommendations provided on the selection sheet. VCAL at Year 10 will not require these selections:**

Commerce	3 units
Geography and History	5 units in total across History and Geography, with a minimum of two from each
The Arts	4 units
Technology	3 units
Health and Physical Education	5 units, 2 units minimum in Physical Education, 1 unit minimum in Home Economics, 1 unit Health at Year 9 compulsory

Science, English and Mathematics units are completed each semester. Music is offered to students through specific lesson tutorial, based on availability of tutors. Gateways and Publishing House are Integrated Studies units that cover a range of Victorian Curriculum areas.

Units studied at NCTTC will count as 1 Technology unit / subject, except for Visual Communication, Digital Photography and Multimedia, which will count as 1 Art unit / subject.

## **The Victorian Curriculum**

Please consult the VCAA website regarding more information about content to be covered within the F-10 curriculum. The school will, through its curriculum planning, make available the full range of learning areas and capabilities to students. These Learning Areas and Capabilities will be reported throughout the year.

## **INTEGRATED UNITS**

The school includes in its curriculum offerings a range of Integrated units that cover a range of skills across various subject areas. These are available for students in Years 8 –10 to select.

### **I2.3 / I3.3 (Semester 2) Publishing House**

### **I2.2 /3.2(Semester 2) Gateways**

## **THE GATEWAYS PROGRAM**

Students are able to select The Gateways Program as a unit at Year 8 to Year 10 level. The unit will involve students completing tasks and activities within the school horticulture block and the local community, engaging in the mental and health well being aspects of Gateways, and forming links with local industry. Please read the unit description in the Integrated Units section.

## **COMPULSORY UNITS**

### **YEAR 7**

All Year 7 units

### **MATHS, ENGLISH AND SCIENCE**

There is an expectation that students will complete a Maths, English and Science unit each semester.

### **HEALTH AND PHYSICAL EDUCATION**

H2.3 Health –A compulsory year 9 unit. (requires parental approval)

Students must complete at least two Physical Education units AND at least one Home Economics unit across Years 8 to 10.

It is recommended students complete at least one Physical Education unit in Year 8.

Students will participate in a compulsory sport program through house and interschool sport, and in the Year 7 curriculum.

## **DISTANCE EDUCATION** **VICTORIA**

There may be situations that arise in terms of subject selection when Distance Education school units are the only option for students to pick up specific courses. This may be due to subjects not running due to small student numbers, the absence of qualified teachers in that area or clash in units that the students would like to complete.

Parents and students need to be aware that there is a cost involved in studying these units through the Distance Education school and there is no guarantee that supervision will be available for students.

## **Subject Selection Process**

Initial information for students and parents is sent home. Please read the information provided in the Handbook and Recommendation/Selection sheets.



Information and counseling sessions held. Please bring along your handbook and selection sheet. Talk to Key Learning Area Co-ordinators and Home Group Teachers about your course selections.



Make initial subject selections from the selection sheets.



Students selections are reviewed by KLA Co-ordinators and Home Group Teachers



Further counselling as a result of review if required and possible reselection of units.



Confirmation of student selections and booklists handed out.

**Other things to consider when choosing a course are:**

- The individual student's ability to cope with the demands of the unit.
- The necessary background needed as a preparation for VCE.
- VCE requirements for a satisfactory course of study.
- Special programs – Vocational Major, VET Studies, School Based Apprenticeships.

Prior to selecting a course, the school holds information sessions for parents and students, where they may seek information, advice and additional information about subjects of interest.

Students choose a course by selecting units from the selection sheet.

Parents should sign the selection sheet to indicate their consent to the chosen course. Student choices are entered into a computer and class lists are made up.

Once the numbers for each class are known, decisions then have to be made as to which classes will be able to operate and which will be removed. In some cases where very large numbers of students choose one unit, that unit will be split into two classes. Where there are very small numbers of students in any one class, units may be combined with another similar unit, or combined with a unit in another semester or deleted from the curriculum offering for that year. It is student choice which determines which units operate coupled with the availability of staff. Every effort is made to accommodate individual student requirements.

After a period of revision and re-choice for some students, final class lists are made

and

**If a unit is highlighted on your selection / recommendation sheet, then it is compulsory.**

**If a unit is crossed out, it has already been completed.**

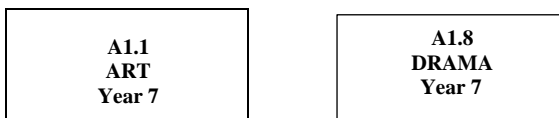
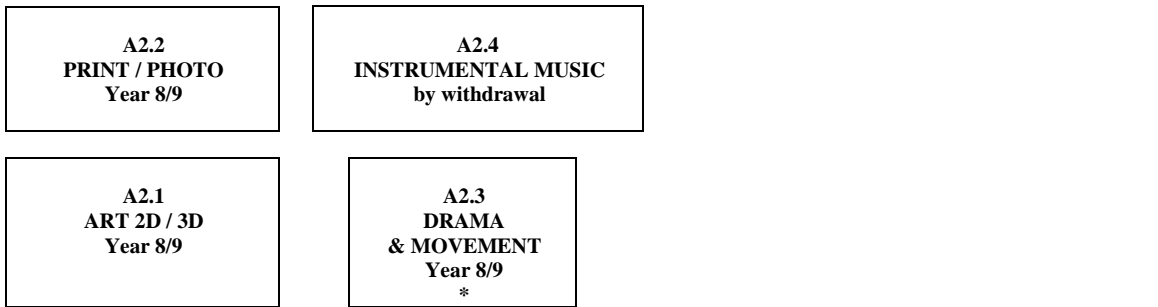
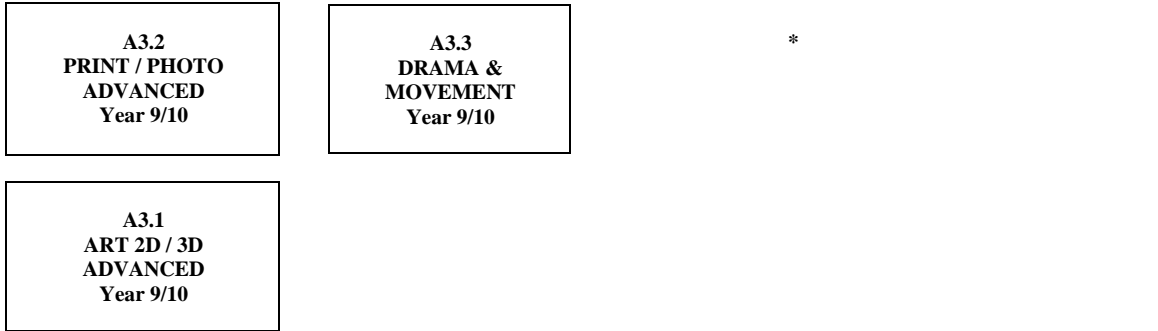
**Choose a range of units that will help meet the points requirements suggested.**

students are advised of their subjects for next year.

**Steps in choosing a course**

1. Read the handbook to look for subjects you would like to do.
2. Check for any pre-requisite subjects and how the subject will be assessed. Are there any special requirements?
3. Check the recommendation/selection sheet for units teachers have recommended you to do. **Do not choose units not recommended**
4. Information sessions will be provided to assist student choice. You should seek advice from your Home Group Teacher and Key Learning Area Coordinator at these sessions.
5. Use the selection sheet to select your course.  
If you are in Year 8 to 10, you must select a unit from each block.

## FLOW CHART OF ART UNITS



- 
- A2.3 and A3.3 will be combined as A2333 when student numbers are low.

## LEVEL ONE UNITS

### A1.1 ART Year 7

**CONTENT:** You will learn and experiment with a range of different art techniques and materials to create artworks. This may range from drawing, painting, sculpture and street art techniques. You will also learn about artists from different periods and how they produce their work, and analyse the concept behind their artworks.

This unit will report on Visual Arts and Critical and Creative Thinking with the Victoria Curriculum domains.

**ASSESSMENT:** Will be based on your practical work, design process and your sketchbook.

### A1.8 DRAMA Year 7

**CONTENT:** In this unit, you will explore elements of Drama including devising drama, improvisation, makeup design and movement. You will participate in drama games, produce individual and group performances, design costumes and makeup and reflect on their experiences.

This unit will report on the Victorian Curriculum domains of Drama and Personal and Social Capabilities.

**ASSESSMENT:** Assessment will include a monologue, reflection reports, a group performance and class activities.

## LEVEL TWO UNITS

### A2.1 ART 2D & 3D Year 8/9

**CONTENT:** Your practical work may include a variety of art activities such as painting, drawing, sculpture and ceramics. You will learn about artists and art works from different times and cultures. You will need a sketchbook to keep a record of your ideas and projects.

This unit will report on Visual Arts and Critical and Creative Thinking with the Victoria Curriculum domains.

**ASSESSMENT:** Will be based on your practical work and sketchbook.

### A2.2 PRINT PHOTO Year 8/9

**CONTENT:** You will complete a range of tasks that may involve both digital and analogue photography, film and printmaking. Explore different equipment and processes involved in these fields. You will learn about artists and art works from different cultures and times. You will need a sketchbook to record your ideas and the processes you learn about in this unit.

This unit will report on Visual Arts and Critical and Creative Thinking with the Victoria Curriculum domains.

**ASSESSMENT:** Will be based on your practical work and other related activities.



### A2.3 DRAMA & MOVEMENT Year 8/9

**CONTENT:** You will learn basic skills in individual and group performance, such as voice, mime, monologue, puppet show, improvisation and movement. Activities include theatre sports, script development and the opportunity to actively participate in a piece of theatre. You will also learn to evaluate yourself and the group both orally and in written form.

This unit will report on Performing Arts and Critical and Creative Thinking with the Victoria Curriculum domains.



**ASSESSMENT:** Based on participation and achievements in individual and group performance activities and completion of a weekly journal.



## A2.4 INSTRUMENTAL MUSIC

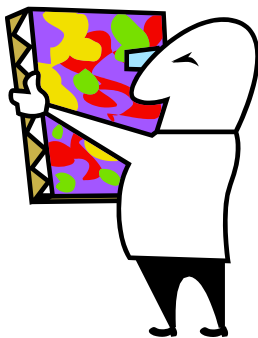
**CONTENT:** Students may choose to learn from the following instruments subject to teachers and funding being available to run the program:

Keyboard, Piano, Guitar, Violin, Cello, Flute, Clarinet, Brass and Drums.

Students will have access to some school instruments but will make better progress if they have instruments to practise at home. A limited number of instruments are available for hire through the school. **If taken, this work is additional to the student's normal program of units and taken during lunchtimes, recesses, after school or by withdrawal from some classes. There is a cost involved although the program is subsidized.**



## LEVEL THREE UNITS



## A3.1 ART 2D/3D ADVANCED Year 9/10

**CONTENT:** You will learn to develop and express ideas using a variety of 2D and 3D Art forms.

Practical projects may cover a range of drawing, painting and sculpture techniques and will utilize different materials such as wood, metal, clay, plaster and found materials.

You will study a number of artists, researching their styles and techniques and learn how to understand and evaluate their art.

This unit will report on Visual Arts and Critical and Creative Thinking with the Victoria Curriculum domains.

**ASSESSMENT:** Will be based on your practical work, sketchbook and research assignment.



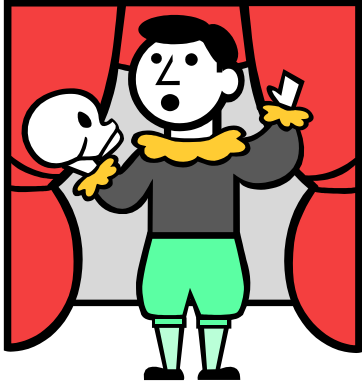
## A3.2 PRINT/PHOTO ADVANCED Year 9/10

**CONTENT:** You may learn more advanced techniques in printmaking, photography production (such as screen printing and Photoshop) than in A2.2. You will produce a folio of practical work and study artists working within these areas.

You will need a sketchbook to record your work and develop your ideas.

This unit will report on Visual Arts and Critical and Creative Thinking with the Victoria Curriculum domains.

**ASSESSMENT:** Will be based on your folio of practical work, sketchbook of ideas and techniques and a research assignment.



### **A3.3 DRAMA & MOVEMENT**

#### **Year 9/10**

**CONTENT:** Skills developed include voice work, mime, improvisation and movement. Individual and group activities include creating and presenting characters and theatre sports. The opportunity will be given to you to participate actively in the production of a piece of theatre.

You will evaluate yourself and the group both orally and in written form, and study other drama productions.

This unit will report on Drama and Critical and Creative Thinking in the Arts Victorian Curriculum domains.

**ASSESSMENT:** Based on participation and achievements in individual and group performance activities and completion of a weekly journal.

## FLOW CHART OF ENGLISH UNITS

**E3.2  
ENGLISH  
Year 10**

**E3.1  
ENGLISH  
Year 10**

**E3.3  
WRITING  
Year 9/10**

**E2.1  
ENGLISH  
Year 8/9**

**E2.2  
ENGLISH  
Year 8/9**

**E2.3  
WRITING  
Year 8**

**E1.1  
ENGLISH  
Year 7**

**E1.2  
ENGLISH  
Year 7**

## LEVEL ONE UNITS

### E1.1 ENGLISH Year 7

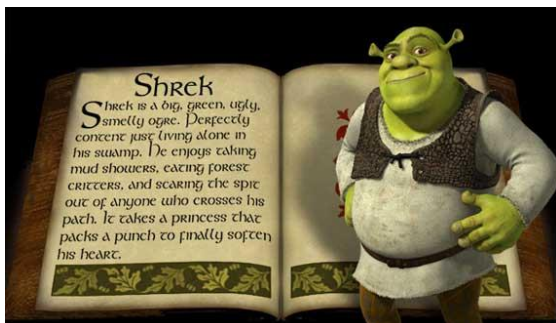
**CONTENT:** This unit will address the three dimensions within the Victorian English curriculum: Reading and Viewing, Writing, and Speaking and Listening. Literature Circles will be used to allow students to read a text and discuss and reflect on a text in a small group setting. There will also be an in-depth analysis of a film. Students will work through a structured grammar and an English language program using the English Basics 1 workbooks. Students will write in descriptive narrative, persuasive and informative genres. Students will receive explicit spelling teaching and learning, within ability groups.

Students will be assessed on

- creative and formal writing,
- analysis of issues
- text response work
- creative or formal speaking and listening.
- Literature Circles assignment

Texts required: English Basics 1, Literature Circles texts will be borrowed from the library,

This unit will report on the English dimensions and the Ethical Capability.



### E1.2 ENGLISH Year 7

**CONTENT:** This unit aims to build on the skills and knowledge from E1.2 and will continue to address the three dimensions of the Victorian Curriculum in English: Reading and Viewing, Writing, and Speaking and Listening. Students will develop analysis, oral and persuasive writing skills, through an introduction to debating. They will explore and use the structures surrounding completing a formal text response essay based around a film. Students complete writing in the personal reflective, persuasive and creative genres. Poetry, rap and song lyrics provide the vehicle for discussion around rhyme, rhythm and figurative language. Students continue their spelling, literature circles and English Basics work from Semester 1. The semester concludes with a desktop publishing task.

Students will be assessed on

- text response,
- oral presentation
- creative writing tasks
- journalistic writing task
- Literature Circles assignment

Texts required: English Basics 1, Literature Circles texts will be borrowed from the library,

This unit will report on the English dimensions and the Critical and Creative Thinking Capability.

## LEVEL TWO UNITS

Students will study at least one English unit each semester.

### E2.1 ENGLISH Year 8/9

**CONTENT:** This unit will address the three dimensions within the Victorian English Curriculum; Reading and Viewing, Writing, and Speaking and Listening.

*Two Weeks with the Queen (M. Gleitzman)* will be the text studied. There will also be an in-depth analysis of a film.

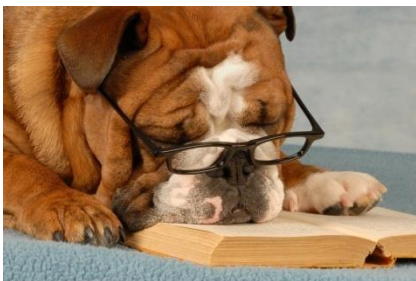
Students will work through a structured grammar and English language program using the English Basics 2 or 3 workbooks.

Note that the content of this subject is currently on a two-year rotation and is usually chosen by year 8 and 9 students. Students will be assessed on

- creative and formal writing,
- analysis of issues,
- analytical and persuasive essays,
- the reading and writing of poetry
- creative or formal speaking and listening.

Texts required: English Basics 2 or 3, *Holes*(novel) will be borrowed from the library

This unit will report on the English Dimensions and the Ethical Capability.



### E2.2 ENGLISH Year 8/9

**CONTENT:** This unit aims to build on the skills and knowledge from E2.1 and will continue to address the three dimensions within the Victorian English Curriculum; Reading and Viewing, Writing, and Speaking and Listening.

Students will consolidate their skills in debating and be introduced to the structure and style of a text essay. Literature Circles will be used to allow students to read a text and discuss and reflect on a text in a small group setting. There will also be an in-depth analysis of a film. Students will work through a structured grammar and English language program using the English Basics 2 or 3 workbooks. Note that the content of this subject is currently on a two year rotation and is usually chosen by year 8 and 9 students.

Students will be assessed on

- creative and formal writing,
- text response,
- oral presentation
- creative or formal speaking and listening.

Texts required: English Basics 2 or 3. Literature Circles texts will be borrowed from the library.

This unit will report on the English Dimensions and the Personal and Social Capability



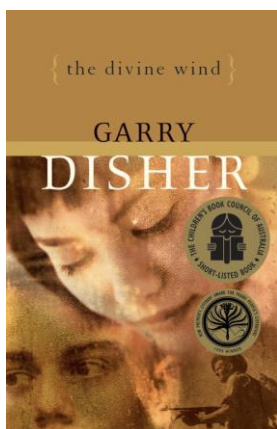
## LEVEL THREE UNITS

It is recommended that students' study one English unit each semester.

### E3.1 ENGLISH Year 10

**PRE-REQUISITES:** You should have satisfactorily completed a Level 2 English unit

**CONTENT:** This unit aims to help you to enjoy literature and to understand the variety of human experience in an Australian context. This unit will investigate the concept of an Australian identity and the persuasive language used in advertising and in the promotion of the Australian culture. The film *Mystery Road* will be studied in-depth. Early Australian literature will be studied and compared. Students will learn and recite a poem at a Bush Poets Breakfast. The text, *The Divine Wind* will also be studied in depth.



The set texts will be:

G. Disher: The Divine Wind

Film Texts: One Night the Moon and The Dish

**ASSESSMENT:** You will have to complete the following:

- \* one piece of creative writing
- \* one text essay
- \* one essay that compares texts
- \* participation in oral activities
- \* the completion of a workbook.

This unit will report on the English Dimensions and the Intercultural Dimension.

### E3.2 ENGLISH Year 10

**PRE-REQUISITES:** You should have completed E3.1.

**CONTENT:** This unit aims to prepare students for VCE English. The course will be divided into three parts. In the first area of study students will investigate Shakespeare's *Macbeth*. The second area of study is reading and comparing texts in which the students will study the film *Twelve Angry Men* and novel *Montana 1948*. The third part of the unit will investigate the use of language to persuade.



The set texts will be:

William Shakespeare: Macbeth.

Larry Watson Montana 1948

Film – Twelve Angry Men

**ASSESSMENT:** To complete the unit you will have to complete the following:

- \* discussion questions and class activities for each text.
- \* one text response
- \* one comparison essay
- \* one creative response
- \* written analysis of a range of media texts

This unit will report on the English Dimensions and the Ethical Capability.



### **E2.3/3.3 WRITING Year 8-10**

**CONTENT:** This unit aims to complement your mainstream English classes by focusing on creative and formal writing genres.

Students will be given extended time and support to explore, draft and edit a range of writing pieces.

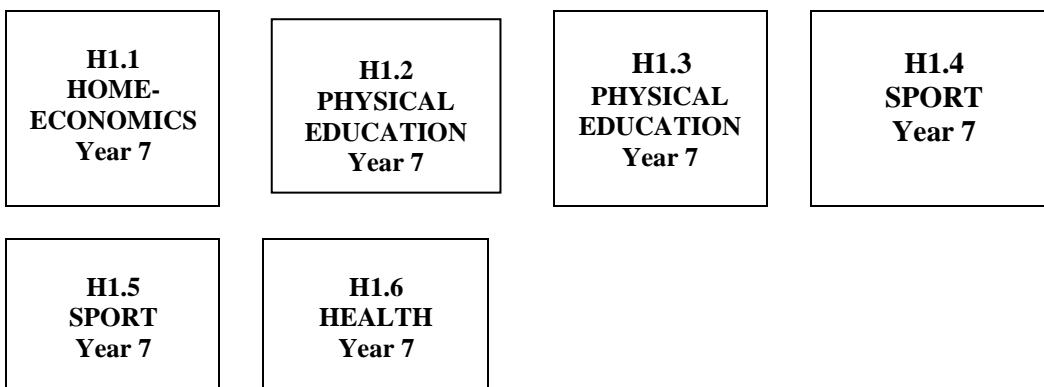
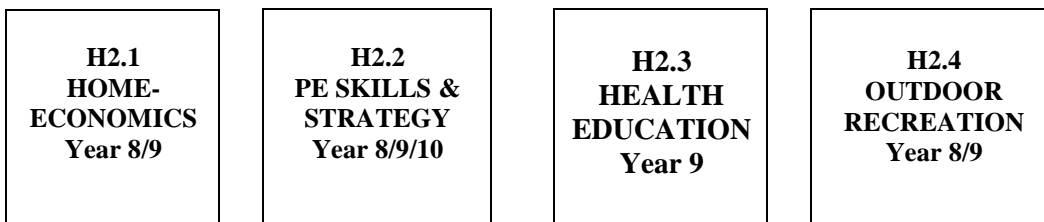
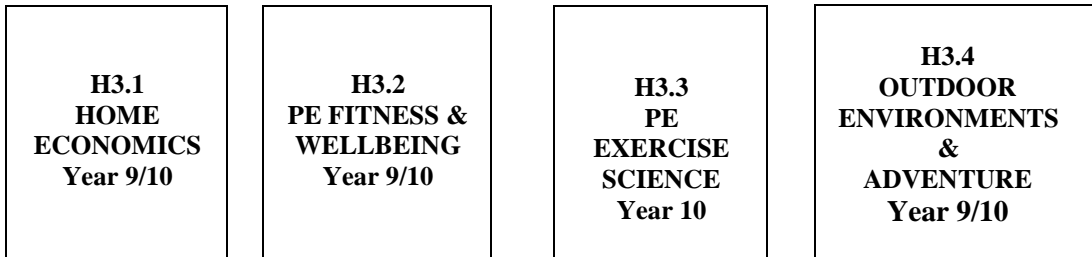
**ASSESSMENT:** You will have to complete the following:

- \* creative writing
- \* analytical writing
- \* picture story book
- \* writing journal.

This unit will report on the English Dimensions and the Intercultural Dimension.



## FLOW CHART OF HEALTH AND PHYSICAL EDUCATION UNITS





## LEVEL ONE UNITS

### H1.1 HOME ECONOMICS Year 7

**CONTENT:** Students are involved in both practical and theoretical studies. Topics covered will include; safety, hygiene, equipment, nutrients, food selection models, meal planning and balancing, influences on food selection, seasonality of foods, sustainability, food miles. Students will learn food preparation skills, using a variety of cooking methods. This unit will report on Health, Design and Technologies and Personal and Social Capabilities.

**ASSESSMENT:** This will be based on satisfactory completion of set theory tasks, assignments, practical work and tests.

### H1.2 PHYSICAL EDUCATION Year 7

**CONTENT:** This unit covers swimming and cross-country. Other physical activities are provided on a rotating basis. The subject involves participation and development of skills and game strategies in a wide variety of sports. A fee is charged for the water-based activities. This unit will report on Physical Education and Personal and Social Capabilities.

**ASSESSMENT:** Practical sessions will assess participation, motor and team strategies.

### H1.3 PHYSICAL EDUCATION Year 7

**CONTENT:** This unit covers: athletic field and track events and water safety. Other physical activities are provided on a rotating basis. The subject involves participation and development of skills and game strategies in a wide variety of sports. A fee is charged for the water-based activities. This unit will report on Physical Education and Personal and Social Capabilities.

**ASSESSMENT:** Practical sessions will assess participation, motor and team strategies.



### **H1.4/H1.5 SPORT Year 7**

This unit provides the student the opportunity to apply and transfer the skills and knowledge learnt in the Physical Education unit into game play and competition.

**ASSESSMENT:** Practical sessions will assess; participation, team work, tactics/strategy, the implementation of rules, extra duties (coach umpire scorer), use of space and the ability to follow instruction.

### **H1.6 HEALTH Year 7**

This unit covers: identification of the physical, social and emotional change that occur during puberty, health concerns for young people and available health services, Mental Health issues and services available, Gender roles and stereotypes, Respectful Relationships resources are used to further enhance student knowledge

**ASSESSMENT:** Students are assessed on classroom participation and engagement.

## **LEVEL TWO UNITS**

**Students must complete at least two Physical Education units AND at least one Home Economics unit across Years 8 to 10.**

**It is recommended students complete at least one Physical Education unit in Year 8.**

## **H2.1 HOME ECONOMICS- Year 8/9**

**CONTENT:** Students are involved in both practical and theory studies.

Topics covered will include: Identification of the major nutritional needs for growth and activity. Use of a design brief to investigate properties and characteristics of food, processes, presentation and the use of tools and equipment. They will explore foods from different countries and cultures. Students will investigate social and cultural influences on the development of an individual and country and patterns of food consumption around the world. This unit will report on Health, Design and Technologies and Personal and Social Capabilities.

**ASSESSMENT:** This will be based on satisfactory completion of set theory tasks, assignments, practical work and tests.



## **H 2.2 PE SKILLS & STRATEGY Year 8/9/10**

**CONTENT:** This unit covers practical activities in the following areas: athletics, touch rugby, futsal, korfbal, soft lacrosse, softball and tennis. Other theory work covered includes skill acquisition, motor skill development, coaching, feedback and the role of the National Physical Activity Guidelines on

overall health. This unit will report on Physical Education and Personal and Social Capabilities.

**ASSESSMENT:** Theory and practical work through skills tests, peer teaching, practical evaluations, written tests, self/peer assessment, laboratory activities and assignments.



## **H2.3 HEALTH EDUCATION**

### **COMPULSORY FOR ALL YEAR 9 STUDENTS:**

**CONTENT:** In this unit students will investigate the three dimensions of health, world health and how they influence personal development. They will identify factors which affect roles, responsibilities and decision making in sexual matters and relationships. Topics will also include; sexually transmitted infections, contraception, drugs, alcohol and youth related sexual health issues. Students will investigate mental health issues relevant to development and the effects of these as well as risk and protective factors. They will also explore identity and diversity within the Australian population and strategies to provide an inclusive environment.

This unit will report on Health and Personal and Social Capabilities.

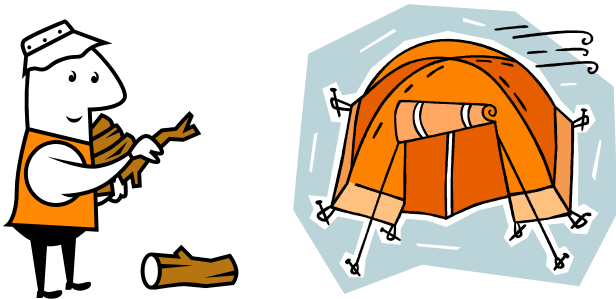
**ASSESSMENT:** Based on participation and cooperation in group activities and discussion. Written assignments and tests will also be assessed.

## **H2.4 OUTDOOR RECREATION Year 8/9**

**CONTENT:** This unit undertakes practical activities such as camping, cycling, surfing,

bike riding, canoeing, knot tying and orienteering. Theoretical lessons will have students investigate areas such as safety, minimal impact, mapping, equipment, camp cooking, first aid and environmental awareness. Practical activities, day excursions and two overnight excursions are undertaken and group work is a major focus of this unit. The approximate cost for the unit is \$300-\$350. This unit will report on Health and Physical Education and Personal and Social Capabilities.

**ASSESSMENT:** Assessment will be based on personal reflections, practical activities, level of involvement and project work.



**Students must complete at least two Physical Education units AND at least one Home Economics unit across Years 8 to 10.**

### H3.1 HOME ECONOMICS Year 9/10

**CONTENT:** Students will be involved in both practical and theory studies.

Topics covered will include;

- Safety and hygiene, including the prevention of food contamination / spoilage
- Analyse and evaluate factors affecting food selection.
- Nutritional status of Australians
- Planning, preparing, cooking, presentation and evaluation of practical productions within a design brief.
- Identifying physical, chemical, sensory and aesthetic properties of food
- Technological changes in food production and availability.
- Seasonality and sustainability of food. Food miles

This unit will report on Health and Design Technologies and Personal and Social Capabilities

**ASSESSMENT:** This will be based on practical productions, set written tasks, assignments and the preparation and evaluation of products.



## LEVEL THREE UNITS

### H3.2 PE FITNESS & WELLBEING Year 9/10

**CONTENT:** This unit covers a wide variety of physical activities linking theory content to practical settings. Theory work includes fitness components, fitness testing, training types and creating fitness programs. Students will also investigate the different responses to physical activity such as acute and chronic adaptations. This unit will report on Physical Education and Personal and Social Capabilities.



**ASSESSMENT:** Students will be assessed on both theory and practical work through skills tests, practical evaluations, written tests, laboratory activities and assignments.



### H3.3 PE EXERCISE SCIENCE Year 10

**CONTENT:** This unit covers a wide range of physical activities including individual and team sports and recreational activities. Students will also engage in Triathlon training and complete lab reports to apply theoretical knowledge around biomechanics and body systems including cardiovascular, respiratory, skeletal and muscular systems to practical activities. This unit will report on Physical Education and Personal and Social Capabilities.

**ASSESSMENT:** Students will be assessed on both theory and practical work through skills tests, practical evaluations, written tests, laboratory activities, peer teaching and assignments.

### H3.4 OUTDOOR ENVIRONMENTS & ADVENTURE Year 9/10

**CONTENT:** This unit involves students in practical activities such as downhill and cross-country skiing, bush walking, canoeing or sailing. Class lessons will prepare students for the overnight trips in areas such as safety, environments, equipment, food, environmental awareness and group work. This unit includes a skiing excursion at a cost of approximately \$400-\$500 depending on whether our Bogong Camp application has been successful, plus additional costs for day or other overnight excursions. This unit will report on Health and Physical Education and Personal and Social Capabilities.

**ASSESSMENT:** Based on personal reflections, practical activities and assignment work.



## FLOWCHART OF MATHEMATICS UNITS

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**M3.3  
MATHS  
Year 10**

**M3.4  
MATHS  
Year 10**

**M3.1  
MATHS  
Year 9**

**M3.2  
MATHS  
Year 9**

**M2.1  
MATHS  
Year 8**

**M2.2  
MATHS  
Year 8**

**M1.1  
MATHS  
Year 7**

**M1.2  
MATHS  
Year 7**

The unit descriptions give examples of what may be covered but are not definitive.

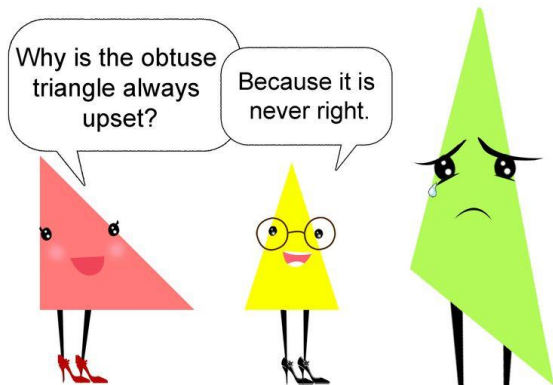
**ASSESSMENT FOR MATHEMATICS UNITS AT LEVELS ONE, TWO AND THREE.**

**ASSESSMENT:** Work must be completed in the following areas:  
 \* Skills practice and standard applications - set exercises and assignments.  
 \* Problem solving and modelling - unfamiliar and real world problems.  
 \* Projects / Investigations.  
 \* Homework must be completed.  
 \*Levels of performance will be assessed by tests, homework and assignments.

**CALCULATOR REQUIREMENTS.**  
**All units require all students to have their own scientific calculator.**

**TEXT BOOK REQUIREMENTS:**  
 Yr 7-10 Units will require membership to Maths Online  
 Yr7-9 Units will require membership to 'Squizya' for homework.

**LEVEL ONE UNITS**



**M1.1 and M1.2 MATHS Year 7**

- CONTENT:**
1. Number & Algebra: Whole number computation, fractions, decimals and integers. Coordinate plane.
  2. Measurement & Geometry: Develop area formula for 2D shapes.

Investigate angle properties and classifications

3. Statistics and Probability: Investigate probabilities for different events.

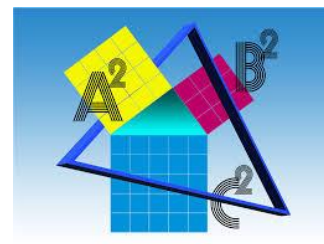
This unit will report on Victorian Curriculum Mathematics and critical and creative thinking.

**LEVEL TWO UNITS**

**M2.1 and M2.2 MATHS Year 8**

- CONTENT:**
1. Number & Algebra: Investigate integers, index laws and real numbers including pi. Work with algebraic terms. Solving simple equations.
  2. Measurement & Geometry: Conversion of metric units. Develop understanding of surface area and volume.
  3. Statistics and Probability: Venn diagrams, tree diagrams and develop the language of probabilities.

This unit will report on Victorian Curriculum Mathematics and critical and creative thinking.



- 1.

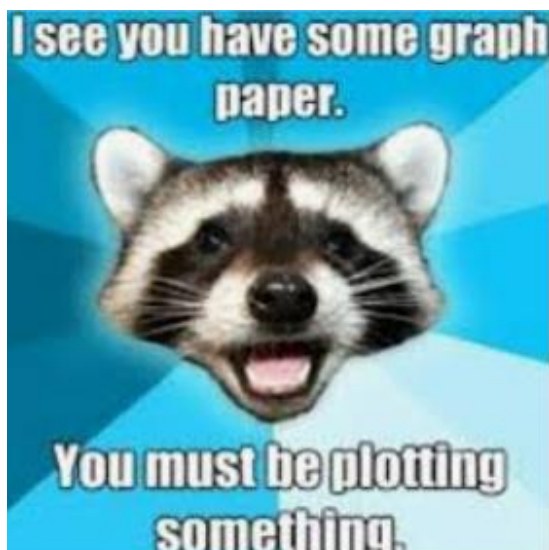
## LEVEL THREE UNITS

### M3.1 MATHS Year 9

#### CONTENT:

1. Number & Algebra: Index laws, ratios and percentages, surds
2. Measurement & Geometry: surface area and volume extended to compound shapes. Similar triangles. Pythagoras theorem.
3. Statistics and Probability; list outcomes and assign probabilities

This unit will report on Victorian Curriculum Mathematics and critical and creative thinking.



### M3.2 MATHS Year 9

#### CONTENT:

1. Number & Algebra. Linear equations, relations and graphs. Factorisation and expansion of binomial expressions.
2. Measurement & Geometry: Transformations of shapes.
3. Statistics and Probability. Stem and leaf plots. Use measures of centre and spread to describe data.

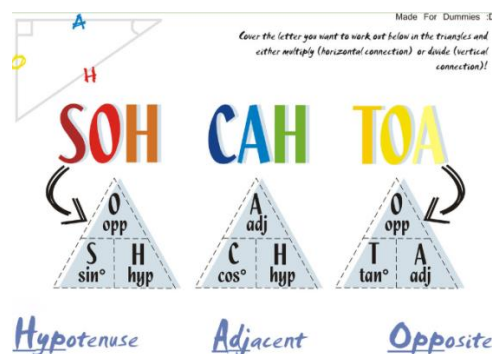
This unit will report on Victorian Curriculum Mathematics and critical and creative thinking.

### M3.3 MATHS Year 10

#### CONTENT:

1. Number & Algebra: Surds
2. Measurement & Geometry: Trigonometric ratios and their application to right and non-right angled triangles. Circle Theorems
3. Statistics and Probability. Comparison of data displays.

This unit will report on Victorian Curriculum Mathematics and critical and creative thinking.

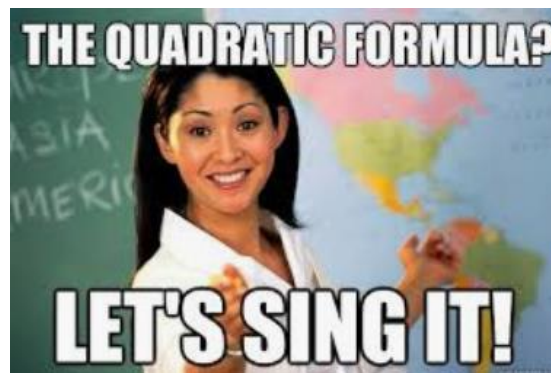


### M3.4 MATHS Year 10

#### CONTENT:

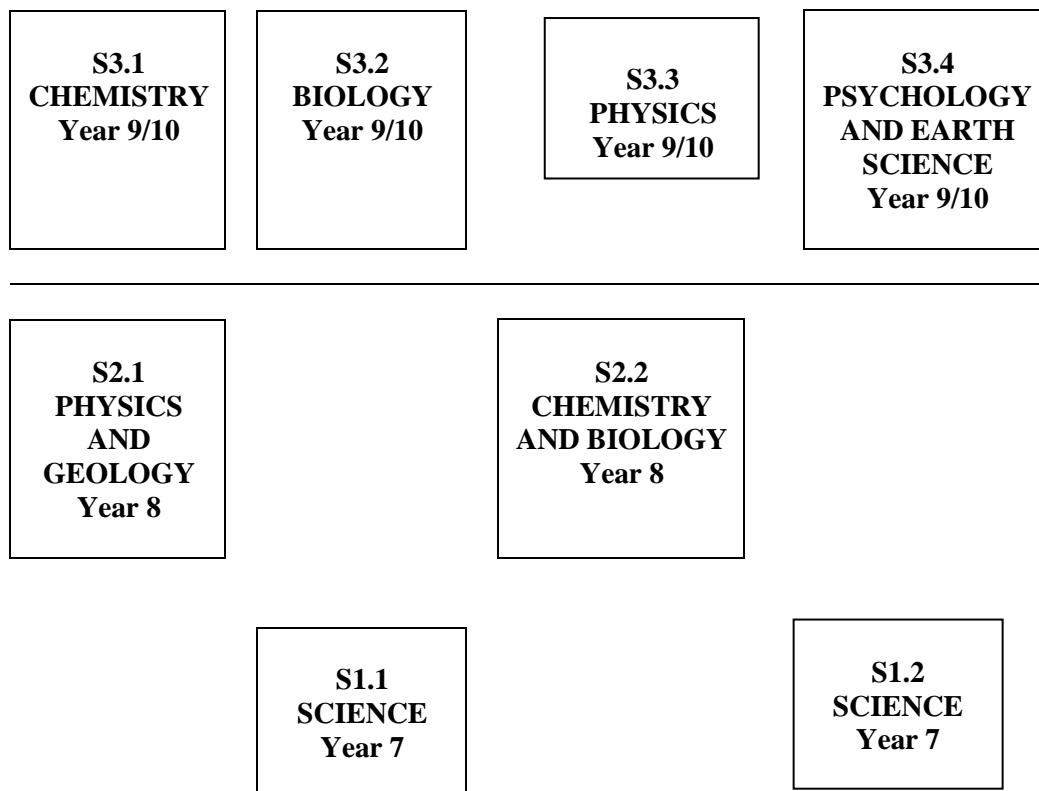
1. Number & Algebra: Non-linear relations. Quadratic functions. Turning point form. Transformation of graphs.
2. Financial Mathematics
3. Statistics and Probability: Two and three step chance problems.

This unit will report on Victorian Curriculum Mathematics and critical and creative thinking.





## FLOW CHART OF SCIENCE UNITS



All Units of Science will report on the following Victorian Curriculum requirements:

### Science as a human endeavor

- Scientific knowledge and understanding of the world changes as new evidence becomes available
- Science and technology contribute to finding solutions to issues which involve ethical considerations.

### Science Inquiry Skills

- Questioning and predicting
- Planning and conducting
- Recording and processing

### Science capabilities.

- Critical and creative thinking

## LEVEL ONE UNITS

### S1.1 SCIENCE Year 7

Study of:

- Mixtures, including solutions, which contain a combination of pure substances.
- Properties of states of matter in terms of motion and arrangements
- Earth's resources are renewable, but others are non-renewable
- Water is explored as an important resource as it cycles through the environment

### S1.2 SCIENCE Year 7

Study of:

- Classification to help us organise diversity.



### S2.1 PHYSICS AND GEOLOGY Year 8

Study of:

- Sedimentary, igneous and metamorphic rocks
- The process of mineral formation in our earth
- Energy of different forms within our systems, including electricity, light and sound
- Structures and materials in construction and flight, including towers, bridges and rockets

- Interactions between organisms and food chains and food webs
- Predictable phenomena on Earth, including seasons and eclipses
- Magnets, levers, pulleys, simple machines and inclined planes
- Robotics and programming

#### ASSESSMENT:

- Practical and class participation
- Assignments
- Tests

## LEVEL TWO UNITS



### S2.2 CHEMISTRY AND BIOLOGY Year 8

Study of:

- Cells and specialised structures and functions
- Survival and reproduction of multicellular and unicellular organisms
- States of matter and the particle model
- Elements, compounds and mixtures explored at the particle level.
- Chemical and physical change: how are new substances formed?



**ASSESSMENT:**

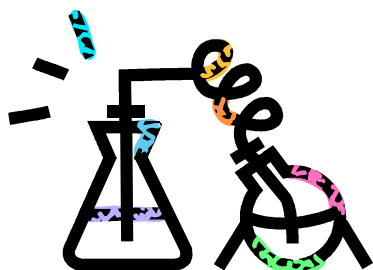
- Practical and class participation
- Assignments
- Tests

**LEVEL THREE  
UNITS**

**S3.1 CHEMISTRY Year 9/10**

Study of:

- Matter is made of atoms which are composed of protons, neutrons and electrons
- The atomic structure and properties of elements are used to organise them in the periodic table.
- Chemical reactions which involves rearranging atoms which form new substances.
- Different types of chemical reactions which are used to produce a range of products and can occur at different rates.
- Chemical reactions, including combustion and the reactions of acids
- Chemical reactions as represented by balanced chemical equations.



**S3.2 BIOLOGY Year 9/10**

Study of:

- Multicellular organisms are investigated.
- The transmission of heritable characteristics from one generation to the next is shown to involve DNA and genes.
- The theory of evolution by natural selection is outlined.
- The diversity of living things which exists in ecosystems
- Matter and energy flowing through these systems



**S3.3 PHYSICS Year 9/10**

Study of:

- Natural radioactivity arises from the decay of nuclei in atom
- Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current (solar craft)
- The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors (AC/DC generation)
- Energy flow in Earth's atmosphere can be explained by the processes of heat transfer conduction, convection, radiation)
- The explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics



### **S3.4 PSYCHOLOGY AND EARTH SCIENCE Year 9/10**

Study of:

- Tools used to study people and animals, their thinking, emotions and behaviour
- The brain and nervous systems incl. neurons and the transfer of sensory information
- Sleep and dreaming and the difference between the conscious and unconscious mind
- Social Psychology and observational experiments
- The theory of plate tectonics
- The Universe and its components as explained by the Big Bang Theory
- Global systems and their interactions including the carbon cycle and the atmosphere.

#### **ASSESSMENT:**

- Practical and class participation
- Assignments
- Tests

## FLOWCHART OF COMMERCE UNITS

**C3.1  
LAW &  
TEENAGERS  
Year 9/10**

**C3.2  
DECISIONS,  
DECISIONS  
Year 9/10**

**C3.3  
SMALL  
BUSINESS  
Year 8/9/10**

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**C2.1  
TECHNOMICS  
Year 8**

**C2.2  
DECISIONS  
DECISIONS  
Year 8**

**C3.3  
SMALL  
BUSINESS  
Year 8/9/10**

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**Humanities Units follow Commerce Unit descriptions**

## LEVEL TWO UNITS

### C2.1 TECHNOMICS

#### CONTENT:

This unit focuses on developing student skills and understandings in relation to technology in business and its applications to increase efficiency and effectiveness. Areas covered will include:

- introduction to computer-based applications such as spreadsheets, databases and financial programs.
- Website design as a business tool
- investigation, design, production and review of industry technologies including but not limited to the manufacturing, production and construction industries.
- The use of production lines and automation in business
- Use of digital technologies in business.
- Application of programming for business applications
- Other topics include E-Currency, App development and Gamification.

This unit will report on the Economics and Business, Digital Technologies and Creative and Critical Thinking Victorian Curriculum Learning Areas.

#### ASSESSMENT:

Students' will be assessed using a variety of methods including design tasks, projects, investigations and tests.



### C2.2 DECISIONS, DECISIONS

#### Year 8

### C3.2 DECISIONS, DECISIONS

#### Year 9/10

#### CONTENT:

This unit focuses on developing student skills and understandings in relation to the economy, personal finance and work. Areas covered will include:

- personal decision making (eg. work, career paths and finance),
- developing their understanding of the Australian economy and the role of workers in its function.
- examining vocational pathways and education/training requirements, possible work and career options.
- Investigating personal finances and financial literacy including credit cards, loans and insurance
- investigating how the stock market works and what effects business values.
- discussing the different forms of gambling and the financial risk associated with it.

Students will be expected to:

- Develop skills and strategies for transition to employment and further education and training, including job seeking, job application and interview skills.
- Produce simulation budgeting documents
- explain role of workers in the Australian economy.



This unit will report on the Economics and Business, and Creative and Critical Thinking Victorian Curriculum Learning Areas.

#### ASSESSMENT:

A variety of methods may be used, including essays, analyses of evidence, investigations, reports and tests. Students, as part of this unit, prepare a career plan using information drawn from a number of sources.



## LEVEL THREE UNITS

### C3.1 LAW AND TEENAGERS Year 9/10

#### CONTENT:

This unit aims to provide students with an understanding of our society's legal system and the rights and obligations that go with it, particularly in relation to teenagers.

Students will be able to:

- examine Australia's political system and its role in law making
- explain how and why local rules and laws are made and changed
- examine the origin of Australia's legal system and how Australian laws are made
- study the effects of law on teenagers, using current legal issues and topics relating to young people.

Possible issues and topics could include children's rights and responsibilities, road rules, teenage crime, drugs, children's courts and the role of the police.

Students visit the Bendigo Magistrate's Court and see the court system in action including analysing cases and the role of the judge and lawyers within the process. Students will also have several guest speakers to discuss their role with the legal and/or political fields.

This unit will report on the Civics and Citizenship, and Creative and Critical Thinking Victorian Curriculum Learning Areas.

#### ASSESSMENT:

Will be conducted by a variety of tests, assignments, homework exercises, written and oral reports and class participation.



### C3.3 SMALL BUSINESS Year 8/9/10

#### CONTENT:

This unit aims to develop student skills and understandings in relation to planning, running and evaluating a small business. Students will participate in activities that will help them plan and run their own small business.

Students will:

- examine how businesses are classified
- explain how economic decision-making affects the use of resources
- investigate the role of effective marketing in business and its link to competitiveness in the marketplace
- demonstrate an understanding of business financial management
- identify and apply enterprise skills and attributes of entrepreneurs
- plan, operate and evaluate a small business.
- Complete accounting tasks including statements and balance sheets.

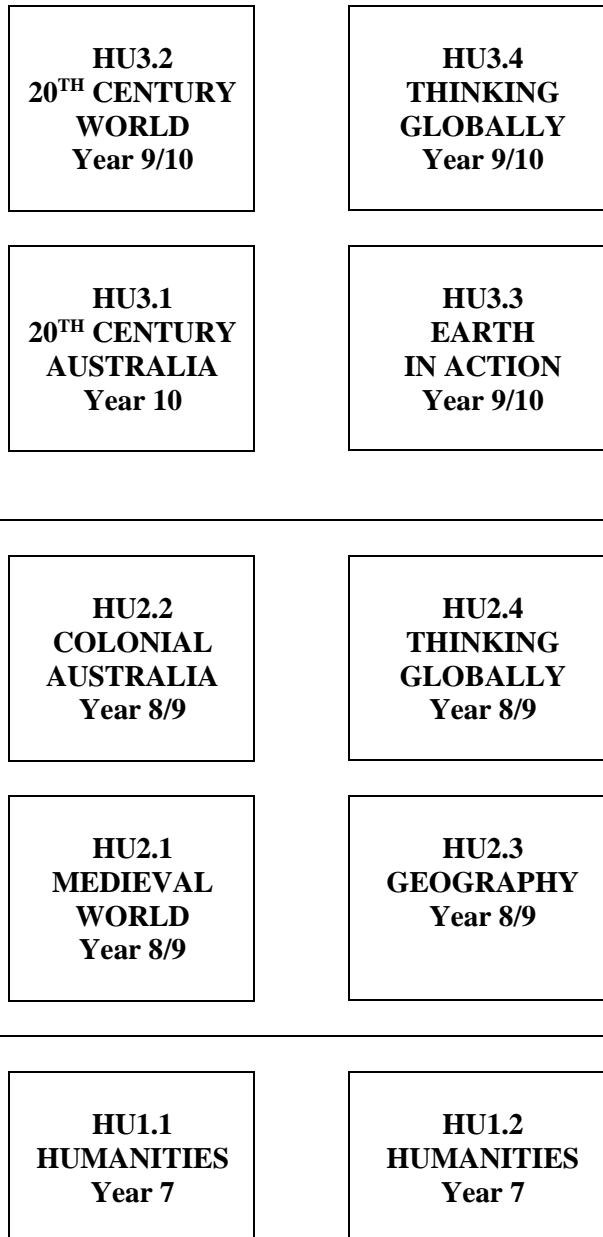
This unit will report on the Economics and Business, and Creative and Critical Thinking Victorian Curriculum Learning Areas.

**ASSESSMENT:**

Assessment tasks could include: case studies, business research, development of a business plan, business simulation exercise, school-based short-term business activity, test,

business survey and analyses, analytical exercises, and class participation.

## FLOWCHART OF HUMANITIES UNITS





## LEVEL ONE UNITS

### HU1.1 HUMANITIES Year 7

### HU1.2 HUMANITIES Year 7

#### CONTENT:

##### History

Students will learn about daily life and society in past and present societies. They will compare various historical periods to contemporary societies. Students will learn that history is about people and what they have done and said in the past. They will learn skills of working with evidence from the past and finding out what it means. There will be a strong focus on ancient civilisations, including Egypt, Greece and Rome.



##### Geography

Students will be introduced to basic geographical conventions. They will learn mapping skills and ideas such as scale, direction, location, symbols and relief. Students will learn to observe, collect and interpret data in their own area, with a local issue being investigated.



##### Business and Economics

This unit focuses on developing student skills and understandings in relation to personal finances, work, rights and responsibilities, and fundamental work. Areas covered will include:

- personal financial decision making
- developing understanding of the Australian legal system
- examining a citizen's rights and responsibilities in society

Students will be expected to:

- develop skills for managing personal finances and usage of personal resources
- explain rights and responsibilities for citizens, and the Australian legal system



**ASSESSMENT:** Written tasks, research projects, mapping exercises, multimedia tasks, tests.

These units will report on the History, Civics and Citizenship, Geography, Intercultural, Personal and Social Learning and Economics and Business Victorian Curriculum learning areas.

## LEVEL TWO UNITS

### HU2.1: MEDIEVAL WORLD Year 8/9

**CONTENT:** You will learn about the daily lives of people in medieval England and Japan, investigate community life, art, myths and religious beliefs and explain the social division of each society. You will analyse the ways medieval societies were governed and compare daily life in medieval England and Japan with those of people in your own time. The Black Death will be a major focus of study.

This unit will report on History, Civics and Citizenship and Intercultural Victorian Curriculum learning areas.

**ASSESSMENT:** A range of assessment tasks including written assignments, model-making, role-plays and research activities.



### HU2.2: COLONIAL AUSTRALIA Year 8/9

**CONTENT:** You will examine Australian history, beginning with an insight into traditional indigenous culture and then the

process and reasons behind the European colonisation of Australia. You will examine topics such as the issues that Britain's government faced during the Industrial Revolution in the late 1700s. You will look at early European exploration throughout Australia, the impact that the Gold Rush had on establishing Australian culture and the development of a national identity, and the movement towards Federation. The experiences of groups such as convicts, indigenous Australians, bushrangers, gold miners and explorers will be a major focus. You will look at the history of Victoria in the 1800s and also take part in an excursion to Sovereign Hill in Ballarat.

This unit will report on History, Civics and Citizenship and Intercultural Victorian Curriculum learning areas.

**ASSESSMENT:** A range of assessment tasks including written assignments, graphic displays, model-making and research activities.



### HU2.3: GEOGRAPHY Year 8/9

**CONTENT:** You will study a range of environments such as cities, oceans, deserts, rainforests and Antarctica. Topics such as natural disasters, weather, endangered species, overfishing, human population and tourism will also be covered. You will study the culture, history, living conditions and outlooks of people from other countries, with a focus on the Asia-Pacific region. Geographical skills such as mapping, graphing and using an Atlas will be applied throughout the unit. You will also observe, collect and interpret data in the local area.

This unit will report on Geography, Civics and Citizenship and Intercultural Victorian Curriculum learning areas.

**ASSESSMENT:** Mapping exercises, research tasks, group projects, test.



## HU2.4 THINKING GLOBALLY Year 8/9

**CONTENT:** Students focus on current issues and track the political, social, historical and geographical backgrounds to these issues.

Issues and topics to be explored include:

- The impact of war and terrorism on refugees, with a focus on Myanmar/Burma's Rohingya people.
- Racism, with a focus on South Africa's Apartheid system and the United States of America's segregation.
- The spread of various diseases around the world and how these are transmitted, combated and prevented.
- The role of China and India in the 21<sup>st</sup> Century.
- The impact of humans on Antarctica.
- Overfishing of the oceans.
- The gap between developing countries and developed nations, focusing on human rights, economic development, government, foreign aid and standards of living, with each student focusing on one African country to research.

**ASSESSMENT:** Assessment for this unit will be based on a variety of student presentation methods and skills developed over the semester including:

- PowerPoint presentations.
- Group activities.
- Written tasks.
- Major research assignments.

This unit will report on the History, Geography, Civics and Citizenship and Intercultural Victorian Curriculum learning areas.

## LEVEL THREE UNITS

### HU3.1: TWENTIETH CENTURY AUSTRALIA Year 9/10

**CONTENT:** You will investigate the events and ideas which shaped Australia's emerging identity and examine popular ideas about what it means to be Australian. Themes, events and ideas to be investigated will include living and working conditions, debates about immigration, issues of equality, wartime experiences, the ANZAC Legend, the experiences of indigenous Australians, the Great Depression, popular culture, Australia's place in the world, and emerging issues such as the environment, Republicanism and Aboriginal reconciliation.

This unit will report on History, Civics and Citizenship and Intercultural Victorian Curriculum learning areas.

**ASSESSMENT:** Film analysis, research activities, biographical studies, test.



### HU3.2: TWENTIETH CENTURY WORLD Year 9/10

**CONTENT:** You will investigate the key ideas, events and people of the Twentieth

Century and learn about significant political, economic, social and technological changes driven by new ideas and leaders. You will look at how these changes affected such areas as family life, gender roles and work. Important issues and events to be investigated include the World Wars (including the Holocaust), the Great Depression, the Russian Revolution, civil rights campaigns, the Cold War and the development of world popular culture.

This unit will report on History, Civics and Citizenship and Intercultural Victorian Curriculum learning areas.

**ASSESSMENT:** Film analysis, research activities, biographical studies, test.



### HU3.3: EARTH IN ACTION Year 9/10

**CONTENT:** A major focus of this unit will be the characteristics and impact of natural disasters, with phenomena such as earthquakes, tsunamis, volcanoes, bushfires, floods, tornadoes, hurricanes and landslides being studied throughout the semester. Communication and economic issues such as warning systems, international aid, recovery operations, etc will be studied. Key aspects of the world's landscapes such as plate tectonics, mountains, coasts, deserts, forests, rivers and glaciers will come under study as part of the course. The course will help you understand how people interact with the environment. You will develop a range of higher order geographical skills.

This unit will report on Geography, Civics and Citizenship and Intercultural Victorian Curriculum learning areas.

**ASSESSMENT:** Mapping exercises, research tasks, group projects, graphic exercises, test.



### HU3.4 THINKING GLOBALLY Year 9/10

**CONTENT:** Students focus on current issues and track the political, social, historical and geographical backgrounds to these issues.

Issues and topics to be explored include:

- The gap between developing countries and developed nations, focusing on human rights, economic development, government, foreign aid and standards of living.
- Conflicts around the globe and the impact of war and terrorism.
- Recent global immigration patterns, including the migration of Syrian people into Europe.
- Popular culture around the globe, looking at differences and similarities in education, music, sport, fashion, technology use and other areas.
- Regions that will be covered in depth include Africa (with a major studies on Rwanda, Kenya and Somalia), and the Middle East (looking at Iraq and Syria in depth).

**ASSESSMENT:** Assessment for this unit will be based on a variety of student presentation methods and skills developed over the semester including:

- PowerPoint presentations.
- Group activities.
- Written tasks.
- Major research assignments.

This unit will report on the History, Geography, Civics and Citizenship and Intercultural Victorian Curriculum learning areas.



## FLOW CHART OF TECHNOLOGY UNITS

A range of Technology Studies units are available at NCTTC for Yr 9 & 10 students.

Refer to the NCTTC Frameworks Handbook for details

Attendance at NCTTC in Semester 1 is compulsory for all Year 9 students.

**T3.2  
TECH &  
TEXTILES  
Year 9/10  
\***

**T3.5  
TECHNOLOGY AND  
DESIGN  
Year 9/10  
\***

**T2.2  
TECH &  
TEXTILES  
Year 8/9  
\***

**T2.4  
DESIGN &  
MAKE  
Year 8/9**

**T2.5  
TECHNOLOGY  
AND DESIGN  
Year 8/9  
\***

**T2.1  
DIGITAL  
TECHNOLOGY  
Year 8**

**T2.3  
DIGITAL  
TECHNOLOGY  
Year 8/9**

**T1.1  
DIGITAL  
TECHNOLOGY  
Year 7**

**T1.2  
TEXTILES  
Year 7**

**T1.3  
TECHNOLOGY  
Year 7**

\* T2.2 and T3.2 will be combined as T2232 when student numbers are low

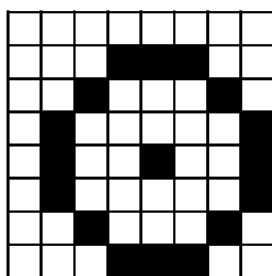
\* T2.5 and T3.5 will be combined as T2535 when student numbers are low

## LEVEL ONE UNITS

### T1.1 DIGITAL TECHNOLOGY Year 7

Students learn how to engage actively and safely as a member of the global online community. They investigate how data is transmitted and how digital systems represent text and image in binary. Students will also begin to develop knowledge, understanding and skills with coding and programming.

This unit will report on Digital Technology, Design Technologies and Critical and Creative Thinking Victorian Curriculum domains.



*Binary*  
00000000  
00011100  
00100010  
01000001  
01001001  
01000001  
00100010  
00011100

### T1.2 TEXTILES Year 7 T1.3 WOOD Year 7

Students at Year 7 will cover areas in the Technology domain including ICT, Textiles and Woodwork.

These units will report on Digital Technology, Design Technologies and Critical and Creative Thinking Victorian Curriculum domains.

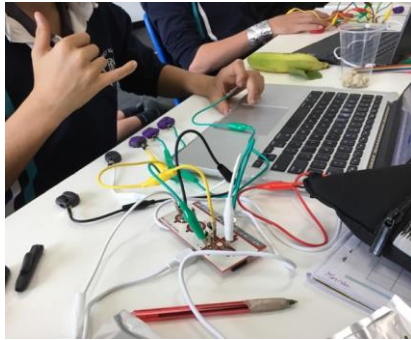
**ASSESSMENT:** Based on satisfactory completion of practical projects and other related activities.

## LEVEL TWO AND THREE UNITS

### T2.1 DIGITAL TECHNOLOGY Year 8

This unit aims to further develop students' understanding of digital technologies through a series of hands on tasks. Through investigation and experimentation they will develop a deeper understanding of robotic technology and coding.

Students learn the fundamentals of computer programming by creating simple 2D computer games using available software.



## T2.2 TECH & TEXTILES Year 8/9

## T3.2 TECH & TEXTILES Year 10

**CONTENTS:** Students will be involved in both practical and theory studies. This unit may focus on using a variety of mediums: fabric, yarn/wool, plastics, metal, printmaking/screen-printing, recycling, dyeing and image transfer. The materials will be negotiated with students based on teacher skills and availability.

This unit will report on Design Technologies and Critical and Creative Thinking Victorian Curriculum domains.

**ASSESSMENT:** Based on satisfactory completion of practical projects and other related activities.



## T2.3 DIGITAL TECHNOLOGY Year 8/9

**CONTENTS:** Students will be involved in both practical and theory studies. They will investigate Digital Systems, Data and Information, and Create and Define Digital Solutions. This will include areas such as data security, how digital systems create images, information and sound and using code to design, model or create events. Robotics will play a part in this process. Evaluating software solutions and using algorithms to plan these solutions will also be covered. Students will discuss safe and ethical protocols around social media and networks and work with computational thinking and a programming language - Javascript

This unit will report on Digital Technologies and Critical and Creative Thinking Victorian Curriculum domains.

**ASSESSMENT:** This will be based on satisfactory completion of projects as well as written assignments.

## T2.4 DESIGN AND MAKE Year 8/9

**CONTENT:** You may design and make a number of practical projects learning a variety of construction methods. Your projects may be selected from a range of everyday functional articles and may use different materials such as wood, metal and plastic. You may also investigate the impact of technology on our lives.

This unit will report on Design Technologies and Critical and Creative Thinking Victorian Curriculum domains.

**ASSESSMENT:** Based on satisfactory completion of practical projects and other related activities.



negotiated with students based on teacher skills and availability.

This unit will report on Design Technologies and Critical and Creative Thinking Victorian Curriculum domains.

## **T2.5 TECHNOLOGY & DESIGN**

**Year 8/9**

## **T3.5 TECHNOLOGY & DESIGN**

**Year 10**

**ASSESSMENT:** This will be based on satisfactory completion of projects as well as written assignments.

**CONTENTS:** Students will be involved in both practical and theory studies. They will use a variety of materials to construct and design artistic pieces, clothing and constructions. The materials will be

## **INTEGRATED UNITS FLOWCHART**

Year 8 and 9 students will complete Integrated Units as Level 2 units while Year 10 students will complete them as Level 3 units.

**I2333  
PUBLISHING  
HOUSE  
Year 8/9/10**

**I2232  
GATEWAYS  
Year 8/9/10**



## INTEGRATED UNITS



### I2333 PUBLISHING HOUSE Year 8/9/10

**CONTENT:** This unit aims to give students skills and experience related to publishing. It will cover many aspects of writing and editing, budgeting and money management, and elements of layout and design. Students will conduct research, gather and analyse data and produce written reports. They will then edit their own work and that of other students. Students will also learn and utilise budgeting techniques and layout and design skills. Throughout the subject student will be expected to utilise the available technology to produce pieces that could be used in the School Magazine. They will be expected to produce several pieces, at least one of which will go into the magazine.

**ASSESSMENT:** A variety of assessment tasks will be used, including a folio of written pieces, an investigation of a publishing related career, photography and graphic pieces, budgeting activities and oral activities. Student negotiation of assessment tasks will be an aspect of the overall assessment.

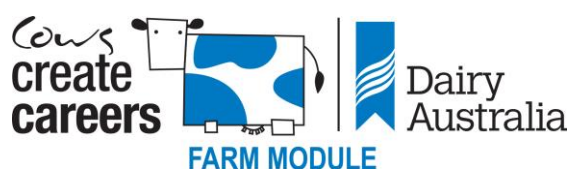
This unit will be assessed using the Critical and Creative Thinking Victorian Curriculum capability and the Digital Technologies domain.



### I2232 GATEWAYS Year 8/9/10

**PRE-REQUISITES:** A commitment to working cooperatively. Students selecting this unit will at times be working unsupervised on school and community projects, often linking with local industry to complete these projects.

**CONTENT:** This unit involves students interacting with their local community and developing projects that link with local industry. This may include the completion of short courses with accredited qualifications. The course will also involve students tending and adding to the Gateways plantation, with scientific, technological and geographical aspects used within the program. Students will be planting and processing a variety of products and be involved in the marketing and advertising processes. Mental health strategies, community health and community connections for young people will also be addressed. 2024 will see the school continue to link with the Boort Show and other community groups. It will also continue to incorporate the Dairy Industry's commitment to learning through the 'Cows Create Careers' project.



**ASSESSMENT:** Based on participation, effort and achievement, in individual and group situations. This unit will report on the Civics and Citizenship, Critical and creative thinking and Ethical capabilities Victorian Curriculum domains.