



ST JOHN'S COLLEGE

Senior School
CURRICULUM GUIDE

Years 7 - 10

Table of Contents

YEAR 7 Curriculum.....	6
English.....	7
Mathematics.....	8
Humanities.....	10
Science.....	11
Modern Greek.....	13
Health & Physical Education.....	14
Digital Technology.....	16
Dance.....	17
Active Citizen.....	18
Art.....	19
Music.....	20
YEAR 8 Curriculum.....	22
English.....	23
Mathematics.....	24
Humanities.....	26
Science.....	27
Modern Greek.....	29
Health & Physical Education.....	30
Digital Technology.....	32
Dance.....	33
Sport.....	34
Art.....	35
Music.....	36
YEAR 9 Curriculum.....	38
English.....	39
Mathematics.....	40
Humanities.....	42
Science.....	43
Modern Greek.....	45
Health & Physical Education.....	46
YEAR 10 Curriculum.....	48

<i>English</i>	49
<i>Mathematics</i>	50
<i>Humanities</i>	52
<i>Science</i>	53
<i>Modern Greek</i>	55
<i>Health & Physical Education</i>	56
<i>YEAR 9/10 Electives</i>	58
<i>Forensics</i>	60
<i>Artist’s Studio - Printmaking</i>	60
<i>Drama</i>	60
<i>Music Styles</i>	61
<i>School Spotlight: Podcasting and Stage Production</i>	61
<i>Food Studies</i>	61
<i>Music Performance</i>	62
<i>Robotics, Coding, and 3D Printing</i>	62
<i>Visual Communication Design – Package Design</i>	62

St John's College

Mission, Vision and Values

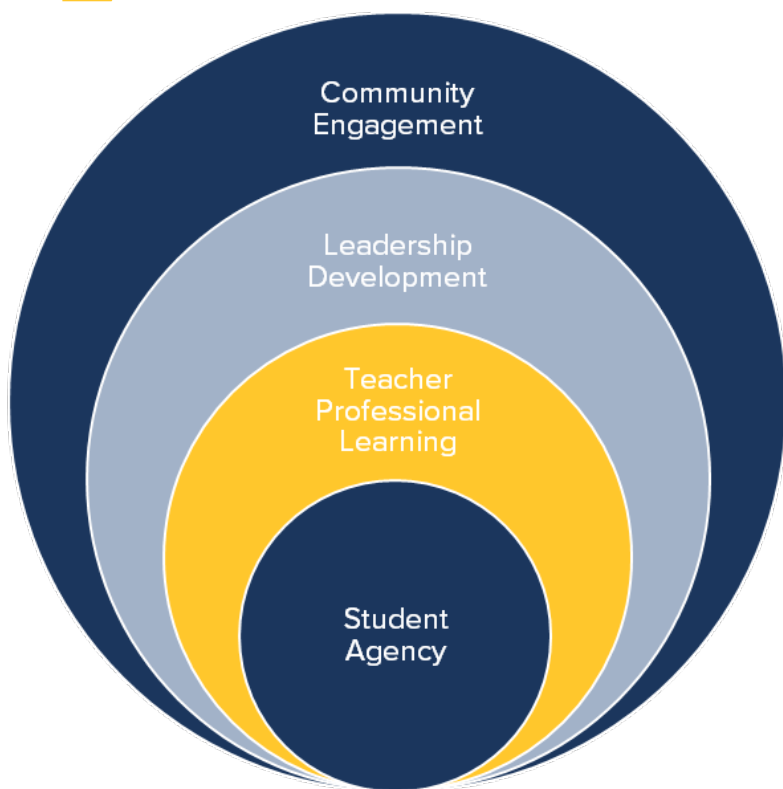
MISSION

To foster a love of learning, live the Orthodox Christian values of love, kindness, responsibility and humility, and celebrate Hellenism, in a community environment where everyone is welcome.

VALUES



STRATEGY

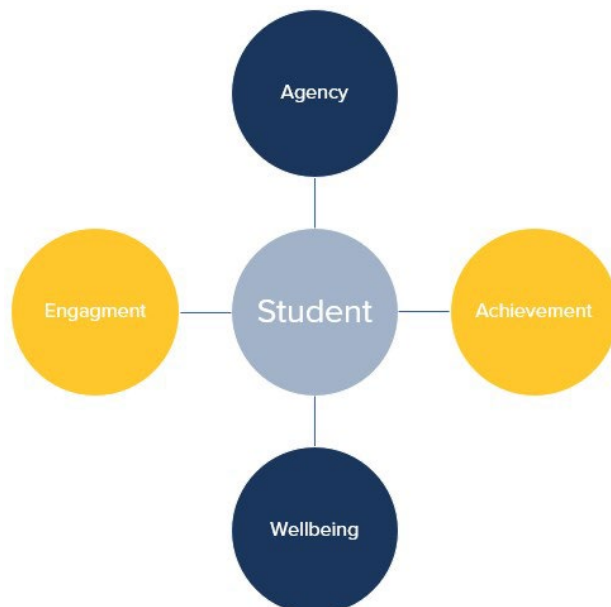


VISION

Our vision is to educate the whole person, academically, socially, spiritually and morally. Students leave the school with the knowledge, skill and confidence to succeed in their chosen field; to 'walk the right path – Philotomo'.

GUIDING PHILOSOPHY

We believe that when students feel safe and accepted at school, they are best able to engage in their learning. Student engagement and agency in learning are the foundation of educational achievement and personal growth.





YEAR 7 Curriculum

Y
E
A
R

7

English

Rational

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Aim

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Study Outline

Thematic Study: Relationships	
Semester 1	Narrative Writing
	Personal Responses
	Poetry
Semester 2	Exploring Argument
	Presenting a speech
	Text Responses (Novel and Film)

Mathematics

Rational

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematical ideas have evolved across societies and cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and provide new tools for mathematical exploration and invention. While the usefulness of mathematics for modelling and problem solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic and technological advances and empowering individuals to become critical citizens.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

The curriculum ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and structures which students apply beyond the mathematics classroom. For example, in Science, understanding sources of error and their impact on the confidence of conclusions is vital; in Geography, interpretation of data underpins the study of human populations and their physical environments; in History, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative, logical and spatial information is an important aspect of making meaning of texts.

Aim

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline

- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

Study Outline

Semester 1	Positive Integers
	Integers, indices and factors
	Probability
	Measurement
	Fractions
Semester 2	Financial Mathematics
	Algebra
	Equations
	Geometry
	Statistics
	The Cartesian Plane

Humanities

About the Humanities

In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia’s role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

Learning about world views and religions

The Victorian Curriculum F–10 includes multiple opportunities for students to learn about world views and religions. This enables students to be more informed and engaged at both a local and global level, understanding the perspectives of diverse local communities and being informed about the beliefs and practices of diverse traditions

Study Outline

Semester 1	<u>History</u> <ul style="list-style-type: none"> • Chronology, Historical sources as evidence, continuity and change, cause and effect and Historical significance. • Aboriginal and Torres Islander peoples and culture • Ancient world and early civilisation (Egypt)
	<u>Geography</u> <ul style="list-style-type: none"> • Place, Space and interconnection, Data and information • Water in the world • Places and liveability
Semester 2	<u>Civics and Citizenship</u> <ul style="list-style-type: none"> • Government and Democracy • Features of Australian government • Constitution, citizens and democracy
	<u>Economics and Business</u> <ul style="list-style-type: none"> • Resource allocation and making choices • Consumer and financial literacy

Science

Rational

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity

Aim

The Science curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions

- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Study Outline

Semester 1	Discovering Science
	Precious Resources
	A World of Machines
	Classification
Semester 2	Learning Keys
	Ecosystems
	Separating Mixtures
	The Earth in Space
	Forces in action

Modern Greek

Rational

Students acquire communication skills in Modern Greek. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- contributes to the strengthening of the community's social, economic and international development capabilities
- extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Aim

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

Study Outline

Semester 1	Greek Customs & Traditions
	Hellenism of Asia Minor
	Family Relations
Semester 2	Greek Cuisine
	Australian Hellenic Memorial
	Greek Identity

Health & Physical Education

Rational

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Aim

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Health Study Outline

Semester 1	Introduction to Highschool
	Bullying
	Diversity
Semester 2	Adolescence and Change
	Mental Health

Physical Education Study Outline

Semester 1	Athletics
	Throwing, Catching and Kicking
	Striking & Fielding: Cricket
	Fitness Testing
Semester 2	Olympic Sports
	Netball
	Footy Codes: Touch Rugby
	Striking & Fielding: Softball
	Fitness Testing

Digital Technology

Rational

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking.

The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

Aim

The Digital Technologies curriculum aims to ensure that students can:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.

Study Outline

Semester 1	Cyber Safety
	Block Coding (Scratch 3.0)
Semester 2	Cyber Safety
	Robotics and Block Coding

Dance

Rational

Dance is expressive movement with purpose and form. Through Dance, students express, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, perform and appreciate as they engage with dance practice and practitioners in their own and others' cultures and communities.

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. Students respond to their own and others' dances using movement and other forms of communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures, times and locations and develops their personal, social and cultural identity.

Aim

The Dance curriculum aims to develop students':

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and appreciation of their own and others' dances
- aesthetic, artistic and cultural understandings of dance in past and contemporary context sits relationship with other arts forms and contributions to cultures and societies
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Study Outline

Semester Topic	Introduction to Greek Dance
	The Regions of Greece
	Step by Step Choreography for Various Greek Dances

Active Citizen

Rational

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students explore the nature of citizenship, diversity and identity in contemporary society. They gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

The Civics and Citizenship curriculum recognises that Australia is a secular democratic nation with a multicultural and multi-faith society, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility.

By investigating contemporary issues and events students learn to value their belonging in a diverse and dynamic society, develop points of view and positively contribute locally, nationally, regionally and globally.

Aim

Civics and Citizenship aims to ensure students develop:

- a lifelong sense of belonging to, and engagement with, civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- skills necessary to investigate contemporary civics and citizenship issues, and foster responsible participation in Australia's democracy
- the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

Study Outline

Semester Topic	Cyber Safety
	Block Coding (Scratch 3.0)

Art

Rational

Visual Arts includes the fields of art, craft and design. Students create visual art works that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own work and that of others.

Aim

The Visual Arts curriculum aims to develop students':

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- respect for visual arts as social and cultural practices, including industry practices
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating

Study Outline

Semester Topic	Introduction to Art
	Art Elements and principles
	Personal Symbol

Music

Rational

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped; new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding, which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers.

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music. As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

Aim

The Music curriculum aims to develop students':

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to listen, improvise, compose, interpret, perform, and respond with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form, its relationship with other arts forms and contributions to cultures and societies.

Study Outline

Semester Topic	Music Technology
	Instrumental Music (Guitar, Drums, Piano, Winds, Strings)
	Music Theory



YEAR 8 Curriculum

Y
E
A
R

8

English

Rational

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Aim

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Study Outline

Thematic Study: Justice	
Semester 1	Narrative Writing
	Persuasive Writing and Oral Presentation
	Crafting Text (Dystopian Mentor Texts)
Semester 2	Text Analysis (Novel)
	Argument Analysis – New and Traditional Media
	Film Analysis

Mathematics

Rational

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematical ideas have evolved across societies and cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and provide new tools for mathematical exploration and invention. While the usefulness of mathematics for modelling and problem solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic and technological advances and empowering individuals to become critical citizens.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

The curriculum ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and structures which students apply beyond the mathematics classroom. For example, in Science, understanding sources of error and their impact on the confidence of conclusions is vital; in Geography, interpretation of data underpins the study of human populations and their physical environments; in History, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative, logical and spatial information is an important aspect of making meaning of texts.

Aim

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and

applications, aesthetics and philosophy

Study Outline

Semester 1	Integers and Indices
	Decimals and Measurement
	Pythagoras' Theorem
	Probability
	Algebra
	Coordinates and Linear graphs
Semester 2	Time Zones
	Ratios and Rates
	Linear Equations
	Financial Mathematics
	Congruence
	Representing and Interpreting Data

Humanities

About the Humanities

In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia’s role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

Learning about world views and religions

The Victorian Curriculum F–10 includes multiple opportunities for students to learn about world views and religions. This enables students to be more informed and engaged at both a local and global level, understanding the perspectives of diverse local communities and being informed about the beliefs and practices of diverse traditions

Study Outline

Semester 1	<u>History</u> <ul style="list-style-type: none"> • Historical significance, Chronology, Historical sources as evidence, continuity and change, cause and effect. • Ancient to the Modern World (Rulers, Religions and Migration) • The Vikings and The Renaissance
	<u>Geography</u> <ul style="list-style-type: none"> • Place, space and interconnection, Data and information • Landforms and landscapes • Changing nations
Semester 2	<u>Civics and Citizenship</u> <ul style="list-style-type: none"> • Laws and citizens • Citizenship, Diversity and Identity • Australia’s legal system
	<u>Economics and Business</u> <ul style="list-style-type: none"> • The Business environment, work and work futures and Economic and business reasoning • Entrepreneurs and Businesses • Individual and Social Wellbeing

Science

Rational

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity

Aim

The Science curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of

careers related to science

- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Study Outline

Semester 1	Cells
	States of Matter
	Sedimentary, Igneous and Metamorphic Rocks
	Systems – Living Connections
Semester 2	Elements, Compounds and Mixtures
	Energy
	Chemical Change
	Reproduction

Modern Greek

Rational

Students acquire communication skills in Modern Greek. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- contributes to the strengthening of the community's social, economic and international development capabilities
- extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Aim

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

Study Outline

Semester 1	Greek Customs & Traditions
	Hellenism of Asia Minor
	Family Relations
Semester 2	Greek Cuisine
	Australian Hellenic Memorial
	Greek Identity

Health & Physical Education

Rational

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease.

Aim

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and

physical activity participation across their lifespan

- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Health Study Outline

Semester 1	Nutrition
	Safety & Risk
	Drug Use
Semester 2	Physical Activity & Fitness (Theory & Practical)
	Movement Skills (Theory & practical)

Physical Education Study Outline

Semester 1	Introduction to PE
	Fitness Testing
	Athletics
	Throwing, Catching & Kicking
	Striking & Fielding: Softball
	Netball
	Cultural Games
Semester 2	Olympic Sports
	Skill Related Fitness
	Gymnastics
	Footy Codes: AFL
	Fitness Testing

Digital Technology

Rational

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking.

The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

Aim

The Digital Technologies curriculum aims to ensure that students can:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.

Study Outline

Semester 1	Cyber Safety
	Introduction to Python Programming
Semester 2	Cyber Safety
	Robotics and Coding

Dance

Rational

Dance is expressive movement with purpose and form. Through Dance, students express, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, perform and appreciate as they engage with dance practice and practitioners in their own and others' cultures and communities.

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. Students respond to their own and others' dances using movement and other forms of communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students' knowledge and understanding of diverse cultures, times and locations and develops their personal, social and cultural identity.

Aim

The Dance curriculum aims to develop students':

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and appreciation of their own and others' dances
- aesthetic, artistic and cultural understandings of dance in past and contemporary context sits relationship with other arts forms and contributions to cultures and societies
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Study Outline

Semester Topic	Introduction to Greek Dance 2024
	Revision of Greek Dances Covered
	Creating Dance Tutorials for Greek Dances

Sport

Rational

Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.

Health and Physical Education promotes an appreciation of how movement in all its forms is central to daily life — from meeting functional requirements and providing opportunities for active living to acknowledging participation in physical activity and sport as significant cultural and social practices. The study of movement has a broad and established scientific, social, cultural and historical knowledge base, informing our understanding of how and why we move and how we can improve physical performance.

The study of movement also provides challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing.

Aim

Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

Study Outline

Semester Topic	Fitness Training incorporated with the following sports:- <ul style="list-style-type: none">• Tennis• Athletics• Volleyball• Netball• Soccer
-----------------------	--

Art

Rational

Visual Arts includes the fields of art, craft and design. Students create visual art works that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own work and that of others. Learning in the Visual Arts helps students to develop understanding of world cultures and their responsibilities as global citizens.

Aim

The Visual Arts curriculum aims to develop students':

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- respect for visual arts as social and cultural practices, including industry practices
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating

Study Outline

Semester Topic	Introduction to Art
	Art Elements and principles
	Personal Symbol

Music

Rational

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped; new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding, which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers.

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music. As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

Aim

The Music curriculum aims to develop students':

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to listen, improvise, compose, interpret, perform, and respond with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form, its relationship with other arts forms and contributions to cultures and societies.

Study Outline

Semester Topic	Classical Music
	Ensemble Performance
	Music Composition



YEAR 9 Curriculum

Y
E
A
R
9

English

Rational

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Aim

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Study Outline

Thematic Study: Conflict	
Semester 1	Crafting Texts (Mentor Texts in the Gothic Genre)
	Text Analysis (Play)
	Exploring a Current Media
Semester 2	Oral Presentation Work
	Text Analysis (Novel)
	Film Analysis

Mathematics

Rational

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematical ideas have evolved across societies and cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and provide new tools for mathematical exploration and invention. While the usefulness of mathematics for modelling and problem solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic and technological advances and empowering individuals to become critical citizens.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

The curriculum ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and structures which students apply beyond the mathematics classroom. For example, in Science, understanding sources of error and their impact on the confidence of conclusions is vital; in Geography, interpretation of data underpins the study of human populations and their physical environments; in History, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative, logical and spatial information is an important aspect of making meaning of texts.

Aim

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and

applications, aesthetics and philosophy

Study Outline

Semester 1	Number Skills and Exponent Laws
	Pythagoras and Trigonometry
	Probability
	Algebra
	Linear Equations
Semester 2	Congruence and Similarity
	Measurement
	Proportion and Rates
	Financial Mathematics
	Linear and Non-Linear Graphs
	Quadratic Equations and Graphs
	Statistics

Humanities

About the Humanities

In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia’s role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

Learning about world views and religions

The Victorian Curriculum F–10 includes multiple opportunities for students to learn about world views and religions. This enables students to be more informed and engaged at both a local and global level, understanding the perspectives of diverse local communities and being informed about the beliefs and practices of diverse traditions

Study Outline

Semester 1	<u>History</u> <ul style="list-style-type: none"> History Significance, Chronology, Historical sources as evidence, continuity and change, cause and effect The Making of the World Industrial Revolution (1750 – 1014) Australia and Asia
	<u>Geography</u> <ul style="list-style-type: none"> Place, Space and Interconnections, Data and Information Biomes and Food Security Individual and Societal Wellbeing
Semester 2	<u>Civics and Citizenship</u> <ul style="list-style-type: none"> Government and Democracy Laws and Citizen Australia’s system of government and the key features of Australia’s Court System
	<u>Economics and Business</u> <ul style="list-style-type: none"> Resource Allocation and Making Choices Consumer and Financial Literacy Australia as a Trading Nation and it’s place within Asia

Science

Rational

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity

Aim

The Science curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social

implications of decisions

- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Study Outline

Semester 1	Control and Coordination
	Systems Working Together
	Energy Transmission
	The Dynamic Earth
	The Body at War
	Psychology (Introduction)
Semester 2	Inside the Atom
	Electricity at Work
	Chemical Reactions
	Ecosystems

Modern Greek

Rational

Students acquire communication skills in Modern Greek. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- contributes to the strengthening of the community's social, economic and international development capabilities
- extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Aim

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

Study Outline

Semester 1	Education and School Life
	Hellenism of Asia Minor
	Employment After School
Semester 2	Contemporary Issues Part 1 (Fashion and Youth Lifestyle)
	Australian Hellenic Memorial
	Contemporary Issues Part 2 (Environment and Technology)

Health & Physical Education

Rational

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Aim

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Health Study Outline

Semester 1	Drugs
	Risky Business
	Nutrition
Semester 2	Respectful relationships
	Mental Health

Physical Education Study Outline

Semester 1	Introduction to Physical Education
	Athletics
	Netball / Badminton
	Striking & Fielding: Cricket
	Skill Acquisition Project
	Fitness Testing
Semester 2	Olympic Sports
	Ultimate Frizbee / Golf
	Fitness Testing



YEAR 10 Curriculum

Y
E
A
R

10

English

Rational

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Aim

The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Study Outline

Thematic Study: Identity and Belonging	
Semester 1	Language Analysis
	Persuasive Writing
	Oral Presentation
	Analysis of Film
Semester 2	Analysis of Media Issues
	Oral Presentation
	Crafting Texts (Identity and Belonging Mentor Texts)

Mathematics

Rational

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematical ideas have evolved across societies and cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and provide new tools for mathematical exploration and invention. While the usefulness of mathematics for modelling and problem solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic and technological advances and empowering individuals to become critical citizens.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

The curriculum ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and structures which students apply beyond the mathematics classroom. For example, in Science, understanding sources of error and their impact on the confidence of conclusions is vital; in Geography, interpretation of data underpins the study of human populations and their physical environments; in History, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative, logical and spatial information is an important aspect of making meaning of texts.

Aim

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and

applications, aesthetics and philosophy

Study Outline

Semester 1	Exponents, Surds and Logarithms
	Linear Relationships
	Algebra and Equations
	Statistics
	Measurement
Semester 2	Quadratic Expressions
	Quadratic Equations
	Trigonometry
	Probability
	Deductive Geometry

Humanities

About the Humanities

In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia’s role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

Learning about world views and religions

The Victorian Curriculum F–10 includes multiple opportunities for students to learn about world views and religions. This enables students to be more informed and engaged at both a local and global level, understanding the perspectives of diverse local communities and being informed about the beliefs and practices of diverse traditions

Study Outline

Semester 1	<u>History</u> <ul style="list-style-type: none"> • Historical Significance, Chronology, Historical Sources as evidence, continuity and change, cause and effect • The Modern World and Australia • Causes and Consequences of WW1 and WW2 • Globalising the World
	<u>Geography</u> <ul style="list-style-type: none"> • Place, Space and Interconnection, Data and Information • Environmental Change and Management • Human Wellbeing and Change
Semester 2	<u>Civics and Citizenship</u> <ul style="list-style-type: none"> • Citizenship, Diversity and Identity • Laws and Citizenship • Australian Government’s Role and Responsibilities and Government Policies
	<u>Economics and Business</u> <ul style="list-style-type: none"> • The Business Environment, Work and Work Futures and Economic and Business Reasoning • The Australia Work / Business Environment • Analyse the implications for Current and Future Work/Business

Science

Rational

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity

Aim

The Science curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions

- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Study Outline

Semester 1	Getting into Genes
	The Mysterious Universe
	Chemical Patterns
	Forces, Energy and Motion
Semester 2	Evolution
	Chemical Reactions
	Global Systems
	Psychology

Modern Greek

Rational

Students acquire communication skills in Modern Greek. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- contributes to the strengthening of the community's social, economic and international development capabilities
- extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Aim

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

Study Outline

Semester 1	Education and School Life
	Hellenism of Asia Minor
	Employment after School
Semester 2	Contemporary Issues Part 1 (Fashion and Youth Lifestyle)
	Australian Hellenic Memorial
	Contemporary Issues Part 2 (Environment and Technology)

Health & Physical Education

Rational

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Aim

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Health Study Outline

Semester 1	Men & Women Health Issues
	Physical Activity (Theory & Practical)
Semester 2	Improving Performance (Theory & Practical)
	First aid & Sports Injuries (Theory & Practical)

Physical Education Study Outline

Semester 1	Introduction to Physical Education
	Fitness Testing
	Athletics
	Netball / Tennis
	Striking & Fielding: Softball
	Basketball
	Olympic Sports
Semester 2	Olympic Sports
	Volleyball
	Fitness Testing



9/10

E
L
E
C
T
I
V
E
S

YEAR 9/10 Electives

Students complete four (two per semester) electives during the year. Each elective runs for one semester and elective offerings vary year to year. This provides students with great opportunities to engage in areas that they find interesting and relevant, and is a means for them to express themselves through their choices.

Electives on offer for 2024 are provided on the following page, with their corresponding Unit Outline.

Previously run electives include:

- Astronomy and rocket science
- Explain the brain
- Forensics
- Start up: Running a business
- Stretching the mind
- Science Investigation
- Web Design
- Networking
- Coding
- Art
- Illustration for Design
- Music/Arts/Dance
- Drama/Stage Performance
- Young People and the Law
- Debating
- Environment Science
- Sports Coaching

Forensics

Forensic Science nurtures students' proficiency, comprehension, and insight into scientific methodologies and their practical applications. The interplay between science, our surroundings, and our daily lives plays a pivotal role in the success of each student. They develop their capacity to articulate scientific concepts and information for specific purposes, as well as to recognize how continuous advancements in scientific knowledge and technology can impact people's lives. Students delve into the historical development of forensic science techniques, various forms of physical and trace evidence, fingerprinting procedures, crime scene analysis, blood splatter analysis, and fibre and hair analysis. They undertake a variety of experiments and assignments that facilitate their grasp of scientific methods for investigations and problem-solving. Students devise, select, and employ appropriate investigative techniques to gather data and employ their scientific expertise to formulate conclusions that align with the available evidence.

Artist's Studio - Printmaking

Printmaking is a versatile artistic technique that involves creating multiple copies of an image or design on paper, fabric, or other surfaces.

Linocut is a printmaking technique that involves carving a design into a linoleum block and then using ink to create multiple copies of the design on paper or other surfaces. Linocut offers students a hands-on and tactile approach to creating art. It allows for the exploration of texture, line, and contrast, making it a versatile medium for artistic expression.

Students can experiment with different types of linoleum, inks, and paper. This allows them to understand how various materials can impact the final artwork and develop an appreciation for the role of materials in art.

Drama

In this course students will explore and express their creative ideas by devising scripts and performances. Through the use of voice, movement and actions, students will have the opportunity to engage with different theatre and drama styles and develop characters, scenes and spaces as they plan, direct, rehearse and perform their works. Students will also learn to use and analyse the elements of drama and theatre including acting, stagecraft design, lighting, costume, and sound.

If you have an interest in discovering the fun of the stage and learning through creative play, then this is the subject for you!

Music Styles

How do we differentiate between different styles and genres of music? What are the elements and forces at play that add up and combine to shape sounds in a way that we can instantly recognise as a style of music? In Music Styles students will study the elements of music and the different ways they are employed to differentiate styles and genres in music. Students will compose and perform music in different styles and learn how to use music notation software and recording technology to produce scores and recordings of their own compositions and performances. Students will learn skills of musical analysis and continue to build their knowledge of theory, rhythm and aural studies as they progress towards V.C.E. music.

School Spotlight: Podcasting and Stage Production

This course introduces students to the art of podcasting and stage management while also aiming to create a meaningful connection with the school community through a series of podcasts dedicated to highlighting the voices, stories, and talents within our school. From learning the nuances of storytelling and scripting for podcast episodes to mastering the technical side with cameras, microphones, sound, and lighting for stage setups, students will acquire comprehensive skills in audio-visual production. This hands-on course also emphasises stage management, teaching students how to coordinate live interviews and performances seamlessly.

The crowning achievement of the course will be "School Spotlight," a podcast series produced by our students, for our school community. Each episode will feature interviews with staff, insights from fellow students, and coverage of significant school events. Community members will be able to subscribe to the weekly podcasts on any mobile device.

Food Studies

Join us in the Year 9/10 Food Studies Elective class and embark on a culinary adventure that will nourish both your mind and your taste buds. Get ready to explore, experiment, and savour the joys of food!

Highlights of the Year 9/10 Food Studies Elective class include:

Practical Cooking Sessions: Get ready to roll up your sleeves and step into the kitchen! Our class provides ample opportunities for students to develop their culinary skills through practical cooking sessions. From baking mouthwatering desserts to creating savory dishes, you'll gain confidence and expertise in the art of cooking.

Global Food Exploration: Embark on a culinary journey around the world! Explore diverse cuisines, learn about different cultural food practices, and broaden your palate by trying new flavours and ingredients. From Italian pasta to Indian curries, you'll develop an appreciation for the rich tapestry of global gastronomy.

Music Performance

What are the skills required to succeed in the music performance industry? Students will learn about the different areas of study required for successful careers in music performance theory, scales and arpeggios, technical exercises, aural studies and rhythm studies. Students will begin to develop a concert repertoire list. Students will learn other skills necessary for successful careers in performance- time organization, continual building of motivation, planning, structuring practice time to be more efficient, organizing concerts and materials, self-promotion, marketing, networking, leading an ensemble, creating an online profile/music business. Students will develop a music performance journal listing ideas, thoughts, feelings, desires, goals, ambitions, areas of strength, areas of interest, areas of growth required. They will input the different resources they are using and investigating into their journals to develop their music performance skills and awareness. The subject will culminate in a music performance night which will act as the final assessment for this class. There is no level of experience necessary for this subject, but you will be required to provide a satisfying musical performance at the end of the year, so for inexperienced players, you will need to be prepared to put the hours of practice in to pass this subject.

Robotics, Coding, and 3D Printing

This elective course combines Robotics, Python programming, and 3D Printing. The course introduces students to the fundamentals of robot programming and automation using Python language. Students learn to code and control robotic operations while also exploring 3D printing to create custom components and assemblies. The course consists of theoretical concepts and practical experience.

Students will undertake projects that challenge them to design, code, and 3D print. The course fosters problem-solving skills, creativity, and a deep appreciation for software programming and hardware design synergies. Whether you're aiming for a future in technology, engineering, design or just looking to explore, this course will provide you with an understanding of how new technologies shape our future.

Visual Communication Design – Package Design

Visual communication design in the context of packaging design is a specialized field that focuses on creating visually appealing and effective packaging for products. Packaging design plays a crucial role in marketing, branding, and the overall success of a product. Students will explore a combination of graphic design, typography, color theory, and often three-dimensional design principles to create packaging that not only protects the product but also communicates the brand's identity and value to consumers.

