This is our second edition of Curriculum News and covers what our Year 7’s will be doing in the classroom during term three. You can use the information contained within the Curriculum News to help your child to learn by encouraging him/her to talk about the subjects they are studying, maybe discuss related topical issues or watch a relevant television program together. As a parent, your positive input is one of the most important influences on the success of your child’s education.

Kaylene Kubeil, Middle Years Curriculum Leader

**ENGLISH** - For English, students have completed writing their own fairytales of which the best pieces will be read to the grade one pupils from one of our feeder schools.

Students have viewed and analysed the film *Ever After* and are working on their assessment task which is focussing on augmenting the skills of film analysis and essay writing techniques.

Students will then commence their study on the novel *Holes* which will conclude at the end of this term. A range of engaging and creative tasks will accompany this text. We hope that these generate interesting discussion at home and we welcome your support in assisting with homework.

**ESL (ENGLISH AS A SECOND LANGUAGE)** - This semester ESL students have focused on different types of genres, which included the film study ‘Holes’. They participated in role plays and story boards, including key aspects of the plot. Students also viewed models of film reviews in order to understand how to write a film review correctly.

This term students have also been reading and studying the novel ‘Hatchet’. This work has included designing a front cover which gave students the opportunity to develop their creative skills. Students enjoyed discussing the main themes of family and survival.

Students are fortunate now as we have the assistance of Ms Cathy Hewitt, who is an ESL Coach, from the Northern Region. She is at Lalor Secondary College each Tuesday and Wednesday and working specifically with refugees and students who have been learning in English for less than three years.

**EDUCATION SUPPORT** - The Educational Support students are currently focussing on the required learning skills to comprehend what they read. Exploring the titles of text, predicting what might happen in the story, re-reading sections and perhaps most importantly, discussing what was read, are some of the learning strategies the Educational Support students are now very familiar with. These practices enable students to comprehend given material as they build on a repertoire of learning tools, to become independent learners confident in literacy.

Sets of books referred to as Benchmark Assessment System, are due to arrive at our school soon; these books include materials that specifically focus on improving comprehension. This comprehensive system allows for one-on-one assessment that systematically matches students’ instructional and independent

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reading abilities to the text level gradient. These resources are a valuable asset to add to our resources as we strive to provide the best opportunities for improved literacy outcomes for all students.

**MATHS** - This term in Mathematics students will be introduced to the topic of algebra. They will learn how to use pronumerals in problem solving and how to write simple linear equations. They will revise the units of measurement and learn how these are used to calculate perimeter, area, volume and capacity. To assess their understanding students will be completing a measurement task in class. Students will then be learning about time and location which will involve making time calculations, reading schedules and maps. Their understanding will be assessed by a test at the end of term. You are encouraged to talk about these topics with your child to encourage their learning and consolidate their understanding.

**NUMERACY SUPPORT** - Quick and accurate recall of times tables remain a focus. Most students have made progress with tables but many still need to practise at home. Students are graphing their daily progress. While some Year 7 topics are taught, the learning is through applying Maths to real life tasks so that students can see a practical purpose for their learning. Visual aids are used to assist with understanding.

During this semester, topics covered will include Time, Money, Probability and Fractions. Each topic will have an assessment task associated with it. This differs from Semester One, when it was important to change the ‘I can’t do Maths’ attitude to ‘I can!’ by experiencing success.

**SCIENCE** – In Term Three, Year 7 students will cover the topic of ‘Energy’ in the form of heat, light, sound, chemical, kinetic, nuclear, gravitational, elastic and electricity. Students look at how different energy forms, moves and how everyday appliances use and waste different forms of energy. Students will also investigate the five body ‘Senses’ – hearing, smell, touch, taste and sight which will be investigated with an eye dissection. Students will end the term with the topic of ‘Forces’ looking at changes in motion, non-contact forces, gravity and balanced and non-balanced forces of objects. Throughout the term students will complete relevant practical activities with a strong focus on safety in the laboratory and continue to develop their practical report writing skills.

**HUMANITIES** - In Term Three the Year 7 group is studying Ancient History as part of the Humanities course. They began with pre-history and are currently working on ancient Egypt. This topic will be complemented with a trip to the Melbourne Museum to see the Tutankhamen Exhibition. They will then go on to Ancient Greece and Rome.

**HEALTH AND PHYSICAL EDUCATION** - This term the Year 7’s are actively involved in many practical activities including Table Tennis, Volleyball and Football Codes. Table Tennis requires students to use their hand-eye co-ordination in order to effectively play a shot. Volleyball also requires hand-eye co-ordination, along with working as a team to ensure three hits are used. The Football Codes include a choice from ‘Aussie Rules’ Football, Rugby and Soccer to give the students a taste of the various codes played around the world. During theory lessons, students will focus on ‘Body Image’ and ‘Self Esteem’ which aims to

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encourage them to feel positive and confident about themselves. ‘Bullying’ and ‘Smoking’ will also be covered towards the end of the term. Students will learn about what constitutes bullying and the effects it has on the victims. Short term and long term implications of smoking will also be addressed. All students will complete the unit with a Smoking Assignment. This will get them thinking about ways to prevent people from taking up smoking. The outcome of this will be to prepare a creative ‘Anti-Smoking Campaign’ in either poster or booklet form.

**SPORT** - In Sport this term, students had the choice of participating in Table Tennis, Basketball or Hockey and have been able to learn and develop new skills related to their elective sport. As the weeks progress the students develop a much better understanding of the rules of the sport, tactics and strategies. Students have continued to compete in the School Sport Victoria Program, which gives them the opportunity to represent our school in the interschool competitions.

One of the main benefits of sport is it allows the students to be part of a team with other students in their year level helping generate new friendships. We place a strong emphasis on cooperative team work and reinforce the importance of working as a team to achieve maximum results.

**ART** - Term Three will see the continuation of the theme of ABORIGINAL XRAY ART – PRINTMAKING with new classes of students. Students will analyse meaning, symbols, art elements and principles and illustrate their skills and knowledge through the completion of a Research Assignment in which they are required to examine, research and draw different animal skeletal systems and create a newspaper article analysing selected Aboriginal Artwork. They are introduced to printmaking vocabulary and begin using terminology to analyse their own work through annotation. The final artwork is an edition of prints using scratch foam in the X-ray style.

**MUSIC** - A new group of students have joined the music classes this semester. We will cover basic keyboard skills and learn songs using both right and left hands. Throughout the semester, students cover the topic of instruments of the orchestra which ties into their assignment. The Year 7 assignment combines creativity and practicality in ‘Making an Instrument.’ In theory classes students are able to learn basic theory which enables them to read music.

**LOTE** - After mid-year reports students began the second semester in LOTE with enthusiasm. Macedonian students are studying food and they have been both tasting and making special treats. The Greek class has just finished a unit on ‘The Family’ and has moved on to ‘Clothing.’ Italian classes were working on ‘Personal Identification’ but are now studying ‘School’ and related topics. We would also like to welcome Ms. Silvia Campanella who has temporarily replaced Ms Sofo as our second Italian teacher. The French classes are also covering the topics of ‘Family’ and ‘School.’ On a positive note, some students of French were awarded Certificates of Merit in the recent Poetry Competition.

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FOOD TECHNOLOGY - This term in our food classes, we will continue to ensure that all Year 7 students are able to practise safe and hygienic food behaviours whilst in the kitchens during the practical classes. Healthy foods remains a strong focus. In the theory classes we will continue with this theme of ‘healthy’ and specifically look at the aspects of food values, classification, purchasing, preparation and storage.

DESIGN AND TECHNOLOGY - Year 7 Technology will see our students working with a variety of materials including timber, acrylic, and some metals. They will make a variety of smaller tasks in class that include pencil holders, pot stands, spice racks, and money boxes. There will be a short theory assignment based on the life cycle of a tree and how it is used.

LIBRARY RESOURCE CENTRE - It has been pleasing to see our Year 7 students coming to the library to borrow books this term. We will be working with students who have registered to participate in the Victorian Premier’s Reading Challenge, to ensure their books are recorded online. The Reading Challenge finishes on 15th September. In the meantime, Book Week 2011 is coming very soon. The shortlisted books for Older Readers, Younger Readers and Picture Book categories are on display in the library.

Ten Tips for Parents Who Have Children ‘Addicted’ To Computer Games

You may experience some frustration as your child sits for hours in front of a gaming console. Listed below are some tips to help you combat this situation.

1. Computer games should only be allowed after children have taken care of other responsibilities. For example, parents are strongly advised to set a rule that video games can only be played after homework has been completed (and completed with effort).

2. To prevent computer addiction from taking hold and to regain control after it has been established, computer games should be played no more than one or two hours per day - especially during the school year. Specific age-appropriate guidelines and recommendations should also be followed.

3. Children addicted to computer games will happily play for hours at a time. Although this can provide valuable free time for busy Mums and Dads, parents need to make sure that computer games are not their child’s primary activity or form of entertainment. Decades ago, parents were warned about using television as a babysitter and the same advice now applies to computer games. It is absolutely critical to set and enforce firm daily limits.

4. Access to computer games should be viewed as an earned privilege, not an automatic right.

5. Regardless of who "pays" for the computer game, parents should always have final approval of any game that enters the home. Sometimes parents believe that if the child has earned his or her money (or even if it is an allowance) they should be free to spend it on whatever they like. Incorrect. Children addicted to computer games very often prefer the more mature games (violent first person shooters, online role playing games) that should have never entered the home in the first place.

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6. If it is possible to do so, dedicate one computer for homework only and one for gaming (if this is still permitted in moderation according to your rules). On the work computer, there should be no games installed, social networking sites like Facebook should be blocked, and gaming websites cannot be accessed. Therefore, when your child is using this computer, you can be reasonable confident that he / she is working and not spending time playing computer games.

7. Keep computers and consoles out of a child's bedroom. It is much easier to limit computer gaming (and monitor online activity) if computers are in open spaces or family rooms. To help children addicted to computer games this is perhaps the very first step parents should take.

8. Consider a ban on Multiplayer Online Role Playing Games in your home. Even if the rating is within your child's age range, these games are thought to have a much higher risk for addiction than other genres and should not be purchased if you worry about your child becoming addicted.

9. Ultimately, parents (and no one else) have to take responsibility for making sure that children practice healthy computer gaming and online habits. Teens and children addicted to computer game cannot be expected to identify this problem themselves and set reasonable limits without the help of parents.

10. Consistency, consistency, consistency is a critical element for effective parenting. Parental words and promises must always match parental actions. If you set a daily limit, it must be enforced. If you have outlined punishments or consequences for ignoring your rules, you must follow through with them. Likewise, promised rewards (other than money or more computer games) for following rules should be honoured.

Adapted from - http://www.techaddiction.ca/children-addicted-to-computer-games.html

Time limits must apply and be enforced by parents. Phones are also an area of concern, especially ‘smart phones’ with full internet access. These must be closely monitored. Just as recreation time should be scheduled, so should time for family interaction. With regards to social networking sites such as Facebook, parents have a responsibility to monitor this use. Please be aware that children under the age of 13 must not be on Facebook. If you have concerns about an underage user, please contact the Facebook help centre (http://www.facebook.com/help/?page=937). This section will provide you with a link to report an underage user.

MIDDLE YEARS LEADERS:
English – I. Fatouros
ESL – R. Medcalf
Education Support- R. Saltmarsh
Maths – E. Sawyer
Science – A. Lister
Humanities – M. Tsolakidis
Arts – L. Markovska
HPE – N. Salerno
Sport – L. Gannon
Technologies – S. Devenish
LOTE- A. Anagnostou
Library Resource Centre – S. Graetsch

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