



CURRICULUM NEWS

Year 9, Semester One, 2015

Welcome to the first edition of Year 9 Curriculum News for 2015.

The Curriculum News will continue to be sent each semester, in addition to the 'Lalor Eagle' newsletter as a part of our commitment to sharing the responsibility of the education of your child with you, the parents. At this time, students are very busy completing a range of assessments across many subject areas, as teachers prepare to write the Semester One reports. It is very important that all students always work to be best of their ability in all classes and organise their time effectively to complete assignments and prepare for tests. If any students are experiencing difficulties in completing any of the set work or in relation to level of understanding, then it is vital that they communicate these concerns with their classroom teachers, so that they can offer additional support or resources to assist. The 'interest' article in this edition relates to Cyber Safety. With the increased use of technological devices which has seemingly infiltrated our homes, it is essential that even in the 'digital world', our young people remain safe. Educating the next generation around the dangers of being online is a key step to reducing and hopefully eliminating practices such as online bullying in the future. If you have any queries regarding curriculum matters please contact me.

Ms Kaylene Kubeil
Curriculum Leader

ENGLISH - So far, our Year 9 English students have been studying the text 'The Simple Gift' in class and reading aloud together. Classes have focused on exploring the structure of a verse novel and the ways in which the author Steven Herrick uses language to convey ideas. They have explored significant themes within the text including homelessness, family, stereotypes, personal growth and facing difficulties. They have also analysed each of the main characters and discussed their role in the text.

Students are writing their first assessment task which is a text response essay in relation to the verse novel. The second assessment task also relates to this novel—students will write a creative response and will be provided with many options for different approaches to this task. Some students may write an alternative ending for the novel, which others may wish to create a letter or diary entry. In Year 9, we move towards preparing students for the senior years, so many tasks are completed in class in silent working conditions. This also ensures that the required work is completed and submitted on time, avoiding marks being lost for reasons of lateness. Students are also learning to work and think independently so that in Year 10, they are able to cope with the challenging nature of the work at this level.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) - In Year 9 EAL, we have been reading The Simple Gift, focusing on comprehension questions and summaries for each chapter. We also have created character development and events in tables to make understanding the text easier. Students have been encouraged to speak aloud in class. The students have written an essay focusing on character development. In Year 9 EAL, we also focus on grammar and how to correctly write sentences. Students have also been working on an oral presentation and have been revising for their first English exam. Very busy times in EAL Year 9.

NUMERACY - The Year 9 Numeracy Support students have focused on Financial Maths this term with a greater emphasis on assignment based assessment which has included work on percentages including profit, loss, discounts and mark ups. Students discuss real life situations including calculating sale prices, profits and losses for items. Taxation scales and the calculation of wages are also looked at. Household bills and development of personal budgets were discussed. Students investigated communication costs such as mobile phones and their own mobile usage and cost was used to develop greater awareness of the real cost of their chatting.



The Year 9 Numeracy Support course was designed to lead students into Year 10 Foundation Maths. Mathletics can also be used by students regularly at home to support work done in class and to practice previous work including timetables and simple mathematical calculations.

MATHEMATICS - Year 9 students started the year studying Index and Scientific Notation and Algebra and then moved on to Pythagoras. A greater emphasis on problem solving was included in most topics covered, in particular for the topic Pythagoras. Pythagoras is a topic that develops their problem solving skills which can be used in many different situations where values need to be found. Any real life situation can be used to help the students understand the importance of being able to problem solve. Students also gain a much greater appreciation of text-book mathematics if they see it applied to real life situations.

As with all Year 7 to 10 Maths classes, most classes have been timetabled into computer rooms at least once a fortnight to enhance maths concepts taught in class through Mathletics. Mathletics motivates students in wanting to learn Mathematics in a non-threatening, interesting way. Activities are set by the student's teacher and usually involve practice of concepts that are suited to each student's abilities and to the expectations of the Australian Curriculum.

APPLIED MATHEMATICS - In Applied Mathematics this semester students have been applying their mathematical skills learnt in core mathematics to a range of real life contexts including forensic science and home design. The students are currently improving their problem solving skills and will move on to mastering worded problems later in the term.

SCIENCE - During Term One, Year 9 Science students have been studying the topics of ecosystems and tectonic plates. While studying ecosystems, students have had the opportunity to learn how organisms interact with their environment, adapted to survive in their habitats and how humans have impacted upon this. Students completed an assessed practical activity that demonstrated the process of photosynthesis in action. During their study of tectonic plates, students have looked at the ideas that contributed to the development of tectonic theory such as continental drift and seafloor spreading. Students have completed two inquiry tasks on this topic involving analysis and the use of ICT. In Term Two, Year 9s look forward to studying 'heat, light and sound' and 'the atom'.

ELECTRONICS - Electronics is divided in to two major sections where students focus on electricity and on electronics. In electricity students focus on simple electricity circuit and calculating current, resistance and voltage. Students also focus on house electricity where they learn about safety and its uses. In electronics they learn about converting binary to decimal and decimal to binary. Students also focus on logic gates and how this is used in controlling circuits. Finally students will build a circuit given different materials.

HUMANITIES - At Year 9, Geography is the focus of Semester One and students have studied the importance and features of various biomes, as well as the development and current state of food security in the world today. They have completed a Test, assessing their understanding of Geographical concepts as well as their capacity for Geospatial skills.

During Term Two students will continue to examine their unit on Interconnection, conducting a Fieldwork study of the Interconnection of Urban Development and Natural Environments at Hampton Beach. This will complete our examination of Geography, before beginning our study of History. The first unit in History will examine the Movement of People, focusing on the development of Australia as a nation and the early interaction with indigenous Australians.

With Semester Two on the horizon, we are excited by the progress and capabilities the students have shown thus far and look forward to a successful continuation of the year in this subject.

EXPLORE – The Year 9 Explore program aims to develop social and emotional learning skills. Students have attended key skill workshops and presentations, amongst these Motivational Media and Brainstorm productions, to assist in developing the essential qualities of resilience, motivation, self-esteem and the skills involved in developing meaningful relationships. During Term Two, we are studying the Opening Doors Project, looking at mental health issues and community services. The course will also focus on the topics of careers and pathways and study skills.

HEALTH AND PE - Well done to all the Year Nine students who have made a positive start to their second year of Health & Physical Education. This course incorporates one lesson of theory and a double practical lesson a week. It is crucial that all students are organized each week and wear the correct HPE uniform in these practical lessons so they can improve their physical fitness and motor skill level. During Term One, each class has taken part in various Athletic events. This allowed students to select appropriate events to compete in at the Athletics Carnival held in early March. Students have also taken part in Fitness Testing activities, which measure fitness components such as muscular strength, endurance and flexibility. The aim is to record each student's individual fitness levels from Year 7 to Year 9. In theory classes, students covered a range of different topics, including 'Ethics & Decision Making', 'Risk Taking', 'Asthma', 'Drugs', 'Grief & Loss' & 'Body Image'. The assessment for Year Nine students in Semester One includes an assignment on the topic of asthma, a semester test covering all topics and a practical performance mark. This result is calculated after assessing students for their skills, fitness, effort, behaviour, team work and whether they are changed in their HPE uniform. In practical classes, students will develop their motor skills, fitness and ability to work with others in the following units, Netball, Fitness and AFL.



SPORT - In Year 9 Sport, students have the opportunity to further extend their knowledge of a chosen sport, whilst becoming a successful team player. Students work together in groups and learn how to effectively cooperate with each other by demonstrating values such as accountability, compromise and teamwork. Students learn the history of the sport, positions in the game and sport specific game strategies and tactics. This elective runs for a Semester and consists of theoretical and practical lessons with the choice of Sports such as Volleyball/Soccer and Football codes/Hockey.

2D ART - Students have studied The Nineteenth Century “Impressionist” movement which has been the key focus this term. Students have closely studied the painting techniques of the Impressionist masters through their observation of the effects of light on the landscape and use of placing complementary colours side-by-side to create the illusion of a particular colour. A collection of final artworks were enthusiastically created by students and are showcased in room 412. Students are now completing research and close studies of the Expressionist artwork “The Scream” by Edvard Munch in which they will re-work to create their own personal artwork.

3D ART - Students have started off the semester experimenting with white earthenware and terracotta clay. They have explored the methods of pinch, coil and slab construction to create imaginative portraits and house designs. Students have adapted their designs to also serve a functional purpose and transformed them into planters, pen holders, candle holders and money boxes. Works have just been fired and are now ready to be glazed. The students have also had the opportunity to work with the new 3D pens that allows the artist to draw in 3D. Students designed a pair of sunglasses and then created them using a range of vibrant colours.

DRAMA - Students have completed a range of tasks focusing on the use of expressive skills. They have planned, scripted and refined a melodramatic ensemble performance while considering the plot and character conventions of this theatrical style. Next term students will study the performance style of slapstick comedy and its physical and comedic nature.

MEDIA - Students have been exploring the television comedy genre, looking specifically at sitcoms and its codes and conventions. They have watched popular sitcoms with a critical eye and completed a written task to demonstrate their knowledge. In the topic narrative, students have analysed the nature and function of production and story elements in the film ‘Click’, and discussed the impact of these elements on audience engagement. Our next topic includes advertising where students will work on their production task based on producing an ad for a product of their choice.

VISUAL COMMUNICATION DESIGN (VCD) - Students have been learning about rendering techniques and learning to use Adobe Illustrator software which has been the focus this term. Students have learnt to render a variety of surfaces including acrylic, aluminium and chrome using manual and digital methods. They have been introduced to Adobe Illustrator’s basic tools and panel groups - exploring line, shape, colour and pattern to create very successful surface graphic designs for phone cases.

FOOD TECHNOLOGY – World of Food – This semester students in Year 9 World of Food have learned about the Aboriginal cuisine and its range of cooking styles, early influences on Australian food from the First Fleet to the food trends we have in Australia today and different types of cuisines around the world. To complement this learning they have created food products from a different country each week which focus on the different cooking techniques and ingredients used in the particular cuisine. Some of the practicals have been Spring Rolls, Sushi, Tandoori Chicken, and Gnocchi with tomato and basil sauce.



We also looked at the ‘Design Process’ for their major assessment task as students investigated a country of their choice and designed a dish which fused elements from this cuisine and either Aboriginal or Asian inspired dishes. This included research, design, production and evaluation. After each practical session the students are expected to do some self- evaluation and sensory responses.

Other forms of assessment were practical tests where the students ability to work in the kitchen was assessed and also online tests where students’ knowledge on Australian food trends and aspects different cuisines were tested.

PRODUCT DESIGN AND TECHNOLOGY – The Year 9 program has seen us extending and solidifying the students' knowledge of tools, materials and processes. We started with a table which has included some interpreting of plans and working drawings. We have used tenon saws, hand planes, tri-squares and rules to continue building the student's familiarity with their use and increase the ability with which they are used. They have designed the table and have developed skills in the use of the wood lathe and other more advanced techniques like shaping timber and lamination of boards to make larger components. By this stage, the students are working largely by themselves and seeking assistance from other students as well as from the teacher. The faster more capable students will be designing and constructing projects using metal and related materials.

LIBRARY RESOURCE CENTRE - As part of completing various research inquiry assignments, students have been developing their information skills. They have been provided with explanations and demonstrations on the importance of writing original research notes.

The focus next term will be on writing a correctly formatted bibliography. It is important that students include bibliographies so that they acknowledge where their sources of information come from. Writing bibliographies has become easier due to the use of a subscribed access to the Online Referencing Generator website.

LANGUAGES - MACEDONIAN - During Term One, the Macedonian class has encouraged students to look at 'who they are' with a unit on personal identity. Students have also covered an in depth unit of work on Macedonian Grammar to assist in further studies in Macedonian . Term Two will see the Year 9 class focus on the traditions of Macedonia; in particular, Orthodox Easter, Macedonian Folklore and family life. Students will finish off the semester with a study on the Macedonian Environment (Ecology) in comparison with the Australian Environment. They will also be introduced to the Macedonian Film Industry and will be expected to complete a film study about a Macedonian film.

LANGUAGES- FRENCH - Students began the year by completing a quiz, which included a series of questions from their new Course books. The revision of key grammatical areas, such as regular & irregular verbs, nouns and their endings, positions of adjectives and articles were studied in this quiz. Students also worked collaboratively in groups of 3 or 4, focussing on a lengthy dialogue in French, which they recreated in written and pictorial form. They also performed role plays based on a dialogue from their Course books, which takes place in a bakery. At the end of Term 1, both Year 9 French classes attended an excursion to the city of Melbourne, where students learnt about the history of the Yarra River and its environs.



At the start of Term Two, students will research the River Seine in France and compare it to Melbourne's Yarra River, by producing a tourist brochure for French tourists. Students will continue to develop their written, reading, oral & aural skills in French. They will study the future tense, learn a French poem, perform role plays, engage in class discussions, as well as learn about francophone countries, such as Canada and New Caledonia.

More than twenty Year 9 students have also elected to participate in this year's Alliance Francaise Poetry Competition, which runs from late May until early July.

LANGUAGES – GREEK - In Year 9 students undertook the topic my neighbourhood and shopping. This topic also enabled students the opportunity to compare Greek retail precincts (which are usually local neighbourhood strips) with Australian ones (which mainly are now shopping centres). Students responded greatly to the practical application of this topic and it was great to see their oral skills further improving. Many have been quoted as saying “they can’t wait to visit Greece in the future”

As part of their cultural studies students researched traditional Easter rituals, for their assignment.

LANGUAGES – ITALIAN - Term One saw the year 9 Italian class look at a very important historical event, The mass migration of Italians to Australia. Students got a chance to understand the passage of a migrant and the difficulties they faced before leaving Italy, and once arriving in Australia. Students watched ‘Love’s Brother’ to understand the life of a migrant Italian and also learn about the mishaps of marriage by proxy. Students are also looking at learning their way around town using Italian, whilst practising all the vocabulary and grammatical components they have learned in previous years. This will bring students into term two where the focus is on “Shopping” , “Fashion” and a look at literature as students are chosen to participate in the famous ‘Dante Alighieri poetry competition’ at Melbourne University.

CYBER BULLYING – It’s not ok!

Bullies have been around forever, but technology has given them a whole new platform for their actions. As adults, we're becoming more aware that the "sticks and stones" adage no longer holds true; both real world and online name-calling can have serious emotional consequences for our kids and teens.

It's not always easy to know how and when to step in as a parent. For starters, our kids tend to use technology differently than we do. Kids and teens today start playing games online and sending texts on their cell phones at an early age, and most teens have smart phones that keep them constantly connected to the Internet. Many are logged on to Facebook and chatting or sending text messages all day. Even sending email or leaving a voice mail seems "so old-school" to them. Their knowledge of the digital world can be intimidating, but if parents stay involved in their kids online world, just as you do in their real world, you can help protect your kids from online dangers.



Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person. By definition, it occurs among young people. When an adult is involved, it may meet the definition of cyber-harassment or cyber-stalking, a crime that can have legal consequences and involve jail time. Sometimes cyberbullying can be easy to spot — for example, if your child shows you a text message, tweet, or response to a status update on Facebook that is harsh, mean, or cruel. Other acts are less obvious, like impersonating a victim online or posting personal information, photos, or videos designed to hurt or embarrass another person. Some kids report that a fake account, web page, or online persona has been created with the sole intention to harass and bully.

Signs of Cyber bullying

Many kids and teens who are cyberbullied are reluctant to tell a teacher or parent, often because they feel ashamed of the social stigma, or because they fear their computer privileges will be taken away at home. The signs that a child is being cyberbullied vary, but a few things to look for are: signs of emotional distress during or after using the Internet or the phone, being very protective or secretive of their digital life, withdrawal from friends and activities, avoidance of school or group gatherings, slipping grades and "acting out" in anger at home and changes in mood, behaviour, sleep, or appetite.

How Parents Can Help

If you discover that your child is being cyberbullied, talk to him or her about any experiences you have had in your childhood. Many schools, have established protocols for responding to cyberbullying.

Other measures to try:

Block the bully. Most devices have settings that allow you to electronically block emails, IMs, or text messages from specific people.

Limit access to technology. Although it's hurtful, many kids who are bullied can't resist the temptation to check websites or phones to see if there are new messages. Keep the computer in a public place in the house (no laptops in children's bedrooms, for example) and limit the use of cell phones and games. Some companies allow you to turn off text messaging services during certain hours. And, most websites and phones provide the option for parental controls, which provide parents with access to their children's messages and online life.

Know your kids' online world. Check their postings and the sites kids visit, and be aware of how they spend their time online. Talk to them about the importance of privacy and why it's a bad idea to share personal information online, even with friends. Encourage them to safeguard passwords. Write up cell phone and social media contracts that you are willing to enforce. You can also research on the web for resource and support information about cyberbullying.

Article adapted from

http://kidshealth.org/parent/emotions/feelings/cyberbullying.html?tracking=P_RelatedArticle#

Key Learning Area Leaders - English – E. Bruno and J. Stephens, EAL – R. Medcalf, Humanities – P. Leos and J. O'Hara, Maths – A. Constantinou, Science – S. Russo, Arts – C. Koronowicz, HPE – V. Leckie, Sport – L. Christian, Languages – E. Tatrav & Library Resource Centre – S. Graetsch