



CURRICULUM NEWS

Year 7, Semester Two, 2014

This is the final edition of the Curriculum News for 2014. This year was our year of review which involved all facets of the school being investigated, analysed and reviewed in terms of both efficiency and effectiveness. This process occurs every four years and includes the focus areas of; Student outcomes, student engagement and school resources. Ideally this leads to the development of strategies and targets feeding into our School Strategic Plan which is our key steering document for the next four years and the Annual Implementation Plan. I am very pleased to say that the review has led to continual improvements to our curriculum which will be implemented as part of our 2015 curriculum program. It is also very timely to acknowledge the important role that you as parents play in terms of the partnerships with the school and the support that assists in meeting high education outcomes for your children. This support and cooperation is imperative to prepare the future generation to be successful and responsible citizens, as well as effective learners. The following items are from our Faculty Leaders and contain information about what our Year 7 students will be completing this semester. Lastly, the article of interest relates to improving students in the skill of effective research. This is an essential ability in all years of schooling so it is very important that all students endeavour to build their capabilities in this area. I would also like to wish all our Lalor families a very safe and enjoyable holiday break.

Mrs. Kaylene Kubeil,
College Curriculum Leader, Years 7-12

ENGLISH - The focus of English in Year 7 is to engage students by studying a variety of texts for enjoyment. Students listen to, read, view, interpret and evaluate texts designed to inform and persuade. In Semester Two students studied the novel 'Holes' exploring themes such as friendship, justice and fate. Students responded to this novel with a variety of assessment tasks. Students expanded on their Writing Folio with a creative focus, studying fairy tales and fantastic worlds at the end of Term Three and at the beginning of Term Four. A number of students were given the opportunity to present their creative fairy tale to students at Lalor Primary School. Students also viewed a movie with a modern interpretation of a classic fairy tale. This is a particularly enjoyable part of the Year 7 English syllabus for our students. Term Four will also see Oral Presentations taking place, a skill students at Lalor will be expected to exhibit in English from Years 7 to 12. The course for our Year 7 students also ensures that students may have the possibility of submitting their work for publication in the school's Milpera magazine.



EAL (ENGLISH AS AN ADDITIONAL LANGUAGE) – This semester students completed a number of learning activities centred around the film and novel “Holes” by Louis Sachar. Students closely examined the characters and themes by creating an artwork which they individually designed and painted of a scene important to them. Students collaborated with one another to develop different scenes so that they could present the series of artworks in a chronological order when undertaking their oral presentations and board display in room 307. Students in 7 EAL also completed diary entries from Kate Barlow the school teacher and outlaw which were also presented creatively to the class. Currently, students are reading the novel “Blueback” by Tim Winton and are examining environmental issues in relation to the impact of humans on the sea and protection of the reef.

NUMERACY - Students have looked at fractions and time using the skills in a range of different situations. This has allowed students to identify how much of shapes are shaded and how to work with fractions in a range of different situations. Time can be reinforced at home by working out how long journeys may take, how much time has passed since something occurred or even reading bus or train timetables and planning journeys. The students then moved on to probability with the main focus being on identifying the chance of something occurring. They will then move onto measurement where the focus will be on designing their own house and calculating areas, lengths and volumes around the home. This can be reinforced by any DIY projects or ideas occurring in the house or around. The students will then move onto Geometry and statistics with the focus being on analysing data found in real life situations such as sports statistics and environmental trends and patterns.

MATHEMATICS - Students have covered a number of topics this Semester including Probability and Measurement. In Measurement there was particular focus on area of different shapes including rectangle, triangle and also composite shapes. They have worked on breaking complex shapes up to simple ones to find areas and also apply this to everyday situations. This has included focusing on area of gardens and houses including problem solving fencing and painting scenarios. This was then all assessed in their Measurement assignment of designing their own house and calculating the area and volume of all the rooms and spaces. They were then introduced to Algebra, linking it to patterns and problem solving skills. The students then moved onto geometry where they looked at types of triangle, the angles of triangles, quadrilaterals and angles around parallel lines. This can be linked to angles around the house, how to measure them or calculate them. The students also look at transformations focusing on how to move shapes or how shapes had been moved. Statistics and Probability are looked at in Term 4 where students develop their skills to collect, collate and analyse data. Any data can be graphed in different ways or graphs from different places like the newspaper can be discussed to enable the students to explain the patterns or to actual calculate the mean, range or median of the data. Revision can also be supported by regular use of Mathematics to reinforce the ideas covered in class.



HUMANITIES – Semester Two in History has been one in which the students have obtained new skills and knowledge which has helped them better understand the past but just as importantly, the present. The students have looked at Ancient Greece, in particular the ideas of democracy. This was especially useful this year as students could draw parallels with modern Australian democracy. Students have developed their basic historical and inquiry skills, investigating certain aspects of Ancient Rome and Ancient Greece. Students are at the end of their first in-depth studies of Ancient Egypt. The second in-depth studies of Ancient China will be the focus next term.

SCIENCE - The Year 7 classes are currently learning skills and content in line with the Australian Curriculum in the school's Science Centre. The Year 7 classes are also blocked together, resulting in multiple classes being run at once, allowing for collaboration between the classes which have access to desktop computers, netbooks and state-of-the-art Interactive Whiteboards.

The Year 7 students began the semester by learning the topic of 'Earth and Space Science', which has allowed students to explore our planet and its place in our Solar System and the Universe. The next topic focused on Earth's resources; non-renewable and renewable resources and the water cycle. Students are currently undertaking an Inquiry Project focussing on sustainable practices and measuring the impact humans have on the Earth's environmental issues. We finish the semester looking at the topic of Classification which includes the animal and plant kingdoms, as well as Simple Machines.

HEALTH AND PHYSICAL EDUCATION – What a year it has been so far in Health and Physical Education. Term Three has seen the Year 7's become actively involved in practical activities including Table Tennis, Volleyball and various 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, as well as working as a team to ensure three touches are used. The Football Codes unit includes a choice from AFL Football, Rugby and Soccer to give the students a taste of the various Football Codes played around the world. In theory classes students covered the units of "Smoking" and "Being Sunsmart", which allowed them to learn about understanding peer pressure and why people smoke, as well as the effects of smoking (short and long term). During Term 4 students will focus on the units of "Bullying" and "Bike Safety". In practical sessions students will be introduced to the basic skills of Cricket, Sofcrosse & Bike Education. All students are reminded that with the arrival of term 4, you will need to bring and wear your hats!!!!



SPORT - In Year 7 Sport, the students have participated in their chosen sport for the whole term. In term three, the students were given a choice between Hockey, Basketball and Table Tennis. During these classes students learnt skill based activities, knowledge of the game as well as the further development of team work, game strategies and tactics. In term 4, all students will participate in the Home Group Challenge where they will compete against other Year 7 classes in a variety of sports. This promotes class pride and unity among their peers. Overall, it has been an action packed year of Sport for all year 7 students. We have had many students represent the school in a many different sports and would like to congratulate all students for their participation.

ART AND MUSIC - In year 7, students study a semester each of Art and Music. In Year 7 Art, students concentrate on building up their skill levels in painting, drawing, and printmaking as well as mixed media. In Music, the year 7's concentrate on learning to play the keyboard. There are Arts related theoretical tasks that students complete to complement their practical work.

FOOD TECHNOLOGY – This year we have had an excellent start in year 7 Food Technology. The students have been very keen to learn how to use equipment safely and understand the basic fundamentals of learning to cook in a kitchen. They have also been learning about and demonstrating how to handle food safely in order to prevent food poisoning. The food produced has ranges from stuffed potato cooked in a microwave from scratch to main meals such as souvlaki.

DESIGN TECHNOLOGY – The students in our Design and Technology classes have been developing their thinking and reasoning skills by constructing a range of projects from a variety of materials. They have made a sugar scoop from acrylic plastic using thermo forming techniques. They made a penholder from tinfoil requiring skills in measuring, folding, metal punching and soft soldering. They are in the process of constructing a spice rack from pine timber requiring skills in measuring, cutting with a coping saw, filing, assembling using glue and nails, sanding and varnishing. Workshop safety is emphasised during all of the production activities. They have recorded all of the production details in their log books and have evaluated each of the completed projects in line with Blooms Taxonomy. The students were given a research project on Pine Timber and most of them have completed this task by the due date. Many of the projects are of an excellent standard

LIBRARY RESOURCE CENTRE - The Victorian Premier's Reading Challenge which began last February has ended recently. We were pleased that 41 Year 7 students met the challenge of reading 15 or more books in 2014! Their achievements were celebrated at a special lunch party held in the last week of Term Three. In the meantime, most English classes are continuing to come to the library on a regular basis as part of the reading program.

As Semester Two is well underway, this means our students will be working and completing their assessment tasks. The Teacher Librarians continue to support students with their research skills: locating and selecting appropriate resources as well as assisting students to produce a correctly formatted bibliography. Please encourage your child to make full use of a subscribed access to ***Online Referencing Generator website***. Instructional handouts are available from the Library

LANGUAGES - MACEDONIAN - This semester the year 7 Macedonian class are looking at the topics of food and cooking, all students were involved in cooking Famous Macedonian dishes. To practise their reading and speaking skills students went on an excursion to a Macedonian restaurant where they could order traditional Macedonian food. As part of this unit students were assessed on creating and writing their own Macedonian menu. Year 7's had a grammar focus on singular and plural nouns. Students were also given an opportunity to participate in a Macedonian poetry Competition.



LANGUAGES- FRENCH - The Year 7 French classes began Semester Two by studying a French dialogue which took place in a school classroom. Students learned the grammar and vocabulary associated with this area of study and completed a written test on the unit.

They also learned how to conjugate regular "er", "re" and "ir" verbs in the present tense and were formally assessed on these. The students focussed on their pronunciation skills, via role plays and short discussions in class.

Next term, students will choose various topics relating to France, such as its geography, sport, art, fashion, technology, history and music. Each student will be required to deliver a PowerPoint presentation that will contribute towards the Cultural component of this subject. In addition, students will continue to practise their oral and aural skills.

LANGUAGES – GREEK - The Year 7 Greek language class have had a fun and engaging term. We began the semester learning about colours and items of clothing. Students completed two assignments on travel and fashion. The highlight of the term was the languages pizza lunch, which gave students the opportunity to interact and communicate with other language classes in an informal and lively environment. They then recorded their voices reading descriptions about their collection. This activity proved to be quite a novelty for students.

All students were able to expand their vocabulary in Greek and develop their understanding of Greek culture.

LANGUAGES – ITALIAN - Term three of year 7 saw the students developing their conversation skills by learning how to describe themselves and their family members. They were able to broaden their cultural



knowledge of Italian by reading and researching an Italian Soccer team. Each student completed a cultural assessment, this allowed them to choose which type of task to present. Next term the focus will continue with family whilst we look at animals and explain how many animals we have. There will be a grammatical focus about the use of 'the' and 'a/an'. An important language feature of Italian. This will assist them with year 8 Italian.

RESEARCH TIPS TO THE RESCUE

If you like using a computer for taking notes during your research, back up these files onto a clearly labelled memory stick or disc. Print out a hard copy labelled with the file name and path. Remember to hit 'SAVE' frequently when you are typing on a computer. Schedule an automatic save every five minutes if your computer program has this function. If you are not sure how to do this, ask your teacher, parent or guardian.

Organise your research

Before you turn on your computer or open your reference books, grab a pen. A small exercise book or notepad is great to organise your information. You can paste newspaper articles or photos in your exercise book or notepad if you like. Remember to jot down from where you obtained these articles and photographs. When you keep all your research in one place, it is easier to choose which information you will use in your project. Any notes not useful for this assignment can be saved for a future assignment. A clutter of pieces of paper in various locations creates confusion and you risk losing the key piece of information that took you a long time to find.

Take notes as you go

If you try to remember everything you read, you are likely to forget some of the information. Write down the source (ie the author or website) and then some notes underneath that summarise the main points. Under each main point, you can jot down some more notes or perhaps a question that the information raises for you. These notes and questions provide a focus for further research. If your research is thorough, you will have plenty of information for your project.

List the information source

You have put all this hard work in to your research project. Making it clear where you obtained the information protects you from being accused of plagiarism. Recycling plagiarism occurs when you use some else's words and tell people they are your own words. Authors of books and websites have put a lot of time into researching and writing. Recycling other people's words detracts from your opportunity to learn. All the time you have spent researching books and websites will pay off if you write in your words. This does not mean you should know all the facts before you research. Writing in your own words means finding facts that support your own ideas and expressing them in a different way to what you have already read.

Read over your notes

Once you have exhausted your list of books and websites, read over your notes. If your notes are unclear, you can refer to the source where you obtained that information and clarify a few things. Use a highlighter to mark key pieces of information that link directly with your assignment.

Keep what you need for this assignment

Clearly mark what you are going to use in this assignment. You may not need all your notes for this assignment but do not throw the other information away as it might be perfect for a future assignment.

Keep a record of useful books and websites

Make a list of sources at the back of your exercise book or on one page of your notepad. You can add these to a master list on your computer under various subject headings. Keeping this list is like your 'favourites' list on your computer. This is your list of all the books and sites you found during your research that were user-friendly, clear and concise. (Adapted from School Diary, LSC pg. 122)

Key Learning Area Leaders - English – E. Bruno and J. Stephens, EAL – R. Medcalf, Humanities – C. Miller, P. Leos and J. O'Hara, Maths – M. Brennan, Science – S. Russo, Arts – C. Koronowicz, HPE and Sport – M. Magnano, Technologies – S. Matzke, Languages – V. Pugliese & Library Resource Centre – S. Graetsch