



# CURRICULUM NEWS

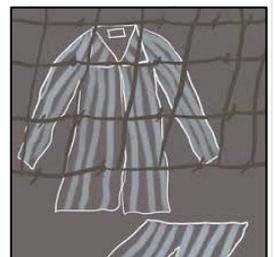
## Year 9, Semester Two, 2014

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. The article of interest relates to improving students 'Keeping their Cool'. As these students commence their senior years of study and career options and future pathways start to become a focus, the levels of pressure and stress may increase for many. It is very important that all students learn a range of mechanisms on how to manage these emotions and achieve their potential here at school. During this time, as the workload and expectations increases, it is also crucial that parents are supportive and understanding. If you feel that your child is experiencing distress or difficulties, then our well-being team or your child's student manager is able to be contacted to discuss any concerns that may arise. Lastly, I would also like to wish all our Lalor families a very safe and enjoyable holiday break.

**K. Kubeil**

**Curriculum Leader (7-12)**

**ENGLISH** - Students started Semester Two studying 'The Boy in Striped Pyjamas', followed by 'Rabbit Proof Fence'. Both texts show an unfortunate and life-changing part of humanity's history. The first text gives students the opportunity to explore the impact of the events of WWII on the world, and the second provides insight for our students on our own Australian History. While in English the focus is on developing the writing, comprehension and reading skills to allow students to write in context, for set audiences, set purposes and show an understanding, the English faculty make it a point to include texts for our students from Year 9 onwards to begin to develop an awareness and understanding of events that shape our present. In Term Three the texts had related written assessments to ensure understanding, whereas in Term Four the assessment is an Oral Presentation to *finish off* 'Rabbit Proof Fence', as well as assessment to show an understanding of the media, how language and visuals are used to persuade an audience. The work for Semester Two will once again culminate in an exam at the end of the year, before students start their orientation into Year 10 for 2015.



**ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)** - Term three of year 9 EAL saw the students reading 'The Boy in Striped Pyjamas,' focusing on content, themes, issues, comprehension and vocabulary. Students completed an assessment (essay) that allowed them to choose which type of question they wanted to answer. In term four, students will be focusing on issues, spending many lessons on persuasive techniques. Students will present an oral presentation and then commence studying for the end of semester exam. This will assist them with year 10 EAL.

**LITERACY SUPPORT** – The school provides Literacy Support at Years 8 and 9 for those students who, as a result of recommendation, AusVELS level and On Demand testing, are deemed to require support to improve their reading, writing, speaking and listening skills. For all but exceptional circumstances, students who study Literacy Support in Year 8 continue on with the subject in Year 9. Year 9 Literacy Support classes are smaller than the average class size, allowing the teacher to provide more direct support to the student. Students in Literacy Support classes are taught skills to equip them to comprehend a range of text types from across the curriculum. They are taught to compose texts, with a particular focus on the mechanics of language: vocabulary, spelling and grammatical structures and features. In Term Three students completed activities that were designed to increase their comprehension skills of the English language in context, and their ability to compose various text types. Term Four will continue to build on this understanding with further activities that support the core subjects

**NUMERACY** - Year 9 Numeracy Support have completed Geometry and have attempted a lot of maths projects to reinforce material. Numeracy Support students will do Measurement and Statistics with further project work. This can be supported at home by getting the students involved in any DIY projects and getting them to do the calculations needed. The semester 2 exams for year 9 students will be held in November, so it is important that all students maximise their time while at school and study sensibly at home. Parents should always ensure that their children are doing some maths work or preparation each night. This might involve them completing set classroom exercises or reading through and trying to understand the notes presented by their teacher. Maths homework does not always mean doing Maths exercises. Students should regularly take their workbook home and read through the notes copied for that day. Revision can also be supported by regular use of Mathletics to reinforce the ideas covered in class.

**MATHEMATICS** - Students completed Measurement and Linear Algebra topics building on the skills they learnt



in Year 7 and 8 by applying them to a range of different situations especially focusing on composite shapes in measurement. This can be used in any type of building or house improvement projects getting the students to calculate the areas, surface areas and volumes within the project. Students will then move on to Probability and Statistics. The Semester Two exams for Year 9

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**HUMANITIES – History** - Our students have been looking at the Industrial Revolution and The First Settlement in Australia. The task that was linked to this topic was the movement of the British to Australia and the impact this had on individuals such as convicts and free settlers as well as the indigenous people of this country. The students were very busy developing their research skills and learning to use several resources to document their project.

The topic we are currently studying is Federation and how our country became a nation. The next piece of work is a document analysis which will focus on the attitudes that the Europeans had toward the Chinese. Students will have to carefully examine the sources from their text and try to put into perspective the feelings of the time. Later on we will conclude our studies by examining the First World War.

**COMMERCE** - The Year 9 students have almost finished half of their course. During the term, they learned some principles of basic economics. Students learned about markets, demand and supply theory, how prices are set and the business cycle. The students also had to apply this knowledge to real life situations such as the practical effect of demand on the housing market, foreign exchange rates and how government policies may affect the prices of goods and services that we have to pay.

Students have also begun to learn about the selling and marketing process in business. They have to complete an assignment on this topic. Students are required to describe a product or service, design a logo and slogan, explain where they would have their product produced and why, where they would sell it and why; and develop some promotional strategies for their product idea. Many students thoroughly enjoy this task and some of their ideas have real market potential.

Also, some Year 9 Commerce students have also been enrolled in the Schools' Securities Exchange Game (ASX) where they have a theoretical \$50,000 to invest in company shares. The game lasts 10 weeks.

**SCIENCE** – The year 9 students began the second semester studying three different types of energy - Heat, Light and Sound. They learn that sound travels as vibrations and light travels as electromagnetic waves. Students then focus on the functioning of the ear and eye and how these structures convert electrical signals and send it to the brain for further interpretation. In the last topic of the semester, Body Coordination students will learn to explain the role of the nervous system and endocrine system in controlling the functioning body. Students were given an Inquiry task to be completed over the school holidays and most classes have now been required to have that work submitted. Students were given the option to research two of the following topics- Bioluminescence, Sound Intensity, Optics or Aurora Borealis. Students will conclude this year's science studies with an upcoming topic tests and an assessed practical report.

**HEALTH AND PHYSICAL EDUCATION** – What a year it has been so far in Health and Physical Education. This term has seen the Year 9's become actively involved in practical activities including Table Tennis, Volleyball and various Football Codes. The students have made a fantastic effort in all of these sports showing plenty of great teamwork and enthusiasm to participate to the best of their abilities. In theory classes students covered the units of "Sexual Health" which allowed them to learn about sexual decision making, contraception and STI's. During Term 4 students will focus on the units of "Fitness Training & Principles" and "Biomechanics". In practical sessions students will be introduced to the basic skills of Cricket and Sofcrosse. All students are reminded that with the arrival of term 4, you will need to bring and wear your hats!!!!

**SPORT** - Year 9 Sport is an elective subject, the students have one double lesson of practical of their chosen sport and one theory lesson every second week. This semester the students have been given the choices of Volleyball/Soccer and Hockey/Footy Codes. During the practical lessons the students will develop their skills through game sense activities, play competitive matches and have an opportunity to umpire games. In the theory lessons, the students learn about the rules and history of their selected sport, completed a mini-assignment on a famous player and design a training session.

**ADVANCE** - The Year 9 Advance class have been very busy this semester and will continue to be until the very end of the year. They completed a Level One First Aid course, which saw them take part in four practical lessons. They learnt how to perform CPR, treat cuts, sprains, breaks, insect bites plus much more. Students are now able to use what was learnt during the First Aid sessions whilst on camp and in everyday life. The Year 9 Advance class began preparing for their 3-day Adventurous Journey, which will take place in Lorne in the coming weeks. Students have planned their meals and clothing for the three days, and have also discussed any environmental considerations that may arise whilst on camp. The students have also practised cooking on a Trangia and setting up a tent before taking off on their journey. Once the camp is complete, students will finalise their Duke of Edinburgh



bronze record books, so that they can be signed off and awarded their Bronze certificate. To end the fantastic year off and recognise all the hard work students have done throughout the year, the class will take part in some form of celebration, which will allow them to reflect on their achievements.

**FOOD TECHNOLOGY** - This term Year 9 have learned about the food nutrients and their functions. To complement this learning they have created food products which focus on the appropriate nutrient/s. Some of the practicals have been Vegetable Risotto, Chicken Caesar Salad, Bean Enchiladas. Nutrition should be forming the basis of teenager's food habits to help combat the growing problem of obesity. The students also completed an assignment on a stage of the lifespan related to health and nutrition. This was in the form of a poster and these will be displayed in 203.

In second term the focus will be on Multicultural foods. In line with this, the students will be producing foods from different ethnic backgrounds during practical sessions. They will also complete a major assignment assessment task on a particular country. This includes research, design, production and evaluation. After each practical session the students are expected to do some self- evaluation and sensory responses

**DESIGN TECHNOLOGY** - The Year 9 program has seen us extending and solidifying the students' knowledge of tools, materials and processes. We started with copper rousing images and made a copper bowl which has included some interpreting of plans and working drawings. The next task was a jewel box with four shaped feet to start the students off on wood-turning. 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. The next practical task has been the small table which introduces the students to some 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.

**INFORMATION TECHNOLOGY** - In Year 9 ICT we are currently using Microsoft Movie Maker to produce one of the major assessment pieces. This involves the students working in groups to create a video clip on a particular issue whether it be bullying, drink driving etc. The students have to firstly choose a topic then work through the planning and design process including creating timelines, storyboards and scripts. They then have the opportunity to record the video clip during class using the video cameras available from the library. The footage is then uploaded in to Movie Maker where the students can edit, mix, add and adjust sound and music as well as add credits etc. We are currently about half way through the process and the students are keenly producing the planning aspects of the assessment so they can then get recording!



**MULTIMEDIA** - The Year 9 Multimedia students have been creativity improving their skills in editing and altering photos this Semester using Adobe Photoshop to develop a themed poster. Students will create their own animations using a program called Scratch. Students will also create their own movie production using the schools photographic equipment and post-production software.

**LIBRARY RESOURCE CENTRE** - With Semester Two well underway, we are happy to see many students completing their various research assessment tasks. Teacher Librarians support our students by assisting them to locate and select appropriate sources for their research topics. Please encourage your child to use two of our subscribed Internet sources: ***World Book Online*** (this electronic source is based on the printed copy of World Book encyclopedia) and ***Online Referencing Generator*** (this website will assist students in producing a correctly formatted bibliography).

**LANGUAGES - MACEDONIAN** - In year 9 Macedonian students had the opportunity to look at Macedonia in a historical perspective and also the Macedonian Environment. Along with this students had to learn how to describe and write in the past tense. Students will look at Macedonian Poetry, legends and famous Macedonian authors. Students will have the chance to extend their written skills by learning how to use adjectives and adverbs in their writing. Students will touch on their favourite subject 'Food!' in year 9 Macedonian.

**LANGUAGES- FRENCH** - This term, both Year 9 classes were predominantly taught by my student teacher who is currently studying at Melbourne University. She reinforced the importance of developing each student's proficiency in spoken French, by delivering much of the lesson in the target language. Students were able to practise their comprehension and pronunciation skills in more detail and gain confidence from this experience. They also watched a French film titled, "Neuilly Sa Mere" which focussed on a French-Arabic boy and learned of the differences between the two cultures, as well as allowing students to improve their aural skills. Students broadened their vocabulary and learned the structure of the past tense, which they were formally assessed on, by means of a written test. A large number of Year 9 students studying French participated in the Alliance Francaise Poetry Competition and two of these students reached the Finals. At this stage, we do not know their results.



In Term 4, it is envisaged that students will study "Housing" in France and then present a PowerPoint in French on "selling a house in France".

**LANGUAGES – GREEK** - The emphasis of term three in Year 9 is taking a 'Greek Holiday' and Geography. Students completed a unit of work involving 'Booking accommodation', 'Ordering food', 'Travelling through Greece' and other related themes.. The unit is completed with students preparing PowerPoint presentations with the topic- 'My trip to Greece'. Students should be ready to do the oral presentation in the first week back from the third term vacation. The major topic for term 4 is Greek Music and Dance.

**LANGUAGES – ITALIAN** - The main topics covered by Year 9 Italian classes during semester 2 are "Qualcosa da indossare" (*Something to wear*), Term3. They learned about shopping for clothes and accessories, clothing markets and the fashion industry in Italy, including Milano the fashion capital of Italy. Students also have learned the use of possessive adjectives and the verbs: Potere (*To be able to*), Dovere (*to have to*), Volere (*to want to*) and Venire (*to come*).

In Term 4, students will be working on the topics "Feste, Films and Festivals in Italy". We will also be studying important religious and historical festivals and celebrations such as "Il Carnevale di Venezia", "Arlecchino and la Commedia dell'arte" and "Le Sagra". Students will learn about what you and other people have done or did using "il passato prossimo". The Weather and temperatures

## Keeping Your Cool

Anxiety can get the best of everyone at times. Demands placed on you at school, home and work can leave you physically and mentally drained. Stress need not be a bad thing. Your response to stressors such as tests, assignment deadlines and important school events can be geared so you react in a positive manner. A positive response to stressors utilises the burst of adrenaline that comes with stress. When you focus that burst towards constructive activities, the benefits are endless.

### Top Ten Tips for Keeping Your Cool

#### '10 Tips For Keeping Your Cool'

- 1. Activity:** Regular exercise helps you to work off anxiety and stress. Just get yourself moving.
  - 2. Laughter:** Doing things you enjoy is important for lessening anxiety and contributes to your emotional and physical well-being.
  - 3. Sleep:** Go to bed early enough to allow for at least eight hours sleep. You should have a bedtime routine and don't study immediately before bed, but rather do something that is relaxing.
  - 4. Nutrition:** Poor nutrition will put your body under stress and lead to feelings of anxiety. Skipping meals will cause your blood sugar levels to plummet and junk food will make them yo-yo. A good balanced diet including fresh fruit and vegetables will give you the energy and make you feel better able to cope.
  - 5. Preparation:** You won't feel nearly as anxious if you have prepared yourself for an exam. Avoid cramming – a day or two before an exam is not the time to learn new material.
  - 6. Attitude:** Success is wonderful. By all means aim high, but remind yourself that a test is only a test and there will be others.
  - 7. Relaxation:** You'll gradually relax by controlling your breathing; count to 3 as you breathe in and count to 3 again when you breathe out – do this at least five times.
  - 8. Imagery:** Picture a scene in your mind where you feel relaxed and happy. Bring this scene to your mind when not you're feeling anxious so that you can bring it up easily whenever you're anxious.
  - 9. Communication:** Confiding in someone you trust and who will be supportive is a great way of alleviating stress and anxiety.
  - 10. Goals:** Focusing on your plan to achieve something stops you from dwelling on what does not go to plan.
- (Adapted from School Diary, LSC pg. 152)

Key Learning Area Leaders - English – E. Bruno and J. Stephens, EAL – R. Medcalf, Humanities – C. Miller, P. Leos, 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