Welcome to the first edition of Year 9 Curriculum News for 2014. 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. We are very pleased to share with our Parents that we are currently in the process of a whole school curriculum review. This review ensures that we provide an up to date, engaging and relevant curriculum to best fit our student’s educational needs. Any improvements to our school curriculum will be communicated to parents as soon as the review process is finalised and recommendations are approved. 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. If you have any queries regarding curriculum matters please contact me.

Ms Kaylene Kubeil
Curriculum Leader

ENGLISH - Year 9 English attempts to take the skills developed over the first two years of the students’ education and expand upon them. We encourage greater independence in order to begin preparing our students for their later years in Secondary School. We also continue to encourage group work and participation from all students across the curriculum. The year begins with work that looks at Short Stories, with a focus on different genres. Students are shown various short stories, both in written and visual texts. This unit is followed by a look at persuasive techniques, with students developing their own persuasive presentations by focusing on contemporary issues in both Australia and the world. In Term Two, student study the text ‘The Simple Gift’ where the study is on the voice of the text, meaning the differing perspectives and characters. Within this unit, student will develop an understanding of the difficulties faced by homeless youths in Australia. This understanding will also be improved with an excursion looking at homelessness in Melbourne, facilitated by the Salvation Army. Students have now taken their NAPLAN tests and have completed preparations for their Semester One examination. This will be the first occasion in which students have sat a formal exam for assessment purposes, we therefore understand any potential anxiety, adequate revision and an area suitable for study at home will assist with both exam preparation and completion of homework.

‘A Time to Explore’
**ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)** - We have finished reading and discussing *The Simple Gift*. Each student was asked to read a page aloud to the class. Students have been completing comprehension questions and summaries for each chapter. We looked at some images of the Great Barrier Reef and native Australian flora, which were both mentioned in the novel. We also discussed celebrations and looked at how each student celebrates different events in their culture. Students have been encouraged to speak aloud in class. We completed a few charts relating to character development and events in the novel. Students are keeping a glossary of new and unfamiliar words. The class received guidance on how to write their essay on *The Simple Gift* and have been completing these this term.

To assist students with their use of consistency in verb tense in their writing, so we did a few exercises where students were required to rewrite passages in either the present or past tense. We also practised the pronunciation of certain words, with a particular focus on verbs ending in ‘-ed’.

**NUMERACY** - The Year 9 Numeracy Support students have focused on Financial Maths this semester which has included work on percentages including profit, loss, discounts and mark ups. Students are able to discuss real life situations including calculating sale prices, profits and losses for items. The students then moved onto calculating wages and different ways in which people are paid. You can discuss this with the students using real life payslips and different payment methods. The students then looked at bills and how the bills are calculated. Household bills can be used to discuss what the usage of different services is in the house and how the total cost can be calculated. Students will then move onto other costs including communication costs such as mobile phones. Their own mobile usage and cost can be used to develop the students’ awareness of the real cost of their chatting. In Term Two students will move onto geometry including looking at angles, triangle and enlarging and reducing objects. Angles around the house can be measured and estimated to provide conversation and develop explanations. 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, Scientific Notation, Algebra and then moved on to Pythagoras and Trigonometry. The geometry topic can be discussed using any home improvement projects that include scale drawings or mixing paints in different ratios. 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. They will then commence the topic of interest and proportion. Conversations can be had using real life examples of interest including credit card statements, mortgage payments and term deposits. Proportion can be discussed using the relationship between two factors such as the stock market or share values.

The Mathletics program, for which the students have purchased access codes, can also be used at home to support student learning and reinforce ideas covered in class. This can also give students the chance to develop their basic mathematical skills by completing activities with help, if needed, or competing against other students in live Mathletics.

**HUMANITIES – Geography** - Students in Geography have been examining the use of water in Australia and the world. They have calculated their own household water use and determined areas where savings could be made. Some classes completed an overlay map, to gain a better understanding of how climate and topography contribute to Australia being such a dry country. Classes have also been learning about the uses of water in Australia, including in agriculture but also the Murray-Darling basin and the importance of this river system to our country. Water saving and recycling methods have been discussed in class. The North-South Pipeline, Third Pipe Waste Water Recycling and the Desalination Plant in Wonthaggi were all topics of discussion and debate.
in class. Finally, students learnt about areas in the world where water can lead to conflict, such as the Middle East. Mapping the countries with low levels of access to safe water allowed students to understand global patterns in water-driven conflict, particularly in Africa. Students then sat a test at the end of the unit to consolidate their understanding of this topic. Most recently we have been studying the unit on Coastal Systems. Students have visited Hampton Beach as part of the fieldwork component. While there students analysed the impact of erosion and deposition on the coast and identified different coastal landforms. They completed a fieldwork assessment earlier this term.

**COMMERCE** - The Year 9 students are more than way through 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 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** – During Term One, students completed the topics of Ecology and Plate tectonics. In the topic of Ecology, students learnt about the components of an ecosystem and how energy is transferred within that ecosystem. They consider the impacts of human activity on ecosystems and discuss ways of protecting and managing ecosystems. In the second topic of Plate tectonics students recognise the major plates on a world map and relate earthquakes and volcanoes to movement of plates and the role of heat energy and convection as evidence that support the theory of plate tectonics. In addition to this all students completed an inquiry based assignment running across the two chapters that we covered in the first term which was due for submission in the first week of this term. During Term Two, students will be covering chapters on The Atom and Electrical Energy. Students will be looking at the structure of the atom and then further applying their understanding of the structure of the atom to the transfer of energy through an electric circuit.

**HEALTH AND PHYSICAL EDUCATION** – What a positive start it has been to the first half of the year. Each class has taken part in the various Athletics events, which made a fantastic lead up to the Lalor Secondary College Athletics Carnival. 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, and each year, compare them to the previous results. Results will be printed on a certificate and placed in the Semester One reports. In theory classes students covered the units of “Ethics and Decision Making”, “Risk Taking” and “Drugs”. The topic of Drugs is a major focus for this year level, where students are taught the classification of them, their side effects and why they may be used illegally in Sport. During Term Two students have continued to focus on the topic of “Drugs” and more specifically, “Marijuana”. In practical sessions students will be introduced to the basic skills of Netball and Softball, and will also get involved in various Fitness activities such as jogging, skipping, sit ups and push ups.

‘A Time to Explore’
SPORT - Year 9 Sport is a specialist 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 Table Tennis/Basketball, Volleyball/Soccer and Tennis/Badminton. During the practical lesson the students will develops 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.

ART - Students have been inspired by the art movement of Impressionism and have created their own artworks using broken colour using the mediums of acrylic and gouache paint. They have explored the possibilities of line to create 3D illusions and are currently developing skills in relief printing.

CERAMICS - Students in Year 9 Ceramics have been busy creating three dimensional artwork using white earthenware and terracotta clay. They have learned the basic methods of pinch, coil and slab construction. The students have completed creatures based on a spherical form, simple coil forms and a toby jug. Selected works have just been glazed and are fired.

DRAMA - Students have completed a range of tasks focusing on the use of expressive skills. They are starting to develop into polished performers and have displayed this through the melodramatic plays they have created and performed. Next term students will study the performance style of slapstick comedy and learn about the conventions of script writing.

MEDIA - Students have completed a range of tasks focusing on different ways of advertising, including radio, television and magazine. Students have been working on their media production task based on producing an ad for a product of their choice. They can work in either TV or Print and have been using the video cameras and SLR cameras to create these. Our next topics include sitcoms and narrative where students will view the film ‘Click’.

VISUAL COMMUNICATION AND DESIGN (VCD) - Students in Year 9 VCD have been concentrating on developing their drawing skills and have completed one and two point perspective drawings as well as isometric drawings. They have been introduced to design elements and design principles and in Term Two they will learn about the design process by working to a design brief.

FOOD TECHNOLOGY – This semester 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. We also looked at Food Models and their uses in food selection—The Australian Dietary Guidelines, The Australian Guide to Healthy Eating. 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 for display. This 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 the timber tool box 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. 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.

**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. This was provided through the use of research data grids which enabled students to record research notes accurately and appropriately. All History classes received this valuable note-taking session prior to commencing their historical inquiry tasks. The focus this term is 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. Demonstrations to classes on how to use this website will take place in Term Two and an instruction handout sheet will be also be made available.

**LANGUAGES - MACEDONIAN** - During Term One the Macedonian class has encouraged students to look at ‘who they are’ with a unit on personal identity. It also allowed them to look at their prior geography knowledge and learn about Macedonia and the rest of the world. Term Two will see the Year 9 class, having an in depth 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 have started off the year with the revision of key grammatical areas, such as regular & irregular verbs, nouns and their endings, positions of adjectives and articles. They have also listened and responded to short dialogues in French which focus on prepositions and “wh” questions. Students have also learnt numbers up to 1000. At the end of Term One, both Year 9 French classes attended an excursion to the Melbourne River Cruises, where students learnt about the Yarra River & its environs. At the start of Term Two, students researched the River Seine located in France and compared it to Melbourne’s Yarra River, via a tourist brochure for French &/or Australian tourists. Students will continue to develop their written, reading, oral & aural skills by completing various activities in their Activity books, as well as through role plays and class discussions. “Le future proche” & regular verbs ending in “oir” will also be taught.

**LANGUAGES – GREEK** - Year 9 Greek also began with a PowerPoint presentation on “Theofaneia” 2014. The main unit of work for the term was “Shopping “. This involved studying the current economic situation in Greece and discussing the “Euro”. Students learned the Greek names for fruits, vegetables, specific shops and we also watched a documentary on Shopping in Athens. Term Two continued with the “Commemorations” unit where historical and cultural events are studied and students will be required to complete an Easter assignment with an ICT component. This is followed by a unit on “The Body” where students will use Greek words they learn to enhance their knowledge of the English language. Students’ skills in listening, speaking, reading and writing are continuously tested as is their knowledge of Greek Culture.
**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 led 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.

**Thinking About Careers?**

At Year 9 students are starting to think about getting a part-time job, as well as future career. It is timely then that conversations around careers start taking place and career options starting to be investigated. Here is a series of steps to assist Parents it this process:

**Step One: TEACH YOUR CHILD TO DREAM.** The first step of career development is dreaming. Children should dream about what they want to be and do as adults. They may want to be a detective, doctor, or secret agent. It doesn’t matter what these dreams are; they are all important. As parents, we need to know about these dreams and encourage our children to hold onto them.

**Step Two: AWAKEN YOUR CHILD’S INTERESTS.** Career satisfaction is not always determined by how much money you make. To be truly happy in a career, you must like what you do. This step will help you awaken and identify your child’s interests and connect them to appropriate careers. Many times we dream about things that would not really make us happy!

**Step Three: ASSESS YOUR CHILD’S PERSONALITY.** This step links you to several fun personality tests that your child will enjoy taking. These are really not “tests” since there are no right or wrong answers. But they will enable him to discover his attitudes about the world, people, and work. Your child’s personality can serve as a lens by which to explore the world of careers.

**Step Four: EXPLORE CAREERS.** Career exploration is a great activity for parents and children. By using research tools in this step, you can get detailed information about any occupation. This includes salaries, educational requirements, and the current trends in employment. Your child should use all the things they have learned about themselves to interpret this career information. As your child explores careers, they will begin to learn about all the factors that he should consider before choosing an occupation. How hard will it be to get a job? Is the salary adequate? What things will I have to do on the job? Extensive career exploration will give your child a much better understanding of the world of work.

**Step Five: EXPLORING CAREER PATHS.** After your child begins to narrow his career search, they should learn about career paths. A career path outlines all the things necessary—education, experience, skills—they must acquire to be qualified for a particular career. The knowledge of career paths should play a major role in choosing a career, for by choosing a career you also choose a career path you will have to follow. Choosing a career path will determine what type of education your child will pursue. You want to make sure that your child understands all about the career path they choose when they choose their career!
Step Six: **SET YOUR PRIORITIES.** Once your child has explored career options, they need to be able to evaluate them, that is, rank them in terms of their importance to them. Is money the main motivation behind a career choice? A high salary doesn’t always translate into job satisfaction, but a low salary can be a real disappointment! This step will help your child evaluate his career choices based on his own personal criteria.

Step Seven: **CHOOSING A CAREER.** To make good career choices, your child should understand what is important to them about a career. Specifically, how does it meet their needs? This step will show you and your child how to match the career information you have gathered (from a range of sources) with your child’s personal needs, personality, and expectations.

Step Eight: **DEVELOP A STRONG WORK ETHIC.** There are specific traits, attitudes, and values that your child should acquire in order to be successful in the world of work. These work values are not dissimilar to the values that help students succeed in school. This step will show you ways to help your child learn about and acquire these values.

Step Nine: **BUILD CAREER TOOLS.** It would be nice if all a student required for employment was a college transcript, but getting a good job is not so easy. Resumes, portfolios, cover letters, interviewing, and all the other phases of “tool building” need to be started. This step tells you how your child can build the career tools he will need to get a job right after school or university.

Step Ten: **CONSTRUCT A CAREER PLAN.** A flexible career plan is one that keeps your child’s options open. For example, a student who wants to be a doctor may also want to keep the nursing or medical technology options open as well! The main aim is to have a clear career direction that is targeted and purposeful, as well as flexible.

Adapted from [http://www.takestockinchildren.org/pdf/resources-parents-careerplanning.pdf](http://www.takestockinchildren.org/pdf/resources-parents-careerplanning.pdf)