This term builds on the work completed in Semester 1 and consolidates learning practices and organisational skills already introduced that are required for students to be successful learners in Year 9 and beyond. It is an exciting term with the Melbourne Experience and the beginning of the transition processes into senior secondary.

For ongoing information about student learning, including Home Learning details, please speak to your child’s homeroom teacher or access the Year 9 Blog at http://year9pcc.edublogs.org/

Each term you will receive an outline of learning across the curriculum. Below is a snapshot of this term’s learning:

| English | This term in English will see students examine the text “Looking For Alibrandi”. They will identify key issues and characters in the novel and compare aspects of the novel with contemporary teenage experiences. Students will study the film “Looking For Alibrandi” and make comparisons between the film and the written text.

Students will also be studying public speaking. They will analyse what makes a good speech and look at examples of significant public speakers to assist them in creating their own speech.

Weekly sessions will be conducted where students look at aspects of language and identify how they can use this knowledge to improve their writing. Students will also examine the structure of an essay and analyse aspects of their writing to develop their own essay writing skills.

Students will also continue to develop their reading and comprehension skills through the independent reading program. |
| Mathematics | The first unit focuses on trigonometry, which includes the recognition of the three trigonometric ratios and the use trigonometry to find side lengths and angles in right-angled triangles. Students will practice applying the concepts of trigonometry to solve problems involving bearings, elevation and depression.

The second unit this term focuses on geometric reasoning and allows students to apply known properties of geometric figures, including angle properties. Students will learn to use congruent rules, calculate the angle sum of polygons, enlarge or reduce two-dimensional figures and identify similar triangles.

Students will be supported in consolidating their knowledge of basic number skills to support the concepts of each learning area this term. They will be given continued advice to help with their revision techniques and preparation for topic post-tests. |
| Humanities – History | This term in History students will be studying World War 1. They will analyse the causes of the war and examine events and alliances leading to the beginning of the war. Reasons for Australia’s involvement and propaganda used to encourage recruitment of troops will be a focus for students.

The Gallipoli campaign and subsequent significant battles will be researched and conclusions will be made about the impact of the war in Australia. The Anzac legend and how this war is commemorated will complete the students’ study of this unit of work. |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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<tbody>
<tr>
<td>Science</td>
<td>In term 3 students in Year 9 Science will be exploring energy. The different forms of energy and how it can be transferred and transformed. They will explore factors that affect energy transfers through electrical circuits. Students will investigate energy transformations in electromagnets. They will research the different sources of energy for electricity generation: renewable and non-renewable. They will evaluate claims relating to products such as electrical devices and examine safety features.</td>
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<tr>
<td>Health</td>
<td>In term 3 Year 9 students will be learning about common health concerns for young people. Students will learn how to improve the health status of young people and help others help themselves. They will investigate government roles within healthcare specifically Medicare. They will explore non-government organisations that support health and evaluate our health services. Students will also research the health rights of young people.</td>
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<tr>
<td>Indonesian</td>
<td>Students are involved in an independent project to create a holiday plan in Indonesia. They will search for places to be visited, flights and local transport, accommodation, cultural attractions, dining and fun activities. The project includes a full itinerary in Indonesian of their visit including time, cost, booking for cultural attractions or shows and local transport arrangement. At the end of the term, they will present their holiday plan to the class and get feedback from the classmates and the teacher.</td>
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<tr>
<td>Advisory</td>
<td>Our year focus continues to be on preparing students for senior secondary pathways. Students will continue to work on becoming more organised and accountable for their home learning and management of learning time in class. They will also be introduced to strategies that they can use when preparing for and taking tests and exams, which will help them become more successful in these pieces of assessment.</td>
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<td>Physical Education</td>
<td>In PE during term 3, year 8 students will be undertaking a range of fitness tests and analysing fitness components and developing training regimes to test improvement. This work will be assessed in the form of a major assignment using their ipad and working with a partner.</td>
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<tr>
<td>1:1 iPad program</td>
<td>The 1:1 iPad program continues this year. Students are expected to have their iPad, fully charged, with them every day. This year will see them using their iPads across the day, including their Specialist and Pathways classes. Questions about iPads in Year 9 should first be addressed to homeroom teachers.</td>
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<tr>
<td>EAL (English as an Additional Language)</td>
<td>EAL Students in years 7-9 work closely with their EAL teachers and are provided with structured tasks to support their learning in the homeroom as well as targeted teaching of reading, writing, speaking and listening skills including vocabulary and English grammar. Students participating in the Intensive English program complete a wide range of practical, written and oral activities designed to develop essential English vocabulary.</td>
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<tr>
<td>Home Learning</td>
<td>Your child will receive regular Home Learning. Developing Home Learning routines will assist students in reinforcing their learning, ensure they are prepared for class learning and build positive study habits. This is especially important for students as they prepare for senior secondary school and further study. Home Learning will be placed on the year level blog.   A positive strategy to support your child’s learning at home is to ask them to explain what they are doing and why they are doing it. This will assist them to explain their thinking and consolidate their learning. Please discuss any concerns you have about your child’s Home Learning with their teacher.</td>
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Students in Year 9 also complete 2 Pathways subjects per semester. Details of Pathways were provided in the Year 9 Handbook, which can be located on the school website.
There will be several excursions related to Pathways and core subjects during the term, with information to follow. Updates will also be available on the year level blog.

**Please note:** While the curriculum outlines provided here are set at the year level standard, each student will be working at their own level of understanding and pace of learning. Regular assessments across subjects - before, during and after units of work - will establish where your child is at in their learning and allow teachers to teach at point of need. Our focus is always on each student’s individual learning improvement.