



# Mount View High School

## Academic Enrichment Update

Term 1 2024

Hello Parents, Carers and Family of our Academic Enrichment class students.

This term, students have been engaged in a host of interesting activities intended to engage them in their learning and provide opportunities for them to demonstrate their own unique skills and interests.

Students have also had the opportunity to participate in the school debating program, sporting teams, art programs and other school-based activities. Some teachers have directly approached students in the academic enrichment class, while others are opportunities provided to the whole school that your child should embrace, if the topic, sport or event is of interest to them. In addition, many enrichment class teachers will be enrolling students in national academic competitions, and all students are strongly encouraged to take this opportunity to demonstrate what they can do.

This newsletter is provided as a way for classroom teachers to give parents and families a short update about what has been happening in their classrooms. These are great insights into what students are learning about, or what they have accomplished so far. It is an excellent springboard for your own conversations with students about their learning. If you have any questions about their classwork, please do not hesitate to contact the relevant class teacher, or their Year Advisor.

**Year 7 Advisor:** Sam Harwood

**Year 8 Advisor:** Marie Payne

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## Project EAGLE

Project EAGLE is our collaborative, project-based program that gives students opportunities to explore areas of personal interest and to demonstrate their skills in group work, research, and independent learning. “EAGLE” is an acronym for Encouraging Academic Growth, Leadership and Engagement. All students in the Year 7 and 8 academic enrichment classes participate in Project EAGLE, which will begin in Term 2.

The program is facilitated by Mr Russell, who will work with the Year 7 and Year 8 academic enrichment classes for up to one period a week during Term 2. These lessons are intended to get projects started and as check-in opportunities to ensure progress is being made. It is important, however, that students continue working on their projects in their own time, at home. This year, Year 7 students will be designing board games that convey ideas about a chosen issue or topic, demonstrating skills such as time management, problem solving, and group work. Year 8 will engage in a personal interest project that allows them to demonstrate their knowledge, skills and achievements in a specific area of learning. Both projects will culminate in a presentation to parents and family later in the year. More information on these projects will be provided to students in Term 2.

**Project EAGLE facilitator:** N. Russell

# 7 Valkyrie Academic Enrichment Class Update

## MATHS

### S. Abraham

In 7V we are currently focussing on improving our problem-solving skills. We do this by discussing how to solve

- Non-Routine questions



#### ADDING AND SUBTRACTING TWO-DIGIT WHOLE NUMBERS

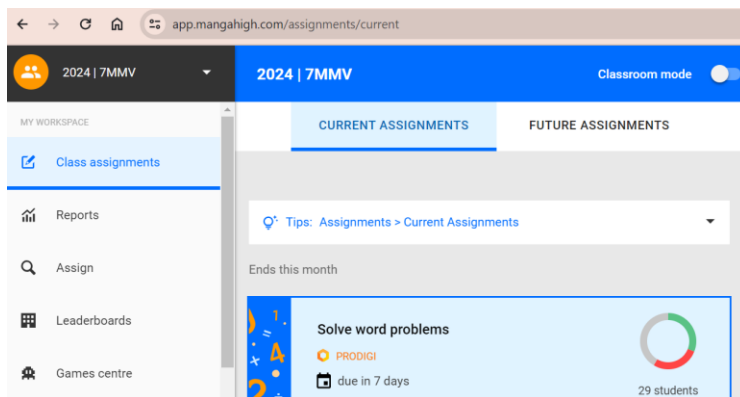
Directions: Directions: Use the digits 0 to 9, at most one time each, to make a true statement.

For e.g.  $\square\square - \square\square = \square\square + \square\square$

- Worded problems like

*A farmer has cows and chickens. His animals have 40 legs in all. He has 2 more chickens than cows. How many cows and chickens does he have?*

- Through *Manga High* activities such as



- We also engage in discussions to find out if there are alternate ways to solve a particular problem.

# SCIENCE

## B. Gruber



As their first enrichment activity, 7 Valkyries were tasked with conducting secondary research on a prominent scientist throughout history. As part of this research, they were required to source or produce mockups of artefacts such as newspaper excerpts, awards and journal entries to effectively communicate the nature of work undertaken by their nominated individual. Finally, they were to gather these pieces of evidence together and present them in the form of a museum display.

Examples of 7V Student Work:

### Who is Maria Sibylla Merian?

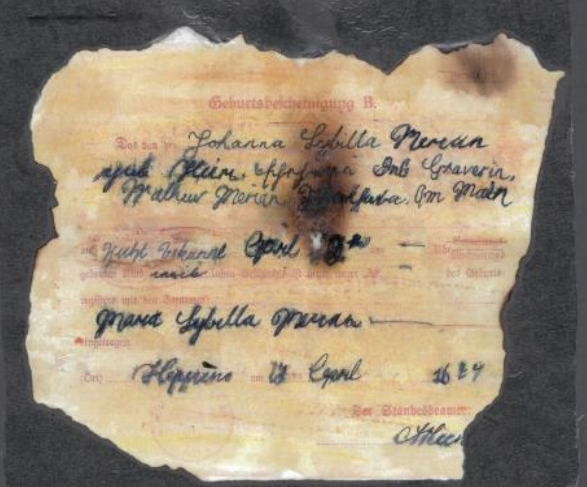
**Maria Sibylla Merian was an Entomologist who documented the transformation of metamorphosis. Maria was one of the first to depict insects and their life cycles as well as their food/what plants they eat.**

**Maria discovered 9 different species of butterfly, 2 different species of beetle and 6 different types of plants that were all christened in her name.**



**The newspaper.**

Around the time of the 1600's newspapers were shorter and called news bulletins. Here is one of them in the German bulletin relations, the bulletin is about Maria Sibylla Merians first piece of work being published.



Geburtsbezeichnung B.  
Geb. am 17. Johanna Sibylla Merian  
geb. Klein, Apprentiz der Gouvern,  
Mathew Merian, Buchhändler, im Jahr  
1647  
Geb. am 17. Sonntag  
Maria Sibylla Merian  
Geb. am 17. Sonntag 1647  
Geb. am 17. Sonntag  
1647

# Jane Goodall

Primatologist and Anthropologist



## Profile

Jane Goodall (born April 3, 1934, London, England) is a British ethologist known for her long-term research on the chimpanzees of Tanzania. Jane always loved animals. She dreamed of going to Africa to see chimpanzees in the wild.

## Education

Jane Goodall left school at age 18. She went to Africa and assisted paleontologist and anthropologist Louis Leakey who offered her a job studying chimpanzees. She moved to the Gombe Stream National Park in Tanzania and began to observe the chimpanzees. In 1965 she earned a Ph.D. in ethology from the University of Cambridge.

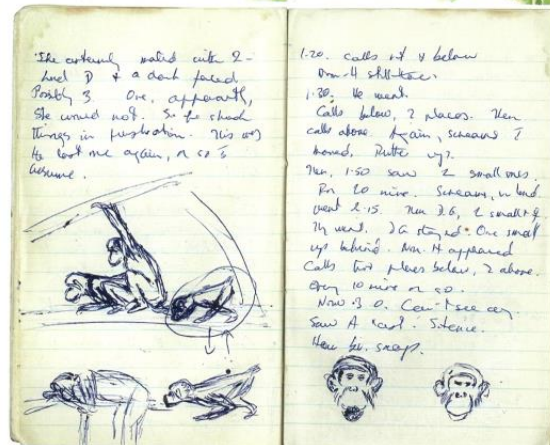
Jane won many awards for her environmental work including the J. Paul Getty Wildlife Conservation Prize, the Living Legacy Award, Disney's Eco Hero Award, and the Benjamin Franklin Medal in Life Science.

## Background

Goodall wrote a number of books and articles about her work.

There have been several documentaries made about Jane's work with chimpanzees including *Among the Wild Chimpanzees*, *The Life and Legend of Jane Goodall*, and *Jane's Journey*. A documentary about her life and work, appeared in 2017.

## Jane Goodall's Field Notes



### November 6, 1960 - from Dr. Jane's field notebook:

By the termite hill were two chimps, both male... I could see a little better the use of the piece of straw. It was held in the left hand, poked onto the ground, and then removed coated with termites. The straw was then raised to the mouth and the insects picked off with the lips, along the length of the straw, starting in the middle.

## LIBRARY

### L. Forrest

Library lessons occur once a cycle as part of their English lessons. 7V will be completing the Premier's Reading Challenge as part of their Library literacy program. Students are encouraged to access the wonderful variety of Library resources available and develop reading routines to enhance their literacy and complete the challenge this year!

## ENGLISH

### S. Scott

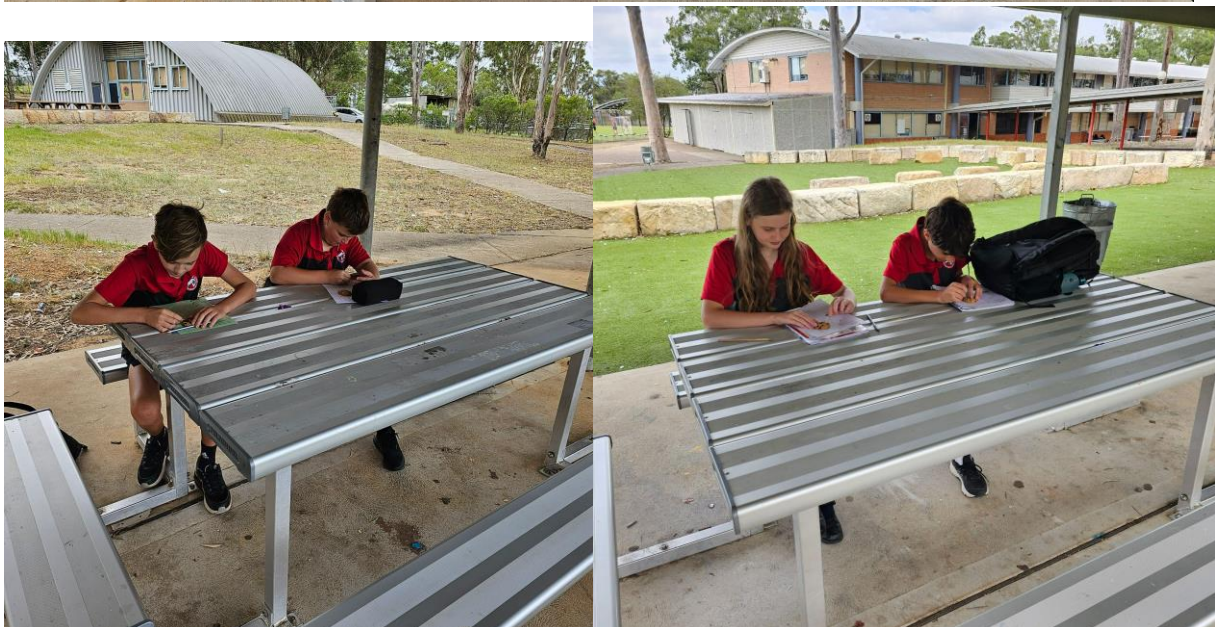
Valkyrie students have been introduced to English at high school through the topic *Powerful Youth Voices*. As a class we have read, listened to and viewed texts that recognise and celebrate the significant stories, perspectives, ideas and actions of young people in society. With a focus on memoirs, we've delved into the personal journeys and experiences of young individuals, exploring their triumphs and challenges as they navigate the world. Students are progressing into composing their own piece of writing to share the events and ideas that are important to them.

# HSIE

H. Walsh

Year 7 has been looking at the topic of *'Investigating the Ancient Past'*. As part of this topic, 7V looked at how we learn about history and used the case study of 'Otzi the Iceman' to learn about ancient artefacts and what they tell us about the past. Students have enjoyed this topic and recently completed their first assessment and should be proud of their achievements. We concluded this topic with a fun activity where students excavated cookies to practice the skills of a real archaeologist. Although the wind made this challenging, students maintained their focus.

*Cookie excavation activity:*



# 8 Sapphire Academic Enrichment Class Update

## ENGLISH

### R. Bartlett & M. Payne

This term, we have been focusing on the deep exploration of the dystopian text *The Giver* composed by Louis Lowry. Not only have we discussed the ways in which the conventions of the genre are apparent within the text, but the students have been challenged to consider the ways in which the genre has been subverted. Along with this, students have engaged with developing growth plot charts, accounting for the social and psychological development of the key protagonists, and have started to develop their knowledge surrounding effective analytical writing so as to demonstrate their complex understanding of the themes evident.

## MUSIC

### C. Daniels

In the 8S academic enrichment Music class, students will engage in a collaborative learning activity aimed at enhancing their performance skills and musical awareness. Organised into small groups, students will select pieces of music to analyse and dissect together, under the guidance of their teacher. Through rehearsal and feedback sessions, students will refine their individual contributions while collaborating with their peers, fostering teamwork, communication, and adaptability. This experience will not only deepen their technical proficiency but also cultivate a deeper understanding of musical expression, enriching their overall musical awareness. Students will be provided with the opportunity to perform for their peers.

As well as a collaborative performance activity, students are embarking on a creative journey by crafting their own musical instruments using recycled materials. Through this hands-on activity, students will explore the intersection of art and sustainability while honing their musical ingenuity. Students will brainstorm ideas and experiment with various materials to design and construct their unique instruments, fostering innovation and problem-solving skills. As they assemble their instruments, students will learn about the physics of sound and the principles of musical instrument construction, gaining a deeper appreciation for the craftsmanship behind the music they love.



## PDHPE

### **C. Tritton**

*Practical:* The year 8 academic enrichment class has recently completed their level 2 trampolining assessment for their current practical unit of study. With many students experiencing a growth in self-confidence and determination, we decided to extend the unit to allow students to challenge themselves in working towards the level 3 routine. With an increase in the degree of difficulty in the sequencing of skills, most students are up to the challenge, and we look forward to seeing their progress over the next couple of lessons.

*Theory:* The annual National Health and Physical Activity Day will be held at Mount View High School in September. Prior to COVID, this was celebrated with a full day of planned activities with the year 7 cohort. In 2024 the year 8 academic enrichment class will be involved in the development and organisation of this event. Inline with year 8 units of study, groups will be proposing a variety of activities that could be created and delivered by themselves on the day. The current unit on Bullying and Diversity will be the first concept they will explore where each group will submit a proposal towards the end of term 1. We look forward to hearing their ideas where a panel of staff and students will decide on which proposal will be selected for implementation.

## Maths

### **T. Morris**

This term 8S has been learning financial math and how to calculate GST. They recently submitted a take home formal assessment task where they were required to investigate what effect it would have on families if GST rose to 12.5%. I have been very impressed with the effort and enthusiasm from everyone as well as their commitment to handing it in on time. We have started a new topic on Rates and Ratios where students have been simplifying ratios and dividing a ratio into a quantity. As of week 9, 8S will be introduced to their new mathematics teacher for the rest of the year, Ms Guermandi. It has been a pleasure teaching 8S this term.

# Science

## C. Bell

During Term 1 in Science, 8S have been studying Physics and Earth and Environmental Science. In the Physics topic, they have been focusing on the forces involved in everyday activities and how we can reduce these forces to improve performance and increase safety. The Earth and Environmental Science topic has been focusing on our Solar System and how astronomy explains phenomena that we experience on Earth.

One of the activities they completed in class was a calculation involving trigonometry to determine the height of one of the large trees in the school grounds. Students chose a distance from the tree base to stand and used a clinometer borrowed from the Maths faculty to determine the angle from their eye to the top of the tree. As a class, we then used trigonometry to calculate the height of the tree using this angle, the distance from the tree and the height off the ground of the clinometer - our working out from the board is included as a photo.

For the last week of this term, we are combining the knowledge from both topics to design a "space capsule" that will successfully allow an egg (astronaut) to fall through Earth's atmosphere and arrive unscathed on the Earth's surface. This is otherwise known as the egg drop challenge.



# History

## G. Redfern

Greetings, esteemed scholars of medieval lore!

We are thrilled to announce the completion of our term 1 assessment, where students delved deep into the captivating world of castles and medieval life. Throughout the term, our scholars embarked on a journey through time, investigating the illustrious figure of Eleanor of Aquitaine, the tumultuous events of the Crusades, and the intricacies of everyday life and society in the Middle Ages.

In addition to their scholarly endeavours, students showcased their creativity by crafting their own family shields and mottos, symbolizing their noble lineage and values. These learning activities not only honed their artistic skills but also deepened their understanding of heraldry and the importance of symbols in medieval culture.

As we bid farewell to the castles and courts of medieval Europe, our focus now shifts to the intriguing and sometimes gruesome world of the Aztecs. Prepare to uncover the secrets of this ancient civilization, exploring their rituals, customs, and achievements with the same zeal and curiosity that defined our exploration of the Middle Ages.

Stay tuned for updates, assignments, and thrilling discoveries as we journey through the annals of history together, guided by the spirit of inquiry and a thirst for knowledge!