Taking Science to the Preschool

Last Wednesday, Thursday and Friday a group of girls from year 9 were selected to go down to the preschool for National Science Week to show pre-schoolers some basic experiments to do with Science.

We did many experiments including bicarb soda and vinegar volcano, Taryn’s magic potato and many more.

There were three different age groups of children which we taught. They were a great audience and we would like to thank them all for participating and being great listeners. We would also like to thank Mrs Balcombe for taking us down to the preschool and helping us with our demonstrations.

Ashley, Lucy and Taryn.

SPORTS NEWS
Western Region Academy of Sport programs

Lawn Bowls
Athletes 14yrs and above who would like develop to the next level with their lawn bowls please see Mr McKenzie for more information about the academy program.

Also below is the flyer for the lone star program for athletes who need assistance to progress successfully to the next level.

LONE STAR PROGRAM

WE ARE LOOKING FOR:
Athletes...
• who reside or attend school in the Western Region or full time employment or study
• involved in an individual or team sport
• 14 years or above on 1 January 2012

WESTERN ACADEMY OF SPORT
Mission: to enhance experiences for talented sports people and provide opportunities for the wider sporting community

Purpose: to provide support to athletes who compete in sports that are currently outside of the WRAS Academy’s focus
Aim: to identify and develop athletes to progress successfully to the next level of representation at a regional, state, or national level

Athletes must complete a nomination form by Friday 2 September. For more information please call WRAS at 6338 4821 or email biocoege@csu.edu.au
Faculty in Focus: 
ENGLISH/HSIE/LIBRARY

This term, Year 12 Modern History has begun to explore the fascinating life and achievements of Leni Riefenstahl, an important filmmaker in Nazi Germany. A highly controversial figure, she was acclaimed for her work in film during the Nazi era, but denied her willing involvement with the Nazis after Germany’s defeat. She re-invented herself several times and spent some time in Africa filming and photographing the Nuba tribe. She also discovered underwater photography, and worked in this medium for some time.

The class will decide whether she was a calculating risk taking monster, a Nazi opportunist, a feminist role-model or a great artist with a camera. This is a highly technological unit, as all notes and an e-text are being accessed with a laptop, the wireless network and the Smartboard. Students will view the films and make comment on the class blog. What a great unit to end their HSC year!

Mr Lanham’s Year 8 history class has been discovering the Sami and the Amish peoples. Their customs and lifestyles are very different to ours, as they have discovered. The Sami live in the very northern most parts of the world, from Sweden, Finland Norway and Russia. The Amish are prevalent in the United States and tend to follow farming lifestyles.

Ms Conley’s classes have just completed units on Ancient Greece and the Inca civilisation. Year 8 was introduced to the the Battle of Thermopylae, 300 Spartan warriors against the might of the Persians with the old Hollywood classic The Last Stand of the 300. They enjoyed it immensely. This class and the Year 7 class completed topic tests on Friday, and will begin a new unit next week.

WHY STUDY HISTORY AT CANOWINDRA HIGH SCHOOL?

Why should we study history? After all, it has already happened and is in the past. The clue is in the value-adding that happens as students hear and learn about people and society; the evolution of today’s society through change and events.

The knowledge and understanding of history transports students beyond their limited life experiences and develops important skills like the ability to assess evidence, important social and political changes and conflicting interpretations.

It aids in the development of a moral understanding, provides an identity and encourages thoughtful citizenship. History students become well-informed citizens, good businesspeople, professionals and political leaders.

Knowing about larger-than-life people and events that shaped our own lives and circumstances, raises awareness, develops critical thinking skills and encourages informed citizenship, personal and social competence.

Mr Lanham, Ms Conley and Mrs Watts teach history in 2011, and all of them approach the subject in their unique ways. But all of them agree that it is a subject that gives students enormous advantage in life after school.

The Amish

Question: Why don’t the Amish want to be photographed?
Answer: In addition to the scriptural admonition to not make “graven images” of them, the fact of posing is most of the issue. The Amish do not want to draw attention to them by posing for a photo or image.

Question: Do the Amish speak German or Dutch?
Answer: Neither, they speak Pennsylvania Dutch, a German dialect

Question: What is the “day-in-the-life” of a typical young Amish girl or boy?
Answer: They go to their local school if of school age; they also do chores around the house and farm and have play time much like English children.

Question: How many countries do the Amish live in today?
Mississippi and Nebraska) and the Province of Ontario, Canada)

**Question:** From what I understand, most Amish groups do not wear coloured clothes.

**Answer:** Actually, Amish do wear coloured clothes. They don’t just wear white and/or black. Ladies wear shades of blue, green, red, brown, etc. Granted most colours are probably the darker tones of the colour wheel but colour nevertheless. Men also wear shades of all the above in their shirt colour. Pants are brown, navy or black (generally). Little boys and girls may wear lighter shades of the above colours.

Why do Amish men have beards, but not moustaches?

There are quite a few scriptures that mention beards in the Bible. An example would be Psalm 133:1, 2. An Amish man does not shave his beard after he becomes married. A long beard is the mark of an adult Amish man. Moustaches, on the other hand, have a long history of being associated with the military, and therefore are forbidden among the Amish people.

**Literally**

**Fad Words:**

Have you ever noticed that certain words go in and out of fashion in much the same way as other fads like yo yos and Tamagotchi’s? Some of them are like... ‘totally random’, and use existing words in, ‘sick’, ‘mad’, ‘awesome’, and sometimes not completely correct new ways. Most are popularised by the young and young at heart.

Now, I’m sure you’re expecting me to rage against such colloquialisms, but in fact I truly enjoy youth slang, much the same as I enjoy Shakespeare. I love how dynamic and fast-paced one has to be in order to keep up with language in this modern, highly literate and technical age.

However, there is one new trend that really gets my goat; figuratively speaking of course, because had I tackled ‘literally’ somewhere in that sentence I would have made an embarrassing and all too common error.

The word **literally** is presently in vogue, and is usually used to emphasise just how seriously someone wishes to be taken in whatever they are saying. For example, one might say:

Incorrect:

> “That comedian was so funny; we were **literally** laughing our heads off!”

Now, we know what the ‘literally’ is meant to mean in that sentence. It’s meant to emphasise further just how funny the comedian was, but there are a few things wrong here, namely, that the word **literally** is not meant for emphasis, but rather to distinguish a literal statement from a

**figurative and/or exaggerated one. For example:**

Correct:

> “The doctor’s was so crowded we **literally** ended up waiting all day.”

In this example, the ‘literally’ is needed to make it clear that you actually had to wait all day. People will often say they had to wait all day when really they mean they had to wait an annoyingly long time, and they emphasise that feeling through hyperbole. If you did actually have to wait all day, then you might want to make sure that people know that you are speaking **literally** and not **figuratively**. In the comedian example, however, they clearly were speaking figuratively, which is the opposite of **literally**.

So, when you say that you **literally** laughed your head off, what you’re saying is you laughed so hard that your head actually fell off your body. This statement is clearly meant to be a hyperbole, so it’s nonsensical to say **literally** to emphasise your point. The hyperbole emphasises itself; that is its function.

So, why does this matter? Well, in the grand scheme of things it probably doesn’t matter all that much, but I for one think it’s important that words don’t completely lose their meanings just because of passing fads and laziness. It’s one thing to just overuse or even misuse words, but to use the word **literally** for emphasis is to completely subvert the meaning entirely, and ultimately make the word redundant.

So, what should we do?

Think before we use words that we haven’t sought out the definition for, as it is possible that we heard it used in a way that was not entirely correct. It is always worth looking new words up in the dictionary; especially if you don’t want to be caught out sounding quite the fool.

**Just so we’re clear on our definitions:**

**Literally:** Actually, or without exaggeration.

**Figuratively:** Using metaphors or figures of speech, often for exaggeration.

Over the week, try to use these words correctly and catch out misuses. You might be surprised just how often people make really funny mistakes!

Now that I’ve **literally** blown your mind with this article,

Adieu

Hayley Byrnes, Literacy Coordinator

---

**HALF PRICE SALE**

**Old Design SPORTS SHIRTS** in various sizes available at the front office

**ONLY $14.00**

---

**SALE**

**PRICE**

**SALE**

**PRICE**

Tuesday, 23 August 2011
**Principals Report**

Congratulations to Constance Edwards and Jordan Petty who both won $200 prizes following success in the 2011 Moran Contemporary Photographic Prize. Constance was one of sixteen winners in the Year 9-10 and Jordan one of sixteen Year 7-8 Secondary School finalists from a total of over 122,000 entries. A terrific achievement and testament to their talents and skills. Jordan’s and Constance’s winning photographs can be found at www.moranprizes.com.au. Congratulations to both girls!

Congratulations to all the prospective 2012 Year 7 students who enjoyed their first day of orientation to High School last Wednesday. The new students participated in a range of activities including peer mentoring by older students, treasure hunt searches to find locations across the school followed by sports events. The next orientation day will occur on Thursday 1 September when the activities will centre around literacy, numeracy and academic achievement.

Congratulations to students through the SRC, P&C and Sue as our canteen manager who together raised over $1000 for the research into acquired brain injury. A terrific result that will contribute to scientific research in this important area.

This week on Thursday, students currently in Year 11 who are interested in campaigning and being elected as School Captains for 2012 will participate in a Leadership Day. Students will investigate what leadership actually is, strategies for leadership and how they can use their understandings to ensure they are effective and vibrant captains for our school over the next 12 months. In the following week students will speak to the whole school about what they see as the role of captain and have the opportunity to campaign before the captains are popularly elected. We wish all potential candidates good luck!

Welcome back to students in Year 10 who have been on work experience this week. Often, students who can see a direct link between their education at school and future tertiary study or occupation goals are more motivated and find it easier to maximise achievement at school. It was pleasing to see students took the opportunity to investigate a wide variety of future career options ranging from careers in the legal field through to vocations in the trades. We look forward to welcoming students back and supporting their education over the next 2½ years as almost all complete their HSC in readiness for life beyond school.

Speaking of careers and future options, this week on Thursday we will be hosting our annual Future Directions, subject selection evening for students entering Year 9 and 11 in 2012. Parents and students in Year 9 2012 are strongly encouraged to meet come along at 6.00pm in the Jack Sherwin Memorial Hall for an information session related to subject options. The agenda will ensure this meeting is completed within an hour allowing families to return home for their other evening responsibilities. The Year 12 2012 session begins at 7pm and will also go for an hour with an opportunity to speak with head teachers regarding the content of courses to enable accurate student choices. The following week, all students and parents are invited to meet for a 15 minute 3 way meeting to review selections and talk individually through future career and study goals. A sheet for parents to choose preferred meeting times will be available on Thursday. Anyone wanting to get in early is welcome to call the office this week on 6344 1305.

David Lloyd

**NUMERACY FOCUS**

Weeks 7 & 8 are numeracy weeks with a focus on using calculators. All students are to bring their calculators to DEAR for weeks 7 & 8. School approved calculators are available from the front office for $23.00.

**What’s On**

**Week 6B**

<table>
<thead>
<tr>
<th>Date</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 23 August</td>
<td>Y8 Scripture – Pd 3</td>
</tr>
<tr>
<td>Wednesday 24 August</td>
<td>Art Excursion - Cowra</td>
</tr>
<tr>
<td></td>
<td>Y10 Work Experience</td>
</tr>
<tr>
<td></td>
<td>RED DAY</td>
</tr>
<tr>
<td>Thursday 25 August</td>
<td>Subject Information evening</td>
</tr>
<tr>
<td></td>
<td>Y8-Y9 6pm-7pm</td>
</tr>
<tr>
<td></td>
<td>Y10-Y11 7pm-8pm</td>
</tr>
</tbody>
</table>

**Week 7A**

<table>
<thead>
<tr>
<th>Date</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 30 August</td>
<td>Y8 Scripture - Pd 3</td>
</tr>
<tr>
<td>Thursday 1 September</td>
<td></td>
</tr>
</tbody>
</table>

**Assessments due:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 3 Wk 6</th>
<th>Year</th>
<th>Term 3 Wk 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Vis Arts 5</td>
<td>12</td>
<td>HSC D&amp;T &amp; VA projects due 9am</td>
</tr>
<tr>
<td>11</td>
<td>Anc Hist 3, Gen Maths 3, Maths 3, Maths Ext 13</td>
<td>11</td>
<td>PDHPE, SLR 5, Eng Ad 4, Eng St 4</td>
</tr>
<tr>
<td>10</td>
<td>Eng 3, Maths 3, Farm Tech 3</td>
<td>10</td>
<td>History (S2) 1</td>
</tr>
</tbody>
</table>