Killara HIGH SCHOOL

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14 February, 2019

Year 8 Gifted and Talented Program

Dear Parents and Caregivers,

Killara High School's Gifted and Talented program will be commencing in Term 2, 2019 and interested students are required to complete an ability test through the Australian Council for Educational Research. Students must first attend the Evening of Eminence in the previous year to express their interest in the program and be eligible to undertake the testing. If any students have extenuating circumstances and were unable to attend, they must inform Ms Williams. Additionally, any new enrollments must also inform Ms Williams of their interest to undertake the testing. The ability test will be completed in Term 1 at Killara High School and requires parental permission. This program requires students to attend a gifted and talented lesson one period a week during Terms 2, 3 and 4.

The Gifted and Talented Program caters for the distinctive intellectual and socio-emotional needs of gifted and talented students. This program will provide suitable intellectual challenge and choice, within an environment that encourages creative and analytical expression.

Students enrolled in this program of study will engage with materials and activities that are practical, abstract and theoretical in nature pertaining to a specific theme. This program will explore contemporary and relevant issues within a multidisciplinary framework. It is envisioned that the gifted potential within students will manifest as talents through the completion of several self-directed activities. Throughout this program students will have the opportunity to undertake leadership roles within collaborative tasks.

English, Maths, Science, Creative and Performing Arts, HSIE and other disciplines will feature within the proposed areas of study, along with a mixture of teacher-led and student-directed activities. Virtual excursions and guest speakers will feature as part of the program, allowing students to access professionals working in different fields of study.

Lessons will take place on Tuesday mornings 7:30 am - 8:40 am. This lesson time has been determined based on student feedback and to avoid students missing work from core classes.

Psychology, neuroplasticity, cyberspace law, maths, biology, bioethics, cryptography, history, business, economics and philosophy are some of the disciplines that will be integrated into this program.

Virtual Worlds is the introductory unit within this gifted and talented program. This unit allows students to explore the many issues facing society in this separate, yet equally significant parallel world. The invention of the internet has brought with it many advantages and disadvantages, ethical dilemmas and changes in human behaviour. *Virtual Worlds* will provide students with an opportunity to exercise their critical thinking and creative expression skills.

A sample of <u>some</u> study features within *Virtual Worlds*:

- Osteoporosis and spaceflight: NASA Virtual Excursion
- Psychology and the virtual world - The human brain and the impact of the virtual world. Students learn key psychological principles and critically analyse research by psychologists about internet use and its influence on human behaviour. Human memory systems and strategies to improve recall of information will be studied.
- Research principles, survey construction and statistical analysis of internet usage rates
- Cyberspace law and the economy
- Cyber crime and its impact on the economy
- Essay writing and public speaking
- Philosophy, ethics and the virtual world
- Key figures in philosophy and their contributions - Socrates, Plato and Aristotle
- Apply philosophical theory to real world issues
- Virtual Gaming: the science, business and social impacts

<u>Multi-disciplinary focus outcomes achieved throughout the program</u>

<u>4 key Maths outcomes for Virtual Worlds:</u>

- **<u>MA5.2-3WM</u>** constructs arguments to prove and justify results
- **<u>MA5.2-2WM</u>** interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- **<u>MA5.3-3WM</u>** uses deductive reasoning in presenting arguments and formal proofs
- **<u>MA5.3-4NA</u>** draws, interprets and analyses graphs of physical phenomena

<u>4 key Science outcomes for Virtual Worlds:</u>

- **<u>SC4-3VA,</u>**demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- **<u>SC5-7WS</u>** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- **<u>SC5-6WS</u>** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- **<u>SC4-9WS</u>** presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
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<u>2 key Commerce outcomes for Virtual Worlds:</u>

- **Outcome 5.2** analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- **Outcome 5.7** researches and assess commercial and legal information using a variety of sources

<u>4 key English outcomes for Virtual Worlds:</u>

- **<u>EN5-1A</u>** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **<u>EN5-3B</u>** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- **<u>EN5-2A</u>** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- **<u>EN5-5C</u>** thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

<u>1 key Technology outcome for Virtual Worlds:</u>

- **<u>Outcome 4.4.1</u>** explains the impact of innovation and emerging technologies on society and the environment

<u>2 key History outcomes for Virtual Worlds:</u>

- **<u>HT5-8</u>** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- **<u>HT5-10</u>** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

<u>3 key Legal Studies outcome for Virtual Worlds:</u>

- **<u>P1</u>** identifies and applies legal concepts and terminology
- **<u>P7</u>** evaluates the effectiveness of the law in achieving justice
- **<u>P10</u>** accounts for differing perspectives and interpretations of legal information and issues

Gifted and Talented Program Testing

The *ACER General Ability Test* (*AGAT*) is a test of general intellectual ability, designed to assist teachers in their assessment of students' learning potential and aptitude. This test will be administered to assist in the identification process of applicants who have expressed interest in this program.

AGAT is a thoroughly researched and nationally normed assessment instrument. Each test includes verbal, numerical and abstract reasoning items, giving a comprehensive picture of students' general ability.

The AGAT test will take 40 minutes with approximately 10 minutes to prepare. More details about this test can be found at http://www.acer.edu.au/tests/agat .

The test will have 45 items in total to be answered. All of the items are multiple-choice and the student must select one of five options. The AGAT is an online test and will require students to attain a username and password from Ms Williams prior to the test on the day.

Testing will be conducted during Week 7, Term 1 on **Monday 11/3/18** (Periods 1 and 3) and **Tuesday 12/3/18** (Periods 1, 2, 3 and 4).

Students' names, specific dates, times and testing locations will be posted outside the HSIE Blue Staffroom (D Block) at the end of **Week 6**. Testing will take place during school time and students will be allocated a room and period during which they will complete this test at a designated computer terminal. Students will receive an individual report outlining their performance in this test. Results from this test will determine the composition of the KHS Gifted and Talented class for 2019.

Killara High School will purchase tests for each student and accurate numbers are required. Please return the permission note **before Monday 4th March 2019**.

Yours sincerely,

Ms Chloe Williams

Gifted and Talented Coordinator

Permission Note For Testing

***To be returned to Ms Williams by* Monday 4th March 2019**

Gifted and Talented Program Testing

I give permission for my child / ward _____ of home group _____ to participate in the *AGAT Online Test* for selection into the KHS Year 8 Gifted and Talented Program commencing in Term 2, 2019. I understand that the test will be conducted during school time in Week 7.

Parent / guardian signature:_____

Date: _____