

ENGLISH / SOCIAL SCIENCE / MATHEMATICS / SCIENCE	LANGUAGES	THE ARTS	
<p><b>GLOBAL CONTEXT</b>  <b>Identity &amp; Relationships</b>                      An inquiry into the connections and associations between property, objects, people and ideas - including the human community's connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far reaching, affecting large networks and systems like human societies and the planetary ecosystem.</p> <p><b>GUIDING STATEMENT</b>                      The choices people make have consequences.</p> <p><b>KEY CONCEPTS:</b>                      Change &amp; Relationships</p> <p><b>RELATED CONCEPTS:</b>  <b>Related concepts:</b>  <u>General</u>                      Relationships  <u>Science</u>                      Environment                      Interaction                      Change  <u>Mathematics</u>                      Change                      Models  <u>Social Science</u>                      Power                      Ideology  <u>English</u>                      Context                      Theme</p> <p><b>INQUIRY LINES</b></p> <ul style="list-style-type: none"> <li>Types of relationships</li> <li>Decision-making processes</li> <li>Rights &amp; responsibilities</li> </ul> <p><b>SKILLS</b>  <b>Thinking</b></p> <ul style="list-style-type: none"> <li>Acquisition of skills, comprehension, application, analysis, synthesis, evaluation &amp; dialectical thought</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>Formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data &amp; presenting research findings</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>Organisation, time management &amp; informed choices</li> </ul> <p><b>Social</b></p>	<p><b>MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>Draw and interpret graphs in real life contexts involving more than one stage e.g travel graphs</li> <li>Know the relationship between units of time; understand the use of 12 hour clock and 24-hour clock systems and area of compound</li> <li>Derive and use the formula for the volume of a cuboid; calculate volumes of cuboids</li> <li>Calculate the surface area of cubes and cuboids from the nets</li> <li>Recognise the equivalence of simple fractions, decimals and percentages</li> <li>Simplify fractions by cancelling common factors and identify equivalent fractions; change an improper fraction to a mixed number and vice versa</li> <li>Compare two fractions to decimals by using diagrams or by using a calculator to convert fractions</li> <li>Add and subtract two simple fractions</li> <li>Multiply a fraction by an integer</li> <li>Understand % as the number of parts in every 100; use percentages to describe parts of shapes, quantities and measure</li> <li>Use ratio notation, simplify ratios and divide a quantity in two parts in a given ratio</li> <li>Recognise the relationship between ratio and proportion</li> <li>Use direct proportion in context; solve simple problems involving ratio and direct proportion</li> </ul> <p><b>SCIENCE</b>  <b>Unit Title: Sound Waves</b>  <b>Key Concept:</b> Transformation  <b>Related Concepts:</b> Form, Function, Energy</p> <p><b>Statement of inquiry:</b> Science and technology enable us to adapt our environment to our needs</p> <p><b>Inquiry questions:</b>                      Factual: How do the properties of materials influence their use in the environment with regard to sound? (form &amp; function)                      Conceptual: How can science and technology transform sound waves? (Transformation)                      Debatable: How can science and technology alter properties of material? (Transformation)</p>	<p><b>CHINESE STUDIES</b>  <b>Topics</b></p> <ul style="list-style-type: none"> <li>Time</li> <li>Daily Routine</li> <li>Means of Transport</li> <li>Colours</li> </ul> <p><b>Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>How to ask for or tell time in Chinese</li> <li>How to describe daily schedule</li> <li>How to identify different forms of transportation</li> <li>Identify colours</li> <li>How to talk about colour preferences</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>点, 分, 半 are used to tell the time</li> <li>几点(what time) how to ask time in Chinese</li> <li>The use of 两 and 二</li> <li>Words for meals</li> <li>怎么去 asking directions</li> <li>坐 to sit or to take</li> </ul> <p>车 vehicle names</p> <ul style="list-style-type: none"> <li>Responding to questions</li> <li>是……的 sentence pattern</li> <li>Use of the word 色</li> </ul> <p>Borrowed word: 咖啡</p> <p><b>Cultural focus</b></p> <ul style="list-style-type: none"> <li>In traditional Chinese culture, each day is divided into twelve “时辰 (time periods)”. Each “时辰” is equivalent to two hours</li> <li>Distinguish how the use of 坐 is different from the use of ‘by’ in English (by plane/by car)</li> </ul> <p><b>FRENCH STUDIES</b>  <b>My family/ My school</b>  <b>Contexts:</b> family; numbers 0-69, personality; physical appearance; classroom objects, opinion on school subjects, telling the time, timetable  <b>Grammar:</b> il/elle + verb, mon/ma/mes; adjectives; adjectival agreements; word order-position of adjectives and negatives, pronouns, the present tense  <b>Language learning:</b> adapting texts, use and importance of high-frequency words, using a glossary, developing classroom language,</p>	<p><b>MUSIC</b>  <b>The Power of our Voices: Protest Songs</b></p> <ul style="list-style-type: none"> <li>Human Rights and the role of music to invoke change</li> <li>Protest artists and protest issues/songs</li> <li>Defining Harmony, Ear Training, and Intervals; Constructing and Singing the Major Scale; Major 2nd and Major 3rd Intervals; Major and Minor Triads</li> <li>Research Project – Case studies from Amnesty International</li> <li>Perfect 4th and Perfect 5th Intervals; Building Major and Minor Triads; the I IV V Chord Progression</li> <li>Basic notation</li> <li>Minor Pentatonic Scale</li> <li>Instrument and Performance skills</li> </ul> <p><b>DRAMA</b>  <b>Improvisation: Protest/Awareness</b>                      This term in Drama we are investigating Social Justice Issues and how artists express their opinions and the role of performing arts to persuade an audience or invoke change. Students will choose a Human Right that they feel strongly about and in groups they will make a plan to show how they can use Drama to convey their message then present an improvisation based on their plans to their classmates. They will also look at gaining multiple perspectives on a specific issue and ways that they can take action. These activities will all be done in the context of Drama, focusing on role play and the importance of audience.</p> <p><b>VISUAL ARTS – Artists as Activists</b>                      In Visual Art this term we are looking at the key concept of <i>relationships</i>. Throughout history we see examples of the power of art to persuade a population. The students will explore a <i>social justice</i> issue that they feel strongly about and investigate the most effective way to convey their issue to an audience. Students will look at the characteristics of street art (Banksy) and a variety of propaganda posters. They will plan and create an artwork that conveys their personal stance on a social justice issue. They will gather feedback on the effectiveness of their art work to change someone's mind. A strong focus this term will be on the creative</p>

<p>➤ Cooperation, respecting others, accepting responsibility &amp; adopting a variety of group roles</p> <p><b>Communication</b></p> <p>➤ Listening, speaking, writing, reading, viewing, presenting, non-verbal communication</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Origin and Transmission of Sound</li> <li>• Longitudinal Waves</li> <li>• Limits of Audibility-The Ear and how it processes the sound waves</li> <li>• Reflection and Echoes</li> <li>• Speed of Sound</li> <li>• Musical notes</li> <li>• Ultrasonics</li> <li>• Seismic waves</li> <li>• Speeds of sound in different mediums</li> </ul> <p><b>Experimentation:</b> inquiry into how different materials affect certain properties of sound e.g How solids, liquids and gases affect the speed of travel of sound and reasons for these based on the particle model (form). Allow students to work in groups and build a sound proof box studio. Students will apply their knowledge of materials to construct a sound proof box studio.</p> <ul style="list-style-type: none"> <li>• Approaches to Learning: communication, inquiry &amp; thinker</li> </ul>	<p>techniques for learning new words, improving listening skills</p> <p><b>Pronunciation:</b> sound-spelling links; pronouncing new words; French accents; adjective endings</p> <p><b>Cultural focus:</b> Family and school in France and French speaking countries</p>	<p>process of idea generation.</p>
<p><b>SOCIAL SCIENCE – Decision-making Processes &amp; Leadership</b></p> <p>Social systems rely on individuals understanding their role in the system, including their obligations regarding behaviour, work and community life.</p> <ul style="list-style-type: none"> <li>• Respect for individuality</li> <li>• Empathise with others</li> <li>• What influences our beliefs &amp; values</li> </ul> <p>Challenges: constraints, obedience, conformity</p> <p><b>ENGLISH</b></p> <p><b>Reading:</b> (<i>Bridge to Terabithia</i>; <i>The Secret Garden</i>; <i>The Boy in the Striped Pajamas</i>)</p> <p>Exploring reading strategies</p> <ul style="list-style-type: none"> <li>• Use inference and deduction to recognise implicit and inferred meanings. Include the strategies on the line, between the lines &amp; beyond the lines; SCORE</li> <li>• Comment on a writer's use of language, demonstrating an understanding of the implication of their use of vocabulary.</li> <li>• Give an informed personal response to a text and provide some textual reference in support.</li> </ul> <p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Use a dictionary and thesaurus effectively to further develop vocabulary.</li> <li>• Learn a range of vocabulary appropriate to their needs, and use words precisely in writing to clarify and extend meaning and to interest their audience.</li> </ul> <p><b>Speaking &amp; Listening:</b></p> <ul style="list-style-type: none"> <li>• Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Comparative analysis between two novels based upon a common theme</li> <li>• Writing prompts to practice the features of a comparative essay</li> <li>• Citing quotes from the novels to support comparative analysis thesis</li> </ul>			<p style="text-align: center;"><b>PHYSICAL EDUCATION</b></p> <p><b>Term Overview (inclusive of Yrs 6-8)</b></p> <p><b>Swimming unit: Weeks 1 -10</b></p> <p>Students will be assessed on their current swimming ability and placed in groups to further their swimming prowess.</p> <p>Focus upon 'feel' in the water, streamlined 'long' body and breathing.</p> <p>Freestyle will be the main area of focus for weeks 1-5 to build a solid platform.</p> <p>Backstroke, Breaststroke and Butterfly will be touched upon in weeks 6-9.</p> <p>The Inter-house Swimming carnival will occur on the Tuesday of week 10.</p> <p>Students will also be exposed to Water Polo techniques and games. Advanced students will participate in basic lifesaving skills and concepts.</p> <p>The schools swimming 'squad' will be selected from students in the advanced group and is not dependent upon results of the Swim carnival. Students wanting to represent the school in the National Swim championships must demonstrate a strong desire to improve their abilities and commit to an extended training program in Term 3 leading up to the Meet.</p>