



Middle School Curriculum Newsletter Unit 1

Thursday 23rd February

Dates:

> Term 1

31 January – 31 March

7 March – School
Photos

8 March – IB
Information Night

13 March – Labour Day

Reminders:

Please bring homework
back on Fridays

Assembly: Fridays at
2.45pm

Curriculum Days

18 and 19 April

22 May

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Transdisciplinary Theme

Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

Central Idea

Our cultural experiences help shape our identity and understand others.

Key Concepts:

Form, Causation, Reflection

Lines of Inquiry

- Characteristics of culture can be observable and non-observable
- How culture affects our decisions and lifestyle
- Understanding our own culture allows us to have greater insight into other people

Learner Profile

Open-Minded, Caring

Approaches to Learning:

During this unit, we will be working on developing the following skills

Social: respecting others, cooperating

Thinking: Metacognition

Communication: Nonverbal communication

Self-Management: codes of behaviour

Summative Task: By the end of the unit, Middle School students will be able to explain how their individual culture shapes their identity and their understanding of others by completing a Cultural Iceberg about themselves.

Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners are:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Literacy

Our current writing genre is Recount. The students have been introduced to the Writing Continuum and have been self-assessing their work and using checklist to ensure, structure, past tense, events are recorded in the correct order, paragraphs are used for sequencing and adverbs to describe actions.

During Reading we are focusing on pre-reading, both verbal and written text responses. We have looked at how to choose an appropriate book for our level and discussed all the reading and comprehension strategies we use and have guided reading sessions with the teacher which are tailored to the group's needs.

This unit we are looking at the following long vowel sounds (a, e, i, o, u) and the Magic e. Each week we will have a different weekly sound or blend focus. Students complete a range of activities to help reinforce the sound.

Numeracy

In Numeracy, we are consolidating our understanding of place value and the many ways a number can be represented: i.e. expanding it, the written form, drawing it, renaming it, placing it on a number line and rounding it. We are looking at number from thousands and beyond.

We are revisiting addition strategies eg: Use the Associative property of addition to make 10s before adding other numbers. e.g. $8 + 9 + 2$ becomes $8 + 2 + 9$ Add two 2-digit numbers by adding the tens first, e.g. $25 + 22$ becomes $40 + 7 = 47$ Start with the first addend then count on the tens part of the second number then the ones, e.g. $15 + 14$ becomes $15 + 10 + 4$ The students will be expected to be able to name and explain the strategy they use when completing quick addition facts.

Middle School will also begin an investigation into different types of graphs looking for similar features which are consistent in all graphs. They will gather data using a tally system and represent the data using a column graph using excel and hand drawn.