



# Senior School Curriculum Newsletter Unit 3

Thursday 25<sup>th</sup> May 2017

## Dates:

**25<sup>th</sup> May:** Celebration of Learning Assembly 9.15am

**26<sup>th</sup> May:** Year 6 Super Speak

**1<sup>st</sup> June:** Winter Round Robin Day 1

**12<sup>th</sup> June:** Queens Birthday – No School

**13<sup>th</sup> June:** ICAS Writing

**16<sup>th</sup> June:** Winter Round Robin Day 2

**27<sup>th</sup> June:** Three Way Conferences

**29<sup>th</sup> June:** Three Way Conferences

**30<sup>th</sup> June:** Last Day of Term 2.30pm Dismissal

## 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

Peoples' spiritual beliefs contribute to the diversity of society.

**Key Concepts:** Form, Perspective

#### Lines of inquiry

- The different spiritual beliefs that are held in society
- How peoples' spiritual beliefs influence their values and behaviours
- The importance of understanding your own and other peoples' beliefs

#### Learner Profile

Open-Minded, Risk Taker

#### Approaches to Learning:

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

**Social:** Respecting Others, Resolving Conflict

**Research:** Organising Data, Observing

**Thinking;** Dialectical Thought

**Summative Task:** By the end of the unit, the Senior school students will identify visible signs and symbols within their own community, in order to understand how peoples' spiritual beliefs, contribute to the diversity of society. They will be documenting images and/or thoughts and explain how different spiritual beliefs influence behaviours and values.

## 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

**Reading:** Students participate in regular guided reading sessions with some students participating in literature discussion groups. During reading sessions, students will be encouraged to analyse and evaluate similarities and differences in texts on similar topics, themes or plots. They will use comprehension strategies to compare content from a variety of textual sources (including media and digital texts). They will learn to appreciate and explain how choices in language can influence personal responses to different texts (Including: modality, emphasis, repetition and metaphor).

**Writing:** Our genres for this unit of inquiry are discussion and response. The purpose of a discussion text is to present both sides of a point of view. Viewpoints are logically ordered and supported with evidence. Each paragraph begins with a topic sentence and is followed with supportive detail and examples to illustrate the point of view. Grammar will focus on verb tenses, thinking verbs, evaluative language and modality. When writing a response, the text makes a judgement, opinion or reaction to a piece of work. The text must begin with a context stating information about the work being judged. The writer supports their viewpoint with evidence and examples. Grammar will focus on adjectival phrases, evaluative language and the correct use of pronouns. During spelling lessons, students will continue to develop their syllabification skills and look at word origins.

**Speaking and listening:** Students will be encouraged to make connections between their own experiences and those of people, characters and events represented in texts, drawn from different historical contexts, social contexts, and cultural contexts, to enable them to participate and contribute to discussions. They will continue to plan, rehearse and deliver presentations by selecting and sequencing appropriate content using multimodal elements for defined audiences and purposes.

## Numeracy

**Number and Algebra:** We have begun the Math Olympiad with a group of students who are enthusiastic about extending their computational skills in a problem solving competition, which is held throughout Australia and New Zealand. A major focus in Number and Algebra will be the efficient use of mental and written strategies and application of digital technologies to solve worded number problems using all processes. There will be a focus upon working with fractions, including describing, continuing and creating patterns with fractions, decimals and whole numbers resulting from addition and subtraction of fractions with like and unlike denominators. Students will also be learning about the connection between equivalent fractions, decimals and percentages with the development of simple financial plans and the calculation of discounts (10%, 25% and 50% both with and without digital technologies).

**Measurement and Geometry:** A major focus in Measurement and Geometry is on measuring, calculating and comparing elapsed time using 12 and 24-hour time systems and converting between them. The connection between Volume and Capacity will be investigated through the choice of appropriate units of measurement of rectangular prisms and related 3D shapes.

**Statistics and Probability:** The focus in this area is the interpretation and comparison of data displays including side-by-side column graphs for two categories. Questions will be posed and refined in order to collect categorical or numerical data by observation or survey.