



Senior School Curriculum Newsletter Unit 4

Thursday 29th June, 2017

Dates:

30th June:
End of Term 2
2.30pm Dismissal

17th July:
Commence Term 3

26th July:
Numeracy Information
Night for Parents 6.30pm

31st July
Smart Start Session 2

7th August:
Smart Start Session 2

21st – 25th August
Book Week

21st – 25th August
Celebration of Learning
Week

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Transdisciplinary Theme

How We Organise Ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.

Central Idea

Economic activity relies on systems of production, exchange and consumption of goods and services.

Key Concepts:

Functions, Connection, Responsibility

An inquiry into:

- The role of supply and demand
- The distribution of goods and services
- Our responsibility as consumers

Learner Profile: Balanced

Approaches to Learning:

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

Social Skills:

Group decision making: *Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.*

Adopting a variety of group roles: *Understanding what behavior is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.*

Self –Management Skills:

Organisation: *Planning and carrying out activities effectively*

Time Management Skills: *Using time effectively and appropriately*

Codes of Behaviour: *Knowing and applying appropriate rules or operating procedures of groups of people*

Summative Task: By the end of the unit, Senior students will be to explain how economic activity relies on systems of production, exchange and consumption of goods and service, by setting up a business or developing a product.

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 use strategies to think within the text by:

- noticing new, useful and technical words
- flexibly using a range of word solving strategies
- closely monitoring understanding

Students will be encouraged to use strategies to think about the text by:

- identifying similarities across texts
- deriving the author's purpose
- critiquing the text as an example of the genre
- evaluating the author's use of a range of reader's tools e.g. illustrations, diagrams, labels, glossary

Students will be encouraged to use strategies to think beyond the text by:

- making connections and building meaning between a range of texts
- integrating existing knowledge with new information
- inferring causes of problems

Writing

Our genres for this unit of inquiry are explanation and procedure. The purpose of an explanation text is to explain how or why something occurs. A general statement to identify the topic is followed by a series of events in time order according to cause. Diagrams and flow charts are often used in explanation texts. Grammar will focus on noun groups, action verbs, adverbial phrases, present tense and conjunctions.

A procedure tells the reader how to do something or how to get somewhere in a logical sequence of steps. Grammar will focus on action verbs, adverbs, adjectives, modality and present tense. During spelling lessons, students will learn the many rules for forming plurals in the English language.

Speaking and listening

Students will continue to work at using the conventions of respectful speaking and listening. They will work at increasing their awareness of balance and participation in conversation by using conversational techniques that encourage others to talk. They will continue to plan, rehearse and deliver presentations by selecting and sequencing appropriate content using multimodal elements for defined audiences and purposes using a variety of strategies for effect. Year 6 students will be encouraged to employ and continue to develop the public speaking skills they learnt in the Super Speak program.

Numeracy

As the next unit of inquiry is centred upon the study of economics, we will begin Term 3 with a unit of work on Money and Financial Mathematics. Students will be creating simple financial plans and calculating percentage discounts of 10%, 25% and 50% on sale items. We will continue to revise fractions, decimals and percentages.

In Measurement and Geometry, the grid reference system will be used to describe locations. Lines of symmetry will be identified as well as the creation of tessellations. Transformations will be applied to familiar two dimensional shapes. Data will be analysed and interpreted through observations and surveys and represented with graphical displays using digital technologies.

The Maths Olympiad sessions will continue into Term 3 and students will develop their problem solving strategies and revise methods including working backwards, solving a simpler problem, making an organised list and guess and check. Mental computation strategies will be regularly practised and these include such strategies as building to ten, near doubles and renaming.