



Middle School Curriculum Newsletter Unit 6



Thursday 28th October, 2021

Dates:

1 Nov: All students back on site

2 Nov: Melbourne Cup (Public Holiday)

18 Nov: Middle School Movie Presentation

3 Dec: Exhibition (Day 1)

6 Dec: Exhibition (Day 2)

13 Dec: Semester Two reports published on Compass

15 Dec: Christmas Concert

17 Dec: End of Term (1.30pm dismissal)

NOTE: The above events are for students only until the Education Department advises changes to the current COVID restrictions.

Transdisciplinary Theme

How the World Works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Central Idea

People apply their understanding of forces and energy to invent and create.

Key Concepts:

Function, Change, Causation

An inquiry to:

- ✓ How understanding forces and energy helps inventors
- ✓ How circumstances lead to the creation of important inventions
- ✓ Inventions that impact peoples' lives

Learner Profile

Inquirer, Knowledgeable, Communicator

Approaches to Learning:

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

Thinking Skills:

- Reflection and Cognition: using thinking skills to reflect on the process of learning
- Creative thinking: generating novel ideas and considering new perspectives
- Critical thinking: analysing and evaluating issues

Research Skills:

- Media Literacy: interacting with media to use and create ideas and information

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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

Students will engage with a variety of texts for enjoyment. They will listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Students will investigate how quoted (direct) and reported (indirect) speech work in different types of text.

Students will continue to use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features.

Students will discuss how language is used to describe the settings in texts and explore how the settings shape the events and influence the mood of the narrative. They will also discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques

Students will use various speaking and listening behaviours to gather general ideas and key points from conversations or spoken presentations. They will learn to identify the effect of purpose, audience and culture on spoken texts and shape and present ideas accordingly. Students will learn to recognise common organisational patterns and language features of predictable spoken texts.

Students will continue to build their ability to craft well-structured imaginative texts by further exploring the six traits of writing using less predictable features to engage the reader through relevant, rich description. They will begin to use dialogue to support and help carry the plot. Students will develop their capacity to use expressive words to describe action and affect the reader (tiptoed, instead of walked) and learn to intentionally substitute common words with synonyms (excited for happy).

Students will begin to learn to select text types to effectively support the topic, purpose and ideas they wish to communicate by drafting, proofreading and editing for familiar and less familiar audiences. Students will explain and reflect on how they structure their writing to achieve intended purposes.

Students spell familiar and unfamiliar words using knowledge of letter-sound correspondence, regular and irregular spelling patterns, spelling rules and a range of other strategies. They use increasing fluency when writing to write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins.

Numeracy

As part of the number and algebra strand students will build on previous knowledge in their understanding of the place value system, in particular that it can be extended to tenths and hundredths. They will elaborate on the connections between fractions and decimal notation and investigate their equivalences. They will continue to work on developing efficient mental and written strategies for solving problems, with a focus on worded problems and determining which process to use.

Under the geometry and measurement strands students will use simple scales, legends and directions to interpret information contained in basic maps and create their own maps. They will work on being able to explain and compare the geometric properties of two-dimensional shapes and three-dimensional objects and recognise two-dimensional shapes that are the faces for three-dimensional objects such as prisms and pyramids.