St Joseph's School Stanthorpe
2014

Year 4

		Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4
English AC	**Silos:**	**Inform / Instruct**	**Entertain / Critique**	**Analyse / Persuade**	**Describe / Reflect**
	Title:	**Environmental Impact**	**Australia's Past - in verse, story and song**	**Life is Good - healthy living and lifestyle**	**Heroes from History**
	Course Overview:	This term, we'll find and use information from nonfiction texts and online sources that present new content about topics of interest and topics being studied in other areas of the curriculum. We'll use this information to follow instructions. We'll examine how these texts are structured, and how we sometimes have to infer how information is connected. We'll practise comprehension strategies for understanding varied sentence structures, the use of quotation marks, some unfamiliar vocabulary and words that need to be decoded, as well as illustrations and diagrams that add further information. We'll start to use some of the new vocabulary that we encounter.	This term, we'll engage with literary texts for enjoyment and discuss how authors and illustrators make stories exciting and hold readers' interest by using various techniques. We'll read imaginative texts and use comprehension strategies to understand complex sequences of events that extend over several pages and involve unusual events. We'll investigate how quotation marks are used for dialogue and we'll create our own characters, storylines and settings.	This term, we'll listen to, read and view persuasive texts (contemporary and from earlier times) that are all around us in the media and online. We'll explore the effects of images, and the differences between factual recording and reporting and opinionated or emotive reporting. We'll practise the skills of persuasion in spoken, written and visual texts.	This term, we'll create work that describes/reflects upon our own experiences and what we have learned this year. We'll use a variety of reading strategies to infer the deeper meaning (subtext) of descriptive and reflective texts such as poetry. We'll play with the combination of language and poetic devices, then combine speech, text, images and audio effects in presentations to be shared with others.
	Text types:	INFORMATIVE texts nonfiction texts (e.g. reports, manuals/procedures, pamphlets, documentaries, web-based articles, etc.)	IMAGINATIVE texts, e.g. * traditional oral texts including Aboriginal stories, picture books, simple chapter books, film, dramatic performances, and texts used by students as models for constructing their own work	PERSUASIVE texts, e.g. * advertisements, speeches, feature articles / blogs (print and web-based)	AESTHETIC / REFLECTIVE texts, e.g. * rhyming verse, poetry, song lyrics, dramatic performances (Eisteddfod) * extracts from memoirs, autobiographies, biographies
	Assessment:	Focussed analysis of individual reports will target 1. knowledge and understanding of how informative/instructional texts work and are designed. 2. development of skills to produce informative texts	Focussed analysis of individual's understanding of features of ballads, narratives and plays e.g. structure, character, setting, language elements and themes. Performance	Local area focus. Students produce a persuasive text related to a local health issue.	Biography. Questions and Responses developed by individual students. Reflective practices.
	Scaffolding:	Modelling; multiple ways of engaging with the text type; using the text type within an integrated context eg Science and SOSE	Workbook, immersion into text types, discussion, Australian identity	Learning is based on and supported by local issues, situations and content. Local identities assist with the Unit. Face to face and hands on interaction throughout.	Biography structure is outlined under prescribed headings. Prior learning will support this culminating Unit.
Mathematics AC	**Title:**	**Maths Term 1**	**Maths Term 2**	**Maths Term 3**	**Maths Term 4**
	Course Overview:	This term we use the properties of odd and even numbers, continue number sequences involving multiples of single digit numbers and recall multiplication facts to 10 X 10 and related division facts. We'll choose appropriate strategies for calculations involving multiplication and division, recognise common equivalent fractions in familiar contexts and locate familiar fractions on a number line. We'll make connections between fraction and decimal notations up to two decimal places.	This term we use scaled instruments to measure temperatures, lengths, shapes and objects, convert between units of time and solve problems involving time duration. We'll compare areas of regular and irregular shapes using informal units and create symmetrical shapes and patterns.	This term we solve simple purchasing problems, describe number patterns resulting from multiplication and identify unknown quantities in number sentences. We'll interpret information contained in maps and classify angles in relation to a right-angle.	This term we list the probabilities of everyday events, identify dependent and independent events and describe different methods for data collection . We'll representation and construct data displays from given or collected data and evaluate their effectiveness.
Geography AC	**Title:**	**The Deep South**	**Exploring Africa and South America**	**Waste Not - Want Not**	

	Course Overview:	Students will know the location of major countries in South America and Africa and describe their natural vegetation and native animals. Students will describe and compare characteristics of places and identify the patterns of interconnections between people and the environment. Students will explore the custodial rights and responsibilities of Aboriginal and Torres Strait people. Students show the characteristics and location of places in simple graphic forms, including maps that use the cartographic conventions of scale, legend, title and north point, compass direction and distance.	How does a particular environment support the lives of people and other living things? Students' mental maps of the world and their understanding of place are further developed through learning the location of the major countries in South America and Africa and investigating their types of natural vegetation and native animals on those continents. These investigations will further inform students' understanding the concepts of place, space, environment, interconnection, sustainability, scale and change. Students, using World Book Online and other resources, will investigate at least 2 countries from each continent. They will do so by posing geographical questions and construct a retrieval chart to direct their investigations. They will interpret data on maps and in images and construct comparison tables. They will describe and compare the characteristics of places in different locations at the national scale.They identify and describe the interconnections between people and the environment. They describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places. Students recognise the importance of the environment and identify different views on how to respond to a geographical challenge. They will share and reflect on their findings. In some circumstances these reflections will involve posing action to resolve a specific sustainable problem - endangered wildlife for example It is importannt to note that while this unit will contain opportunities for inquiry based learning, teacher intervention will provide geographical skill development that has not yet been attained, since this is a new curriculum area. Modelling, the use of maps, graphic organisers and explicit teaching will all be utilised to assist studenst to attain the specific geographical skills required at this stage of their learning.	The Earth sustains all life and that we are responsible for continuing this sustainability. The Earth has a responsibility to provide and we have a responsibility to care for the Earth. Students recognise the importance of the environment and identify ways to respond to the geographical challenge of waste management in our school environment. Students develop questions on waste management and investigate and collect and record information and data. After their findings, students explore different ways of managing waste sustainably including the principles of reduce, reuse, replace and recycle and propose individual action.	
	Key Sources of Geographical Data:	Google Earth Atlases Globe World Book Online National Geographic websit Flashmaps Website Ducksters website CIA website	Geography Essentials 2 p22-39 (Info and activities) Building Global Awareness (activities) Atlas, world maps and globes, climactic maps, www.listofcountriesoftheworld.com www.cia.gov www.worldbookonline.com	YouTube links Stanthorpe Recycling Centre School Bins Council personnel Tables, Graphs and Surveys Letter of Request Google Earth	
	Thinking Tools and Graphical Organisers:	cause and effect chart (impact) PCQ Extension (evaluation of proposed action)	Retrieval Chart - a graphic organiser for organising and categorising data using headings or key concepts Compare and Contrast	cause and effect chart (impact) PCQ Extension (evaluation of proposed action)	
	Assessment Ideas:	Students DRAW a Map to show characteristics of a place (school playground). Using GRID REFERENCES identify the location of places. Provide DIRECTIONS on the location of a treasure in the playground using both grid references and distance.	Students will gather and present information that highlights the importance of natural environments on the lives of people. They will investigate 2-4 countries on the continents of Africa and South America and present findings through comparison and contrast, focussing on differences in climate, vegetation, fauns and as a result - lifestyle of the people in these regions.	Using worksheet, students categorise the rubbish under headings (Data recording) and represent this data in a graphing format. Analyse and interpret the data collected according to the graph. Discuss results and action. Write a letter of request to Council for recycling bins for our school.	
	Fieldwork and Local Resources:				
History AC	**Title:**	**A Good Find**	**Forever Changed**		

	Course Overview:	In the unit " A Good Find," Year 4 will explore World Navigation prior to 1800 and focussing on the voyages of Captain James Cook And the discoveries therein. Students will develop an understanding of the nature of the first contacts between Europeans and Indigenous groups, particularly Aboriginal and Torres Strait Island peoples.	In the Unit, "FOREVER CHANGED", the Year 4's will be immersed in the Aboriginal culture to experience their diversity and longevity and their connectedness to Country and Place as it applies to their daily lives. Students will also become familiar with stories of The First Fleet including reasons and experiences. They will understand the nature of contact between Aboriginal people and others the effects of these interactions on their lives.		
	Primary Source Document Focus:	Primary documents including....oral histories, letters, maps, journal entries, Captain's log, Art Works	oral histories, letters, maps, journal entries, Captain's log, Art Works		
	Thinking Tools and Graphic Organisers:	Bloom's Taxonomy 6 Thinking Hats Question Web 5W's and H Think, Pair, Share	Bloom's Taxonomy 6 Thinking Hats Question Web 5W's and H Think, Pair, Share		
	Assessment Ideas:	Investigation and inquiry of the impact of EXPLORATION and subsequent CHANGE from a World perspective. Before and After Chart from the PERSPECTIVE of Captain Cook and the PERSPECTIVE of Aboriginal and Torres Strait Islander People (Model Christopher Columbus prior to Students performing task.) the key historical skills used in preparing for the task: pose questions, identify sources, locate relevant information and identifying different points of view. as well as the historical inquiry process: sample sources used in the assessment task (or key links to sources in t drive)as sourced through websites and information texts.	Task overview - Written and Oral Recounts. The Written Recount will be in the form of a Journal Entry depicting the facts and the feelings of a person arriving on the First Fleet e.g. convict, marine, soldiers, Governor Phillip and free settler. The Oral Recount will be from the perspective of an Aboriginal person of the Eora group relating back to their family group their perspectives upon interaction with the European settlers. Other skills will be assessed using activities from Australian History Series "First Contacts". John Marsden's novel "The Rabbits" will be used as an engagement resource for the Assessment Task. Prior to the task, students will construct a scenario that will provide a background and develop a character based on factual sources regarding early Aboriginal and European contact. the key historical skills used in preparing for the task: pose questions, identify sources, locate relevant information and identifying different points of view. as well as the historical inquiry process: sample sources used in the assessment task (or key links to sources in t drive)as sourced through websites and information texts.		
	Local Resources:				
Science AC	**Title:**	**Smooth Moves**	**Beneath Our Feet**	**Plants in Action**	**Package It Better**

	Course Overview:	Why do balls roll? Why do apples fall from trees? Why do some things slide across ice but not on carpet? What makes our bikes stop when we brake? We use all types of forces including friction, gravity and pushes and pulls when we exercise, ride bicycles and drive cars. Engineers and scientists use their knowledge of forces and motion to design things for our homes, work and school. The *Smooth moves* unit is an ideal way to link science with literacy in the classroom. It provides students with the opportunity to explore forces and motion. Through hands-on activities students identify forces that act at a distance and those that act in direct contact and investigate how different-sized forces affect the movement of objects.	We live in a world that is constantly changing. Even things that we might consider immovable such as mountains or rock formations are gradually changing, sometimes with processes that are visible in our lifetimes. The modifications might affect us either through catastrophic events such as landslides or through gradual processes that change the quality and composition of soils we rely upon for sustenance. The *Beneath our feet* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore how natural processes and human activity shape their surroundings. Students' understanding of soils, rocks and landscapes and how they change over time is developed through hands-on activities and student-planned investigations. Students also investigate factors that affect the erosion of soils.	We depend on plants for the oxygen we breathe, many foods, fibres, building materials, medicines and fuels, and for the pleasures of beautiful flowers. Agriculture, horticulture, forestry, conservation of natural habitats and gardening all require an understanding of plants. The *Plants in action* unit is an ideal way to link science with literacy in the classroom. Students' beliefs about flowering plants will be challenged as they work through hands-on activities. Students will develop a sense of wonder and appreciation of plants as they investigate the process of germination, the stages in a plant's life cycle and what plants need for growth	Packaging has become a huge industry in the modern world. Everything from food to furniture can come in a package which might be made from materials such as metal foil or plastic film - materials that didn't exist even a few decades ago. Packages need to protect and preserve contents while being economical, attractive for marketing purposes and preferably having minimal environmental impact. Little wonder that they are often the product of imaginative design and rigorous testing. The Package It Better unbit links science and technology with literacy in the classroom. it provides opportuities for students to develop an understasnding of the design of packages and teh choice of appropriate materials to use. They design and test a package that will safely deliver a fragile gift. through investigations students observe and gather information about what makes a successful package.