

St Joseph's School Stanthorpe

2014

Year 6

		Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4
English AC	Silos:	Inform / Instruct	Describe / Reflect	Entertain / Critique	Analyse / Persuade
	Title:	Major Events Which Shaped Australia	Novel Study -Indigenous Focus	The Narrative Voice The Narrative Voice	Persuasive elements
	Course Overview:	This term, we will learn how to find, use and present information, and examine how the message is shaped by the author's purpose and likely audience. We'll compare information from various nonfiction sources, including digital and media texts. We will integrate history themes that focus on major events which shaped Australia's destiny from Federation to recent times. We will present findings of these events as radio news broadcasts, which will include written scripts and oral presentation recorded on ipods.	This term the students will listen to, read, view, interpret and evaluate contemporary spoken, written and multimodal film and text.	This term the students will visualize characters, settings and events in narratives. The students will explore characterization, motivation and plot complications. They will also discuss texts written by a single author in terms of similarity, differences and individual style. Complex sequences, and text structures including flashbacks and shifts in time will be studied in increasing complexity. In addition to exploring themes of interpersonal relationships and ethical dilemmas the students will also investigate and discuss different perspectives, making inferences and synthesising ideas and viewpoints to draw reasoned conclusions.	This term, we'll analyse the strategies authors/publishers use to influence readers, and we'll create persuasive texts. We'll judge the strength of an argument, weighing up the value of what we're being told or shown, and discriminate between fact and opinion. In addition to considering the point of view, purpose and audience, we'll look at how evaluative language can express shades of meaning, feeling and opinion.
	Text types:	INFORMATIVE texts: · predominantly nonfiction texts, which link with History themes · various media texts, e.g. print and broadcast news, film and documentaries that provide examples from the radio broadcast eras, as well as comparative examples from modern times. · online sources for background information	REFLECTIVE / DESCRIPTIVE / AESTHETIC texts * dramatic performances * set class novel as well as a variety of indigenous stories, poetry and prose * multi modal texts representing historical, cultural and social perspectives over time (including texts that address cross curriculum priorities) * poetry, songs and multimodal texts representing historical, cultural and social perspectives over time (including texts that address the cross-curriculum priorities) * feature articles and extracts from memoirs, autobiographies and biographies	IMAGINATIVE texts * narratives (junior and early adolescent novels) or drama (play scripts), short stories, plays and film	PERSUASIVE / PROVOCATIVE texts * print and online multimodal texts (containing news and opinion, e.g. blogs, feature articles, forums) * literary texts or extracts, including film, digital texts, protest poetry and drama * speeches / debates
	Assessment:	LISTENING, NOTE-TAKING and SUMMARIZING Use note-taking methods to record notes from a comparative text that you listen to, then write a compare-contrast summary from the notes recorded SCRIPT for Radio news broadcast Create a script and present it in a condensed form (orally) to an audience	REVIEW Present an analytical review of one contemporary indigenous text. These texts will be sourced through library collections and the web. Plan, draft and edit a literary essay using a graphic organiser which has an Indigenous or migration focus. Present as a word document.	LITERARY ANALYSIS / PRESENTATION Participate in Literacy Circle / Book Club discussions or deliver a presentation to compare and contrast characters and character motivation in narratives ----- EPISODE(S) / NARRATIVE Create an imaginative narrative or episode(s) for a narrative (such as a dialogue) with contrasting characters	WRITTEN Analyse the effectiveness/credibility and the persuasive language features and devices of a media text PERSUASIVE PRESENTATION Create and deliver a multimodal persuasive presentation (link to Geography assessment - Business briefing)

	Scaffolding:	<p>LISTENING, NOTE-TAKING Pre-teach time-line and sequence of events from a historical perspective. Repeat the read aloud or modify note-taking time Use a common graphic organizer Can be modified with pre-taught concepts/vocabulary and/or a supporting glossary</p> <p>SUMMARY Scaffold with sentence starters, guiding statements (e.g. Must include...) and/or Cloze exercise</p> <p>NEWS REPORT SCRIPT Provide exemplars Include class-based t-charts or Venn diagrams as visual support Assisted research materials/findings Peer support Collaborative group reports Scaffold/pre-determine the focus, introduction, supporting themes, informative and impersonal reporting style. Provide sentence starters for the summarized presentation Provide presentation templates</p>	<p>"SPOKEN / WRITTEN DISCUSSION Model/pre-select 'golden words' Provide exemplar discussions (e.g. fishbowl activity) Provide template with sentence starters -----</p> <p>TRANSFORMATION / PERFORMANCE Brainstorm word associations Group think-tank Predetermine subject area content / selected text Teacher modelling / provision of exemplars Rehearsed/pre-recorded presentations</p>	<p>LITERARY ANALYSIS / PRESENTATION Provide exemplar discussions (e.g. fishbowl activity) Use Somebody Wanted But So as the basic framework for discussion Use graphic organizers such as Character Thinking Hats to organize discussion Use accountable talk stems as conversation/sentence starters Use a reflective journal for metacognition -----</p> <p>NARRATIVE Provide characters, setting, dilemma Modify task as a Storyboard or scaffold with a Storyboard Transform a known text Set task as composition of an extended dialogue or dialogue extracts that show development and resolution of conflict Compose paragraphs/episodes that display development/resolution of conflict</p>	<p>WRITTEN Pre-teach required vocabulary for elements of persuasion Pre-teach/povide cause-effect transitional words (so, hence, thus, as a result of, therefore, because) Provide set questions Allow oral responses Modify articles based on readability Provide text highlighting/annotations to support reading/analysis Paired/group discussion prior to written response Provide sentence starters / paragraph outlines</p> <p>PERSUASIVE PRESENTATION Research assistance Paired/group presentations Peer support Presentation templates Sentence starters Rehearsed/pre-recorded presentations</p>
Mathematics AC	Title: Course Overview:	<p style="text-align: center;">Maths Term 1</p> <p>This term we recognise the properties of prime, composite, square and triangular numbers, solve problems involving all four operations with whole numbers and describe the use of positive and negative whole numbers and zero in everyday contexts and locate them on a number line.</p>	<p style="text-align: center;">Maths Term 2</p> <p>We'll locate fractions on a number line, solve problems involving the addition and subtraction of related fractions and calculate a simple fraction of a quantity. We'll add, subtract and multiply decimals and divide decimals where the result is rational and make connections between the powers of 10 and the multiplication and division of decimals. This term we connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. We list and communicate probabilities between fractions, decimals and percentages. We will describe rules used in sequences involving whole numbers, fractions and decimals. We'll interpret timetables, construct simple prisms and pyramids and solve problems using the properties of angles.</p>	<p style="text-align: center;">Maths Term 3</p> <p>This term we calculate common percentage discounts on sale items, and write correct number sentences using brackets and order of operations. We will solve problems involving length and area, and make connections between capacity and volume. This term we list and communicate probabilities using simple fractions, decimals and percentages, compare observed and expected frequencies and interpret and compare a variety of data displays including those displays for two categorical variables.</p>	<p style="text-align: center;">Maths Term 4</p> <p>We'll evaluate secondary data displayed in the media. We'll describe combinations of transformations. We'll locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.</p>
Geography AC	Title: Course Overview:	<p style="text-align: center;">Seeing Beyond Asia</p> <p>Students will undertake a geographical inquiry to investigate and explain the diverse yet connected nature of our world with particular reference to countries and peoples in Asia. Students will research the geographical diversity of places and cultures in the Asian region with particular reference to the economic, demographic and social conditions. Students will collect, record, interpret and analyse geographical data from a variety of sources including maps, images, graphs and tables. Students will draw conclusions and identify trends about world cultures focusing on indigenous peoples and to develop intercultural understanding. Essential Questions: Where is 'Asia' and what is it like? What does data tell us about the diverse countries that make up Asia? How can I use data to help others understand a country from the Asia region?</p>	<p style="text-align: center;">Connections with Asia</p> <p>Students will explore the connections Australia has with the Asian region and impact of these connections on the people and places. Students will gather information focusing on a variety of connections including trade, tourism, work, natural disasters, etc. They will then respond to a global geographical challenge and present their findings using a range of communication forms. Essential Questions: How does Australia connect with the countries of Asia? What are some of the skills required to effectively work with and in the countries of Asia? How can we use Asia skills to create a country-specific briefing for a hypothetical business?</p>		

Key Sources of Geographical Data:	<p>Google Earth Images of Asia – complete set Gap minder World Mapper Millennium development goals indicators The World Factbook Australia in the Asian Century DFAT website Geoguesser</p>	<p>Google Earth Images of Asia – complete set Gap minder World Mapper Millennium development goals indicators The World Factbook Australia in the Asian Century DFAT website Geoguesser</p>		
Thinking Tools and Graphical Organisers:	<p>Collaborative Mind Map Inside outside circle Venn diagram Fishbone diagram</p>			
Assessment Ideas:	<p>Students will create a 5 minute presentation of a chosen country of Asia. To understand the audience they are appealing to, the students are to imagine the class are visiting the embassy in their country (eg China) and their job is to explain their country to the visitors. The visiting members are working in the embassy in the health, trade and energy sections. Students will include :</p> <ul style="list-style-type: none"> ● overview of climate and major physical features ● challenges it has faced and achievements against international indicators ● relationship to Australia eg historical, business, trade, tourism, education etc. <p>Visiting classmates will ask each student a question relating to their country. The questions will be:</p> <ul style="list-style-type: none"> ● What prospects are there for Australia to trade with your country? ● Are per capita incomes rising or falling? ● Is energy consumption increasing and is this affecting CO2 emissions? ● One of the UN Millennium Development Goals is to reduce mortality rates for children under 5 years old by two-thirds between 1990 and 2015. How is your country doing in pursuit of this goal? <p>Students are reminded of the ways in which data is represented visually. Sites which may be useful for research include: Gapminder, Worldmapper, Millennium Development Goals Indicators, Australia in the Asian Century: Country and region profiles, The World Factbook, BBC News Asia.</p>	<p>To create a business briefing that explains how to connect successfully with Australia's top trading partners in the Asia region. You work for your country's Trade Commission and have been approached by an Australian business or organisation which wishes to sell its product or service to either China, Japan, Thailand, India or Malaysia. They are keen to know more about the opportunities for investment in your country Your task is to provide them with a briefing to persuade them of the value in investing with your country.</p>		
Fieldwork and Local Resources:				
History AC	<p>Title:</p> <p>Events that shaped Australia's History - The Move to Federation</p> <p>Course Overview:</p> <p>In this unit the Year Six class will explore the factors that led to Federation and experiences of democracy and citizenship over time. Particular reference to the status and rights of Aboriginal people, migrants and women will be examined as they undertake an historical inquiry into colonial Australia and the development of Australia as a nation, particularly after 1900.</p>	<p>Title:</p> <p>The People of Australia</p> <p>Course Overview:</p> <p>In this unit Year 6 students will undertake an inquiry into the way of life of people who migrated to Australia and their contributions to Australia's economic and social development. Students will explore the different struggles that groups had on their fight for citizenship and understand these struggles from the perspectives of the people involved. They will then synthesise their learnings to create a written historical narrative.</p>		

	Primary Source Document Focus: Thinking Tools and Graphic Organisers: Assessment Ideas: Local Resources:	Letters from Federation; images of first government sitting; diary entries; field visit to Tenterfield museum (images, photos, diary entries etc), Documentaries	People (oral histories, interviews, filmed interviews), Official records (maps, council maps, census records) Personal Documents (diaries, letters, postcards, logs), Pictorial sources (photographs, artworks, cartoons, sketches), Sites (house, churches, monuments, gravestones, indigenous sites, museums, historical societies), artefacts (objects), Written sources (books, newspapers, magazines),		
		Bloom's Taxonomy 5W's and H Think, Pair, Share web 2 tools	Inquiry skills in History - Bloom's Taxonomy 5W's and H Think, Pair, Share web 2 tools graphic organisers		
		The Birth of the Nation The students need to develop the following questions and answer them via a Web 2.0 tool Why did Australia need to become federated? Who were the key people and what were their roles? Why did these key people care? This assessment will tie in with English. They will be writing a script and recording a radio broadcast focusing on why Australia needed to be federated. Notetaking and research skills will also be developed in this integrated unit.	Students will formulate inquiry questions to ask migrants and interview one individual to find out about their life before and after migrating to Australia. The interview will be recorded and a transcript will be used by each student as a source to produce their own illustrated history of the life of the migrant who was interviewed. Students will then asked to use what they had learned in class and through the interview to describe why more people migrated to Australia after World War II and how this change affected Australia. Note: Interview protocols were provided to, and discussed with, the students. English and History assessment will be separate this unit. Term 2 English is looking at contemporary Indigenous Novels.		
Science AC	Title: Course Overview:	Earthquake explorers Major earthquakes cause dramatic changes to the Earth's surface. Strong earthquakes can affect millions of lives by causing buildings to collapse, destroying roadways and bridges and affecting basic necessities such as electricity and water supply. Fortunately, the majority of earthquakes are barely noticed. It is still not possible to accurately predict where and when an earthquake will happen. However, greater understanding of their causes helps scientists estimate the locations and likelihood of future damaging earthquakes. The 'Earthquakes explorers' unit is an ideal way to link science with literacy in the classroom. This unit provides opportunities for students to develop an understanding of the causes of earthquakes and how they change the Earth's surface. Through investigations, students explore earthquake magnitude data from Australia and neighbouring countries, drawing conclusions about patterns in the data.	Change detectives What makes things change and what affects how fast they change? Why do some things burn more fiercely, rust more quickly or smell more strongly? The whole world is made up of particles that are constantly moving and reacting with one another in fascinating ways. Science seeks to understand why and how substances change, and this has led to advances in everything from food preservation to fire control. The 'Change detectives' unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore melting, evaporating, dissolving, reacting and burning. Students' understanding of the factors that influence the rate of change will be developed through hands-on activities and student-planned investigations. Students become detectives who identify and explain physical and chemical changes in everyday materials.	Marvellous Micro-Organisms Micro-organisms affect everyone. Some are helpful, while others are harmful. Pathogenic micro-organisms can cause diseases like sore throats, influenza, tuberculosis and AIDS. Decomposer micro-organisms decay rotting plant and animal matter, returning important nutrients back into the soil. Food spoilage micro-organisms such as mould ruin stored food. Other bacteria and yeasts are vital to the production of food and drinks like yoghurt and bread, and beer and wine. The 'Marvellous micro-organisms' unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to develop an understanding of the role of micro-organisms in food and medicine. Students investigate the conditions micro-organisms need to grow, learn about yeast and the bread-making process, and research the development of penicillin.	It's electrifying Electrical energy is part of our everyday lives at home, at work and at school. We use it for refrigeration, machines and lighting. Portable devices such as mobile phones, watches and many toys rely on batteries for electrical energy. Electric circuits are needed to allow energy to be transferred from a battery to light bulbs, motors and buzzers, where it is changed into light, movement or sound. The 'It's electrifying' unit is an ideal way to link science with literacy in the classroom. Students develop their understanding through hands-on activities that explore the role of electrons in transferring energy in electric circuits. Through investigating batteries, light bulbs, switches, conductors and insulators, they explain how battery-operated devices such as a torch work.