

	Students are learning...	Students will demonstrate...
English	<p>Title: Convince me if you Can!</p> <p>Students actively participate and contribute to class and group discussions and make presentations. They create detailed texts elaborating on key ideas for a range of purposes and audiences. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make editorial choices based on criteria.</p>	<p>Their ability to create a persuasive, multimodal text for the purpose of convincing their chosen audience to respond to a threat, issue or dilemma by elaborating on key ideas.</p> <p>Some threats or issues that they may choose from, but are not limited to, are:</p> <ul style="list-style-type: none"> Air Pollution Bush Fires COVID Poverty War Global Warming
Maths	<p>Title: Units of Measurement</p> <p>Solve problems involving the comparison of lengths and areas, and interpret and use timetables</p> <p>Title: Shape</p> <p>Problem-solve and reason to create nets and construct models of simple prisms and pyramids</p> <p>Title: Location and Transformation</p> <p>Identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, applying one-step transformation and describe the effect of combinations of translations, reflections and rotations</p> <p>Title: Data Representation and Interpretation</p> <p>Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data.</p>	<p>Title: Units of Measurement</p> <p>Students interpret and use timetables and cost information to determine a travel schedule.</p> <p>Title: Shape</p> <p>Students use simple strategies to reason and solve a shape and measurement inquiry question</p> <p>Title: Location and Transformation</p> <p>Students describe the use of integers in everyday contexts, locate integers on a number line, locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations</p> <p>Title: Data Representation and Interpretation</p> <p>Students interpret, compare and analyse data displays to make decisions.</p>
Science	<p>Title: Reversible or Irreversible</p> <p>Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.</p>	<p>Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.</p>

HASS	<p>Title: Australia's Global Connections</p> <p>Inquiry Question: How do Australia's global connections influence my role as a global citizen?</p> <p>How has Australia developed as a society with global connections, and what is my role as a global citizen?</p> <p>Create a portfolio that explains the impacts of COVID on a local (businesses, personal, families, schooling, tourism) and the connections between Australia and another country on a global scale (trade routes, travel, tourism, pollution, global warming)</p> <p>What's our role moving forward?</p> <p>What are our responsibilities as Australian citizens in response to the COVID pandemic?</p>	<p>Students describe the location of places in selected countries in absolute and relative terms. They describe and explain the diverse characteristics of places in different locations from local to global scales. Students will develop inquiry questions and investigate how Australia's global connections affects people and places. Students will develop questions to frame an investigation and research, analyse and interpret data to evaluate how our communities are globally interconnected.</p>
Technology	<p>Title: Game Design</p> <p>In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> • investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a game context • working collaboratively to create a new game. 	<p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> • define problems by identifying appropriate data and functional requirements • design a user interface, considering design principles • follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game • implement their game using visual programming • evaluate how well their solutions meet needs • plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online.
Health	<p>Title: Who influences me?</p> <p>In this unit students explain the influence of people and places on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers.</p>	<p>Students explain the influence of people and places on identities. They access and interpret health information from different sources to construct a health message appropriate to their age group.</p>