

Term 4 Week 9, 10, 11 & 12	Unit of Inquiry: Health and Business and Economics	Co-Curricular Learning Experiences, Events & Important Dates
<b>Teachers</b> <b>Megan Chudleigh</b> <b>Jade Cowie</b> <b>Lauren Cooper</b> <b>Sam Robinson</b>	<p><b>Big Question:</b> How can you have an impact, as an entrepreneur in the local community?</p> <p><b>Line of Inquiry:</b>  <b>Economics:</b>            For students to:</p> <ol style="list-style-type: none"> <li>1. Identify the difference between needs and wants and how they vary between groups</li> <li>2. Identify types of resources and explore how they are used now, and in the future</li> <li>3. Investigate enterprising behaviours and how we use them in different situations</li> <li>4. Investigate how and why consumers make choices and what impact that has on businesses</li> </ol> <p><b>Health:</b>            For students to:</p> <ol style="list-style-type: none"> <li>1. Identify changes associated with puberty</li> <li>2. Investigate strategies to establish and manage relationships</li> <li>3. Investigate preventative health strategies including healthy food choices</li> <li>4. Explore and celebrate how cultures differ in behaviours, beliefs and values</li> <li>5. Explore how community groups work to eliminate discrimination and support the wellbeing of their members</li> </ol>	<p>WEEK 9</p> <ul style="list-style-type: none"> <li>Monday 27<sup>th</sup> November: Whole School Photo</li> <li>Wednesday 29<sup>th</sup> November: Game Time – Melbourne United Clinics</li> <li>Friday 1<sup>st</sup> December: Curriculum Day</li> </ul> <p>WEEK 10</p> <ul style="list-style-type: none"> <li>Monday 4<sup>th</sup> December: 2024 Leadership Speeches</li> </ul> <p>WEEK 11</p> <ul style="list-style-type: none"> <li>Tuesday 12<sup>th</sup> December: Year 5 Bike Hike</li> <li>Thursday 14<sup>th</sup> December: Meet the Teacher</li> <li>Friday 15<sup>th</sup> December: Shark Tank Presentations</li> </ul> <p>WEEK 12</p> <ul style="list-style-type: none"> <li>Monday 18<sup>th</sup> December: Carols 3pm</li> <li>Tuesday 19<sup>th</sup> December: Pizza Lunch</li> <li>Wednesday 20<sup>th</sup> December: Final Assembly and last Day of Term 4</li> </ul>
<b>Capabilities</b>	<b>Ethical Capabilities</b> <ul style="list-style-type: none"> <li>Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (<a href="#">VCECU010</a>)</li> <li>Examine how problems may contain more than one ethical issue (<a href="#">VCECU011</a>)</li> <li>Explore the significance of ‘means versus ends’ by considering two ways to act when presented with a problem: one that privileges means and one ends (<a href="#">VCECD012</a>)</li> <li>Discuss the role and significance of conscience and reasoning in ethical decision-making (<a href="#">VCECD013</a>)</li> </ul>	
Subject Learning Intentions (With links to the Victorian Curriculum)		Specialist Classes Learning Intentions
<b>MATHEMATICS</b> We are learning to: <ul style="list-style-type: none"> <li>Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original (<a href="#">VCMMG201</a>)</li> <li>Estimate, measure and compare angles using degrees. Construct angles using a protractor (<a href="#">VCMMG202</a>)</li> </ul>		<b>PERFORMING ARTS</b> <b>Week 9 &amp; 10:</b> WALT:

- Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries ([VCMMG200](#))
- Calculate the perimeter and area of rectangles and the volume and capacity of prisms using familiar metric units ([VCMMG196](#))
- Use a grid reference system to describe locations. Describe routes using landmarks and directional language ([VCMMG199](#))

## ENGLISH

### Reading

We are learning to:

- Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences ([VCELT314](#))
- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses ([VCELT315](#))

### Writing

We are learning to:

- Understand how texts vary in purpose, structure and topic as well as the degree of formality ([VCELA309](#))
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([VCELY329](#))
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ([VCELA325](#))
- Develop a handwriting style that is becoming legible, fluent and automatic ([VCELY331](#))

### Spelling

We are learning to:

- Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals ([VCELA312](#))
- Recognise and write less familiar words that share common letter patterns but have different pronunciations ([VCELA326](#))

### Speaking and Listening

We are learning to:

- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others ([VCELT336](#))
- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills ([VCELY337](#))

### Digital Technologies

We are learning to:

- Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols ([VCDTDI029](#))
- Design, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching, and iteration ([VCDTCD032](#))
- Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data ([VCDTDS026](#))

- explore and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion and un tuned instruments.

Success Criteria:

- I will experience and demonstrate changes in musical timbre using my voice and/or instruments
- I will using different words to describe the timbre in music.

### Week 11 & 12:

WALT:

- understand about form in music using examples include **ternary form, ostinato, canon, or call and response.**

Success Criteria:

- I will using different words to describe form in music.
- I will listen and sing and perform a call and response song using instruments.
- I will reflect on my learning for all the music elements I have learnt this term.

### VISUAL ART

WALT:

- Photograph our artwork from many angles

Success Criteria:

- I can take a clear photograph from many angles and close-ups
- I can display and reflect upon my artwork

### JAPANESE

WALT:

- Complete ikana for hiragana/ katakana recognition
- say and write places in Japanese. 学校、駅、公園、鋼板、郵便局、海、としょかん、えいがかん
- understand the different verb conjugations of the verb to go and how to create sentences using this with place names.
- Say and write body parts in Japanese and learn the song atama kata. For the students to learn how to ask if you're ok and if something hurts in Japanese. Create a role play using this vocabulary
- Christmas origami?

Success Criteria:

- Improve ikana results

	<ul style="list-style-type: none"><li>• Create sentence using different places to go</li><li>• Create role plays where something hurts</li><li>• Complete reading levels in booklets</li><li>• Christmas origami</li></ul> <p><b>PE</b></p> <p><b>Week 9 &amp; 10:</b></p> <ul style="list-style-type: none"><li>• Apply throwing and catching skills to games</li><li>• Demonstrate sportsmanship</li><li>• Apply strategy in games</li></ul> <p><b>Week 11 &amp; 12:</b></p> <ul style="list-style-type: none"><li>• Tabloid sports events</li></ul>
<b>Assessment &amp; Reflection</b>	
Ongoing work samples collection Spelling SWST Essential Assessment Measurement and Geometry Inquiry project – Shark Tank Presentations Lesson reflections – Meta-cognitive reflection Semester 2 Student Reflections	