Stage Three Semester One Learning Goals

ENGLISH

Speaking and Listening

Students will watch Behind the News to engage in listening to and talking about news events. They will also participate in class debating, discussions, presentations and how they can refine their ideas when they create arguments.

Student Learning Goals: I can

- Plan, rehearse and deliver speeches, selecting and sequencing appropriate content for defined audiences and purposes, making appropriate choices for modality and emphasis.
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.
- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience.

Reading and Viewing

Students will engage in modelled, guided, independent reading and viewing of rich texts and quality literature. The learning will be driven by a study of a number of texts with a focus on visual literacy and comprehension strategies

Student Learning Goals: I can

- Use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.
- Discuss how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.
- Identify and consider how different viewpoints of their world, including aspects of culture, are represented in texts.
- Understand how texts are cohesive through use of text connectives.

Writing and Representing

Students will develop their skills when writing imaginative, persuasive and informative texts using various programs. They will learn to compose, edit and present well-structured and coherent texts.

Student Learning Goals: I can

- To write well-structured and detailed texts using a range of descriptive devices and language features.
- To write a well-structured imaginative, persuasive and informative text that includes the correct text structure.
- Think imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.

Grammar, Punctuation and Vocabulary

Students will learn about grammar, punctuation and vocabulary to improve their understanding of texts and build their capacity to compose well-structured texts.

Student Learning Goals: I can

- Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts.
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.
- Select some more challenging language features, literary devices and grammatical features to engage and influence an audience.
- Experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail.

Spelling

Students will build their spelling knowledge and strategies to accurately spell familiar and unfamiliar words.

Student Learning Goals: I can

- Understand how accurate spelling supports the reader to read fluently and interpret written texts.
- Understand how to use the banks of known words, word origins, base words, suffixes and prefixes, morphemes , spelling patterns, and generalisations to learn and spell new words for example technical words and words adopted from other languages.
- Understand that the pronunciation, spelling and meanings of words have histories and change over time.
- Recognise most misspelt words in my own writing and use a variety of resources for correction.

Reflecting on Learning

In all areas of English learning, students will be encouraged to recognise, assess and reflect on their strengths as a learner.

Student Learning Goals: I can

- Can I understand the difference between the way I learn and the way others learn?
- Do I reflect on my own learning achievements against specific criteria?
- What are the roles and responsibilities when working as a member of a group?
- Has working collaboratively with my peers been worthwhile to help achieve a goal?
- Which pieces of my own writing demonstrate my growth and competence as a writer?

MATHEMATICS		
CONTENT	**Beginning Stage 3** **Student Learning Goals** **I can:**	**Mid Stage 3** **Student Learning Goals** **I can:**
Whole Number	• Recognise, represent and order numbers to at least tens of millions. • Identify and describe factors and multiples of whole numbers and use them to solve problems.	• Investigate everyday situations that use integers; locate and represent these numbers on a number line.
Addition and Subtraction	• Use efficient mental and written strategies and apply appropriate digital technologies to solve problems • Use estimation and rounding to check the reasonableness of answers to calculations	• Create simple financial plans using the knowledge of addition and subtraction facts to create a budget. • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving addition and subtraction with whole numbers
Multiplication and Division	• Solve problems involving multiplication of large numbers by one- or two- digit numbers using efficient mental and written strategies and digital technologies. • Solve problems involving division by a one-digit number, including remainders. • Use estimation and rounding to check the reasonableness of answers to calculations.	• Select and apply efficient mental and written strategies, and appropriate digital technologies, to solve problems involving multiplication and division with whole numbers. • Explore the use of brackets and the order of operations to write number sentences.
Fractions and Decimals	• Compare and order common unit fractions and locate and represent them on a number line. • Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator. • Recognise that the place value system can be extended beyond hundredths. • Compare, order and represent decimals.	• Compare fractions with related denominators; locate & represent on a number line. • Solve problems involving + and - of fractions with the same or related denominators. • Find a simple fraction of a quantity where the result is a whole number. • Add and subtract decimals; use estimation and rounding to check the answers. • Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals. • Multiply and divide decimals by powers of ten. • Make connections between equivalent fractions, decimals and percentages.
Patterns and Algebra	• Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction. • Use equivalent number sentences involving multiplication and division to find unknown quantities.	• Continue and create sequences involving whole numbers, fractions and decimals; describe the rule used to create the sequence. • Introduce the Cartesian coordinate system using all four quadrants.
Three-Dimensional Space	• Compare, describe and name prisms and pyramids. • Connect three-dimensional objects with their nets and other two-dimensional representations.	• Construct simple prisms and pyramids. •
Volume & Capacity	• Choose appropriate units of measurement for volume and capacity. • Convert between common metric units of capacity.	• Connect volume and capacity and their units of measurement. • Connect decimal representations to the metric system. • Convert between common metric units of capacity. • Calculate the volumes of rectangular prisms

Angles	• Estimate, measure and compare angles using degrees. • Construct angles using a protractor.	• Investigate, with or without the use of digital technologies, angles on a straight line, angles at a point, and vertically opposite angles; use the results to find unknown angles.
Mass	• Choose appropriate units of measurement for mass. • Convert between common metric units of mass.	• Connect decimal representations to the metric system. • Convert between common metric units of mass.
Data	• Pose questions and collect categorical or numerical data by observation or survey. • Construct displays, including column graphs, dot plots and tables. • Describe and interpret different data sets in context.	• Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables. • Interpret secondary data presented in digital media and elsewhere.
Chance	• List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions.	• Compare observed frequencies across experiments with expected frequencies. • Describe probabilities using fractions, decimals and percentages.

HISTORY

Museums In Motion- Concept 'Change'

Students learn about pioneers who have shaped our country. They take on the persona of a significant figure in our history and answer questions that are asked by parents and visitors to the museum that they create. They also study key events that took place in eighteenth century Australia. Students will learn about the history of our country, appreciate that we are creating history and consider themselves as catalysts for change.

Student Learning Goals/Essential Questions:

- What were the events or discoveries that shaped early Australia?
- Who shaped early Australia?
- How can we use the internet to research?
- How can we plan, design and construct a diorama?
- How can we perform as a historical character?

CREATIVE ARTS

Music

Students will listen, perform and appreciate musical concepts.

Student Learning Goals: I can

- Listen to and appreciate a variety of repertoire demonstrating an understanding of musical concepts.
- Sing, play and move to a range of music, individually and in groups.
- Identify the use of musical concepts and symbols in a range of musical styles.

Visual Arts

Students will investigate the works of an artist, analysing their use of colours, lines and textures

Student Learning Goals: I can

- Replicate artists' skills and techniques
- Gather and knowledge and information about an artist through a case study.

PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

Unit: Ethics and Emotions

Students will consider ethical dilemmas as they learn about the value of honesty, respect, and loyalty. They will consider the influence that the media and others have on them, and the impact that being a fan of someone or something has on our identity. Students will write a story that includes a moral lesson and share aspects of their identity during the 'Identity Expo'.

Student Learning Goals/Essential Questions:

- I can discuss how the media and our peers can influence and pressure us
- I can explain how to cope with pressure
- I can explain puberty and the challenges associated with puberty
- What does it mean to be honest?
- How am I influenced by others?
- What can you say when you don't want to do something that someone is pressuring you to do?

Physical Education

Through participation in a range of activities, structured games and sports, students demonstrate the application of movement skills with increasing confidence and precision. They create and perform movement sequences with control and coordination, demonstrating cooperative effort in a range of games. Students will have the chance to represent their school in PSSA and also take part in the Sporting Schools initiative. Sports such as Rugby League, AFL, Soccer and Gymnastics will be offered.

Student Learning Goals: I can

- Participate in physical activity programs based on personal goals.
- Participate in games and sports combining strategy, teamwork, movement skill and fair play
- Combines a series of skills for the use of a game
- Develop strategies for effective teamwork