Carbrook State School P-7

Academic Program Term 1, 2014

SENIORS

Years 5/6
Ms Maree Brewster

Years 6/7
Mrs Melinda Bashford and Mrs Andrea Magub

Years 7A
Mr Adam Engel

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Welcome to Seniors 2014

We would like to extend a warm welcome to all “Lucky Last” and “Fortunate First” students and their families. We are all thoroughly looking forward to our journey this year, as we prepare the students for the next stage of their life: High School. We are focussed on providing the best educational opportunities for students, as well as helping them with their social and emotional development at this crucial stage of their lives.

We will be working very closely as teachers, providing the students with many opportunities to become accustomed to different teaching styles, as well as providing them with a larger variety of educational experiences. We all feel privileged to be part of this historic year that sees two grade levels graduating from Carbrook State School.

If parents have any concerns at all, please feel free to contact us. We are happy to see parents before and after school, but you may wish to make an appointment, just to make sure we aren’t rushing off to a meeting. Our email addresses are:

Adam Engel 7A : aenge15@eq.edu.au
Andrea Magub 6/7: amagu37@eq.edu.au
Melinda Bashford 6/7: mbash3@eq.edu.au
Maree Brewster 5/6: mbrew15@eq.edu.au

Please feel free to email us about any concerns, no matter how trivial they seem.

Here’s hoping for a happy, successful 2014
**English Program Objectives**

**Year 5/6: Analysing short stories**
In this unit students will listen to and read a range of short stories by different authors. They will investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects.

**Assessment**
Comprehension task about a particular short story and other short stories they have read. Write a short story about a character that faces a conflict. Reflect on the writing process when making and explaining editorial choices.

**Year 7: Analysing persuasion in media texts**
In this unit students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features which persuade. They create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions.

**Assessment**
Multimodal analysis of persuasion in an advertisement
Students will understand and create a multimodal presentation analysing:
- the way language and images influence emotions and opinions
- interpreting, synthesising and critiquing ideas
- publishing multimodal texts
- modality
- how text structures and language features construct meaning in multimodal texts.

**Across the senior group students will:**
- continue to develop effective listening skills.
- continue to develop skills and strategies to become an efficient speller.
- continue to develop a range of comprehension strategies through reading various types of text.
- Continue to develop reading stamina.
- Continue to engage in various types of reading – shared, guided, reciprocal and modelled reading.
- Practice Queensland Cursive Handwriting.

**Useful links**
http://www.youtube.com/watch?v=ozJ1Mocp5yE
http://www.spellingcity.com/
Mathematics Program Objectives

Maths will be covered by Mr Engel, Mrs Bashford, Mrs Magub and Ms Brewster. Students will be divided up into maths groups to support their individual needs. They will have the same teacher for a 5-week unit. Thereafter they may move into a different group for the next unit, depending on their needs.

This term students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning - students have opportunities to develop understandings of:

- Number and place value - investigating index notation, square roots and square numbers, applying the associative, commutative and distributive laws to aid computation
- Number and Place Value: Identifying and describing properties of prime, composite, square and triangular numbers
- Number and Place Value: Continue practising mental and written computation strategies using the four operations and an accurate response to number facts
- Problem –Solving of one and two-step problems using knowledge and understanding of the four operations
- Measurement – Units of measurement, area, volume, reading timetables and calculating time
- 3D Shapes- naming prisms and pyramids and recognising 3D shapes from particular view points

Throughout this unit, students will require ready access to ICTs at a whole class, small group and individual level. Such ICTs include spreadsheet software, graphing software, graphic calculators or mobile device apps.

Assessment
Student Portfolio
Written Assessment Tasks
Classroom Observation

Useful links
http://www.khanacademy.org/ - Khan academy is great for lessons or practise
http://www.coolmath4kids.com/ Lessons, practise and games
Science Program Objectives

Year 5/6: Taught by Ms Brewster
In this unit students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They will explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives.

Assessment:
Students’ responses will be checked to gauge their capacity to:
- Collect and evaluate data
- Control and measure variables in a fair test
- Identify risks associated with investigations
- Classify and evaluate reversible and irreversible reactions.

Assessment task: Reversible or irreversible? To apply knowledge of reversible and irreversible changes of materials to plan, conduct and evaluate an investigation to respond to a claim.

Useful links:
http://www.sciencekids.co.nz/
http://www.bbc.co.uk/bitesize/ks2/science/materials/

Year 7: Taught by Mrs Bashford
In this unit students will consider the importance of water and the water cycle. They investigate pure substances, mixtures and separation techniques. Students consider everyday applications of the separation techniques and relate their use in a variety of occupations. These understandings will be applied in unit 2 through other applications to their community.

Assessment:
Students’ responses will be checked to gauge their capacity to:
- Collect and evaluate data
- Identify and define mixtures and substances
- Describe simple separation techniques

Assessment task: Separating a mixture: Students plan and conduct an investigation using separation techniques, evaluate results and method, and suggest improvements to the investigation design.

Useful links:
http://www.epa.gov/safewater/kids/flash/flash_watercycle.html
https://learningplace.eq.edu.au/cx/resources/items/49418b0a-4a86-2be1-ccdd-294a2f4de062/1/viewIMS.jsp
**History Program Objectives**

**Year 5/6: Taught by Mr Engel**
In this unit students will investigate the development of the Australian nation through the inquiry questions:
- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
They will recognise key events in the development of Australia as a nation and examine sources to investigate Australia’s path to Federation from the late 1800s to 1901 as well as preferred models of government, including British and American influences on Australia’s system of law and government.

**Assessment:** Students will complete a written assessment task answering questions to demonstrate their understanding of Federation and its effect on the experiences of democracy and citizenship by different groups of people over time, in a timed, supervised assessment.

**Useful links:**

**Year 7: Taught by Mrs Magub**
Students will be involved in a unit of work about investigating the Ancient Past. This in depth study students will investigate the following question: How do historians and archaeologists investigate the past and what are the problems they encounter?

**Assessment:** Students choose and research an ancient artefact. They develop descriptive and explanatory text, share findings orally and provide a record of research. As part of the technology unit, students will be designing and creating an artefact, selecting relevant designs and materials to suit the product.

**Useful links:**
[http://www.bbc.co.uk/history/forkids/](http://www.bbc.co.uk/history/forkids/)
The Arts /Health/Technology

Seniors will each be involved in 8 lessons each of Art, Health and Technology throughout the semester. They will be in mixed class groups which will rotate through each subject area.

Art: Mr Engel
During the Visual Art elective, students will engage in a number of art pieces that will see them create, make and present more complex ideas, and develop knowledge of different technologies, genres and subject matters in historical and contemporary art, craft and design practices. Students will engage in individual artworks while also being involved with the tradition of a joint construction from the departing senior students to present to the school. Students will explain their decisions, analyse choices of approach in practice, and review outcomes. They will plan and manage presentations and respond by expressing opinions about their own and others’ works.

Health: Mrs Bashford
Students will be exploring and reflecting on, their personal development beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development. There will be a focus on self-management, as well as coping mechanisms in adversity. These topics will be consolidated on the school camp, as well as class discussions and activities.

Assessment:
Monitoring of student responses in Health Book
Final Assessment item: Students will create a brochure highlighting one particular aspect of personal development providing information for their peers.

Technology: Ms Brewster
Students will create an advertisement for our school. Within the technological process they will plan, produce, adapt and reflect upon their product. They will produce a multimodal presentation of an advertisement for a form of media of their choice.

Assessment: Students will be assessed on the process of creating a product as well as the final advertisement.

ICT Program Objectives

The use of ICTs will be firmly embedded across all the learning areas, in the classroom and in the Resource area.

Specialist Programs

Students will take part of programs of LOTE (Japanese), Music and HPE. These will be conducted by specialist teachers.
**Homework Expectations**

Students will:

- Copy down their homework every Monday and as extra tasks as they arise. They will be using their student diary to record what homework is due.

- Weekly homework includes:
  - Complete any outstanding assignments or class work required
  - Practise spelling on a daily basis.
  - Read at least 30 mins daily, record reading material in reading log and have it signed by an adult.

- Extra Tasks will be placed on www.studyladder.com.au. Each student has their own log on for this site and their own work has been set. (Please let us know if you do not have access to the internet, so we can make an alternative arrangement for online homework).

- Homework will be given out by teachers during the day, for specific subjects.

- Homework is handed out on Mondays and is to be handed in (completed) on Fridays for Year 7 and Mondays for Year 5/6.

**PLEASE NOTE:** It is an expectation that Year 6 and 7 students are responsible for completing their own homework and assessment pieces. If students are experiencing difficulty, they are to consult with teachers BEFORE the due date of the assignment, in order to gain extra guidance.

**Most parents and carers have provided us with their email addresses and fulfilled the stationery requirements. We thank you for your efficiency. If your child does not have all the books on the book list, we urge you to get the remaining items as soon as possible so children’s learning time can be maximised.**
Carbrook State School

Student Expectations

Be a Learner
Be Respectful
Be Responsible
Be Safe