

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><u>Writing to Inform and Inspire – Geography integrated Unit</u> In this unit, students will explore how authors use language and structural features to portray themselves as experts to engage and inform an audience. Students will read, discuss and analyse a range of complex and accompanying texts to build background knowledge on the Cross Curricular Priority of Sustainability, and Geography Content and Inquiry Skills, with a focus on Antarctica’s connection to the world. Students will discuss the power of factual information, and apply strategies and understanding to create a digital information report to inform and inspire an audience.</p>	<p>Receptive - Test</p> <p>Productive – Digital Information Report on Antarctica</p>	<p>Week 6</p> <p>Weeks 6-8</p>
Mathematics	<p><u>Number, Decimals and Fractions, Money and Measurement</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • revise mental and written strategies for all four operations and decimal skills • compare, order and represent decimals and fractions • investigate simple budgets and financial plans • identify chance outcomes using fractions • use units of measurements for length, area, volume, capacity and mass • convert between 12- and 24-hour time • apply their understanding to problem solving situations. 	<p>Knowledge Test</p>	<p>Week 7/8</p>
Science	<p><u>Adaptations</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • examine the structural features and adaptations that assist living things to survive in their environment • conduct biological science experiments/investigations. 	<p>Science Test</p>	<p>Week 8</p>
Geography	<p><u>Our Connection to Antarctica</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • investigate Antarctica • explore where it is in the world, what the environment of Antarctica is like and why people travel there • research the challenges facing Antarctica and how we can protect it. 	<p>Digital Geography Information Report (Integrated with English)</p>	<p>Week 6-8</p>

<p>Drama</p>	<p><u>Melodrama</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • learn a brief history of melodrama and key characteristics of the style • improvise stereotypical good and evil characters • memorise lines • utilise both vocal and physical expression to demonstrate their understanding of the exaggerated acting style, stage presence, stock-character, relationships with other characters and interact with the audience • present a melodramatic script in pairs • utilise the space to inform the audience of situation, roles and relationships • select stage set, props and costume to support their performance. 	<p>Performance Script delivery committed to memory – performed as a duo</p>	<p>Week 8/9</p>
<p>Physical Education</p>	<p><u>SEPEP</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • participate in the Sport Education Physical Education Program (SEPEP), which requires students to facilitate their own tournaments based on the sport of Ultimate Frisbee. 	<p>Observation checklists</p>	<p>Ongoing</p>
<p>L.O.T.E.</p>	<p><u>Travelling Around China</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • use a map of the world and a map of China to become more familiar with the country of the language they are studying • learn some major Chinese city names • research and produce a Chinese/English game based on travelling around China. 	<p>Game Test</p>	<p>Week 7 Week 7</p>