

LIBRARY

Year Level:

5

Duration:

Term 2, 2014

Rationale/Overview:

The **English** curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

Geography:

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

Achievement Standard:

(Include proficiencies if relevant)

English : Reading and viewing

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Geography

By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments.

Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 5 are articulated below.

- 108. How do people and environments influence one another?
- 109. How do people influence the human characteristics of places and the management of spaces within them?
How can the impact of bushfires or floods on people and places be reduced?

Major Assessable Tasks: (Identify the evidence of learning to be gather during this unit):

Year Level Common Assessment Tasks:

1. Creates a cover page for the Library Folder, inserting pictures and stating goals about reading for 2014.
2. Create a journal of books read in 2014 and write opinions about them.
3. Record a variety of different sources of information used to answer questions on one form of Extreme Weather.
4. Write a bibliography of resources used.
5. Use an ipad to search the library catalogue.

Regular Assessment Tasks

- Search the OPAC for resources, using a 'basic' search on the 'Oliver' library system, using their iPad.
- Contribute to literature discussions, reflecting on viewpoints of others.
- Locate and borrow appropriate books from the collection to suit a boy's needs.
- Use the CCGS Intranet to access work for lessons.

Vocabulary List:

Extreme, environment, weather patterns, pressure, geographic, location, characteristics, atmosphere, equator, cyclone, typhoon, blizzard, hurricane, twister, willy willy and all forms of Extreme Weather.

Report Pointers

Content descriptors to be taught: (report pointers to be sorted)

Inquiry Aust. Curric Pointers:

Students increasingly look for and value learning that helps explain broader aspects of their world. (2012 Digital Technologies Draft Curriculum, 108)

Students become more concerned with the social and environmental use of technologies in their local, national and global communities for a range of purposes and users. (2012 Digital Technologies Draft Curriculum, 109)

Plan, select and safely use a range of devices, software, functions and commands in digital environments. (2012 Digital Technologies Draft Curriculum, 128)

Basic Computer Skills: logging on, accessing URL, printing, saving, word processing, inserting an image.

Geography Aust Curric Pointer:

Inquiry and Skills

Observing, questioning and planning

Develop geographical questions to investigate (ACHGS026)

Communicating

Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate

Collecting, recording, evaluating and representing

Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034)

Geographical Knowledge and Understanding

110. The influence of the environment on the human characteristics of a place (ACHGK028)

111. The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029)

General Capabilities and Cross-Curriculum priorities

Highlight the General Capabilities and Cross-Curriculum Priorities that will be targeted in this unit.

 **Literacy**

 **Numeracy**

 **ICT competence**

 **Critical and creative thinking**

 **Ethical behaviour**

 **Personal and social competence**

 **Intercultural understanding**

 **Aboriginal and Torres Strait Islander histories and cultures**

Literature

English Curric. Pointer:

Examining literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

Responding to literature

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)

Report Pointers:

Searches the OPAC for resources, using an ipad, using a 'basic' search on the 'Oliver' library system. Shows understanding of the search screen.

- Creates a journal of books read.
- Writes a formal Bibliography for sources of information used.
- Creates a myth or a legend after studying their format and presents in an online story format.
- Adopts a character in a story and discusses the pros and cons of the situation from a particular point of view.



Asia and Australia's engagement with Asia



Sustainability

	Desired Outcomes (Report Pointers)	Content, Learning Experiences and Teaching Strategie	Assessments	Resources
1/2	WAYRBA	<ul style="list-style-type: none">• Background to competition• Voting and Recommendations• New Procedure <p>Read novels : <i>Alice Next Door</i> <i>After</i></p> <p>Discuss from a character's point of view</p>	<p>Teacher discussion rating /5</p>	WAYRBA Titles

	INQUIRY- BIBLIOGRAPHY	Complete and print for resources used in Extreme Weather Inquiry		<ul style="list-style-type: none"> Intranet
3/4	BOOK FAIR **Use of Oliver Library System	<ul style="list-style-type: none"> Annual Book Fair- encourage boys to choose books that are new or challenging. Using the screen to find information Class explanation Partner quiz 	<u>Teacher 1 to 1 Assessment of Oliver understanding</u>	
	INQUIRY	<ul style="list-style-type: none"> Mark Bibliography on Extreme Weather from format saved on home screen (intranet) 	Teacher to mark bibliography	Bibliography :Prepschool-Year5- BibliographyYear5
5/6	Myths and Legends Online Story- Story Bird	<ul style="list-style-type: none"> Read Myths and Legends as a class Record differences between Myths and Legends on group grid. Class outline of how to write a Myth or Legend <p>Wk 6:</p> <ul style="list-style-type: none"> Begin planning and writing own myth or legend on <i>Book Creator</i> 		<ul style="list-style-type: none"> <i>Book Creator</i> online Y Chart to show similarities and differences
	INQUIRY- BIBLIOGRAPHY ON ENDANGERED ANIMALS	<ul style="list-style-type: none"> Follow the format used for Extreme Weather and write a full bibliography for resources used in Endangered Animals inquiry. 	Student to mark Bibliography and then teacher.	Bibliography format on Intranet http://www.smithsonianmag.com/science-nature/north-americas-most-endangered-animals-174367735/?no-ist
7/8	Create a Myth or Legend online on <i>Book Creator</i>	<ul style="list-style-type: none"> Ensure the components identified for Myth or Legend are included in the story. Boys present to class and explain why their story is either a Myth or Legend. 	Assess the <i>Book Creator</i> using a rubric. Teacher comment	
	INQUIRY	<ul style="list-style-type: none"> Revise and discuss Bibliography 		
9/10	Present	<ul style="list-style-type: none"> When <i>Book Creator stories</i> are complete, share with other classes or buddy classes. 		

** Year 5 also:

- ❖ Participate through listening to literature promotion each week of new books and book talks by other class mates.
- ❖ Borrow books each week- one fiction and one non-fiction book out of the library; up to 6 items.
- ❖ Borrow Kindles on a class roster basis- for one week during the year

Teaching and Learning

Reflective practice (Evaluation of programme)