



Teacher: Lisa Cooper and Julie Owen

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Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

- Fri 15 October – Gala sports day
- Fri 22 October – Submit yearbook cover contest due date
- Fri 12 November – Gala sports day
- Tues 19 October - True Relationships 6pm
- Fri 29 October - Public Holiday
- Mon 6 December - Christian Christmas Concert
- Tue 7 December - Graduation ceremony
- Thu 9 December - Wet 'n' Wild excursion

Specialist Lessons to remember

Assembly Rotating Mondays at 1:30pm in the hall. Please check weekly update for dates.

Japanese is on Tuesday at 8:30 am.

Library borrowing is Thursday. Please bring a library bag to take home a book.

PE is on Friday at 8:30 am.

Music is on Friday at 9:00 am

Curriculum focus – what we will be working on in class this term

	Content	Assessment
English	In this unit, students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. They will identify the message of a song’s lyrics. Students will evaluate the aesthetic and social value of song lyrics using appropriate and relevant metalanguage.	Students create and present a persuasive response to a song to promote a point of view, and evaluate the effectiveness of a particular song in making a comment on a social issue.
Maths	<p>Students will conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent and explore the effect of large trials on results, compare observed and expected frequencies.</p> <p>They will compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading as well as problem solve and reason by manipulating secondary data.</p> <p>While using their knowledge of patterns and algebra students will represent number patterns in a table and graphically, write a rule to describe a pattern, apply the rule to find the value of unknown quantity.</p>	Students compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages.

	Content	Assessment
Science	<p>In this unit students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They will gather, record and interpret observations relating to their investigations. Students will consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They will recommend actions to develop environments for native plants and animals.</p>	<p>Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. Students collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.</p>
HASS	<p>Students will investigate a familiar community or regional economics or business issue that may affect the individual or the local community</p> <p>They will examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs.</p> <p>They will identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment.</p> <p>Students recognise the reasons businesses exist and the different ways they provide goods and services.</p> <p>They will present findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</p>	<p>Students explain ways that resources can be used to benefit individuals, the community and the environment.</p>
The Arts	<p>Students will experience a range of dance moves and routines to learn to interact with their peers. This programme is aligned with the dance and arts curriculum.</p>	<p>Students respond to, choreograph and perform dance that uses a stimulus to communicate a theme.</p>
Technology	<p>In this unit, students will explore information systems, including systems that deliver community information and explain how they meet needs. They will collect, manage and analyse data using a range of software (such as spreadsheets). They will interpret and visualise data to create information. They will define problems by considering what the need is, what data is required, who the audience is and how they will interact with the solution, and what features need to be included. They will implement a digital solution that automates the processing of user input and presentation of information to solve a defined problem.</p>	<p>In assessing this unit, students will explain how information systems meet needs. They will represent a variety of data types in digital systems, and design and create an interactive spreadsheet that shares information to make healthy drink choices.</p>
Health	<p>In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They will devise strategies to assist them in making a smooth transition.</p>	<p>Students investigate developmental changes and transitions, and explain the influence of people and places on identities. Students recognise influence of emotions and discuss factors that influence how people interact in new situations.</p>