

## Buddina State School Unit Plan: Year 4 (Term 3 2008)



<b>Title</b>	<b>Who are the Chinese?</b>					<b>Context:</b> Students will learn that Chinese communities contain their own specific cultures and have made significant contributions to the diversity of Australia's multicultural society through a study of China, past and present.	
<b>Focus KLAs</b>	<b>English</b>	<b>Maths</b>	<b>SOSE</b>	<b>Sci</b>	<b>The Arts</b>		
<b>Targeted Essential Learnings</b>						<b>Evidence</b>	
<b>Ways of Working</b> (Students can do)			<b>Knowing and Understanding</b> (Students know)			<b>Then we need evidence of students ability to:</b>	
<b>English</b>						Note: We need evidence of higher order thinking	
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• identify the relationship between audience, purpose and text type</li> <li>• identify main ideas and the sequence of events,</li> <li>• interpret how people, characters, places, events and things have been represented and whether aspects of the subject matter have been included or excluded</li> <li>• construct literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose.</li> <li>• reflect on and describe the effectiveness of language elements and how the language choices represent people, characters, places, events and things in particular ways</li> </ul>			<p><b><i>Writing and designing</i></b></p> <p><b>Writing and designing involve using language elements to construct literary and non-literary texts for audiences in personal and community contexts.</b></p> <ul style="list-style-type: none"> <li>• The purpose of writing and designing includes entertaining, informing and describing</li> <li>• Writers and designers can adopt different roles, and make language choices appropriate to the audience</li> <li>• Words and phrases affect meaning and interpretation.</li> <li>• Text users make choices about grammar and punctuation, to make meaning.</li> <li>• Sound, visual and meaning patterns, including word functions, are used to spell single-syllable and multisyllable words</li> <li>• Writers and designers use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting and by referring to authoritative sources</li> <li>• Fluent handwriting using Queensland Modern Cursive script has uniform slope, size and spacing.</li> </ul> <p><b><i>Speaking and listening</i></b></p> <p><b>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts.</b></p> <ul style="list-style-type: none"> <li>• Spoken texts have different structures from those of written texts</li> <li>• Statements, questions and commands generate</li> </ul>				<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Write a narrative based on a character visiting China:</li> <li>• Main character to be either:                             <ul style="list-style-type: none"> <li>-Athlete</li> <li>-Visitor</li> <li>-Chinese person</li> </ul> </li> <li>• plan, draft, revise, edit, proofread and publish.</li> <li>• Make choices about grammar and punctuation, to establish meaning places, events and sequencing of ideas.</li> <li>• Identify and demonstrate the relationship between audience, subject matter, purpose and text type</li> <li>• Identify main ideas about China and its culture.</li> <li>• Recognise and select appropriate vocabulary</li> </ul> <p><b><i>Language elements</i></b></p> <ul style="list-style-type: none"> <li>• Paragraphs separate ideas in texts and contain a topic sentence.</li> <li>• A sentence can be either simple, compound or complex</li> <li>• Subject and verb must agree in terms of person and number</li> <li>• Text connectives signal how things, ideas and information are related</li> <li>• Time connectives and tense are used to locate characters or action in time</li> <li>• Sentences can indicate what is happening (verbs), who or what is taking part (nouns), what it looks like (adjectives), and the circumstances surrounding the action (prepositional phrases and adverbs)</li> <li>• Pronouns refer to nouns within and across sentences</li> <li>• Conjunctions signal relationships between things, ideas and events</li> <li>• Punctuation marks, including commas, apostrophes and speech marks, signal meaning in texts</li> <li>• Vocabulary is chosen to express ideas and information in a</li> </ul>

- and maintain discussions and conversations.
- Words and phrasing, modulation of volume, pitch, pronunciation and pace enhance expression of ideas, can be adjusted to match the purpose, audience and context, and are monitored by listeners.
  - Nonverbal elements, including body language, facial expressions and gestures, enhance expression of ideas, can be adjusted to match the audience, purpose and situation of a text, and are monitored by listeners
  - In presentations, speakers make meaning clear through the selection and sequencing of ideas and information and the use of visual aids as support
  - Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

#### **Reading and viewing**

**Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in personal and community contexts.**

- Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes skimming and scanning titles, visuals, headings, font size, tables of contents, indexes and lists
- Readers and viewers draw on their prior knowledge of language and texts when engaging with a text
- Words, groups of words, visual resources and images can be included or excluded to elaborate ideas and information and to portray people, characters, places, events and things in different ways.
- Reading fluency is supported by the use of decoding strategies, prediction, monitoring meaning and self-correction, in combination with a developing vocabulary and prior knowledge of subject matter
- Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate texts in personal and community contexts

commonsense or technical way

- Auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience's attention

#### **Literary and non-literary texts**

- Literary texts entertain, evoke emotion, and convey messages and information.
- Narratives have structural features that set the scene, introduce and describe characters and plot (orientation), describe events or actions leading to a problem (complication), and describe how and why a problem is solved (resolution).
- Events can be sequenced to build tension and suspense within a text and are used to explore ideas and feelings through the invention of characters and situations.
- Main ideas are established by identifying who, what, where, when, how and why.

#### **Oral Presentation of an aspect of the Chinese culture or history. (Small Groups)**

- Collect information for presentation
- Sequence information
- Select appropriate vocabulary for presentation
- Present information with attention to nonverbal elements, including body language, facial expressions and gestures

#### **Oral Presentation of Narrative (individual)**

#### **Reading and viewing**

When reading and viewing students

- Skim and scan titles, visuals, headings, font size, tables of contents, indexes and lists
- Draw on their prior knowledge of language and texts when engaging with a text
- Make connections with words, groups of words, visual resources and images can be included or excluded to elaborate ideas and information and to portray people, characters, places, events and things in different ways.
- Improve reading fluency by the use of decoding strategies, prediction, monitoring meaning and self-correction, in combination with a developing vocabulary and prior knowledge of subject matter
- Comprehend through using language elements and contextual cues to interpret, infer from and evaluate texts in personal and community contexts
- Decode unfamiliar words and their meanings using the

	<ul style="list-style-type: none"> <li>• Unfamiliar words and their meanings are decoded using the integration of the three cueing systems (grapho-phonetic, syntactic and semantic), small meaning units and base words</li> <li>• Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.</li> </ul>	<p>integration of the three cueing systems (grapho-phonetic, syntactic and semantic), small meaning units and base words</p> <ul style="list-style-type: none"> <li>• Use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.</li> </ul>
<b>Science</b>		
<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>• plan activities and investigations, identifying and using elements of a fair test</li> <li>• collect and organise data, information and evidence</li> <li>• evaluate information and evidence to support data gathered from activities and investigations</li> <li>• select and use tools, technologies and materials suited to the activities and investigations</li> <li>• draw conclusions that are supported by evidence, reproducible data and established scientific concepts</li> <li>• communicate scientific ideas, data and findings, using scientific terminology and formats appropriate to context and purpose</li> <li>• reflect on learning to identify new understandings and future applications</li> </ul>	<p><b><i>Science as a human endeavour</i></b>  <b>Science relates to students' own experiences and activities in the community.</b></p> <ul style="list-style-type: none"> <li>• Science can help to make natural, social and built environments sustainable and may influence personal human activities</li> </ul> <p><b><i>Life and living</i></b>  <b>Living things have features that determine their interactions with the environment.</b></p> <ul style="list-style-type: none"> <li>• Living things have relationships with other living things and their environment</li> </ul> <p><b><i>Earth and beyond</i></b>  <b>Changes and patterns in different environments and space have scientific explanations.</b></p> <ul style="list-style-type: none"> <li>• Changes to the surface of the earth or the atmosphere have identifiable causes, including human and natural activity</li> </ul>	<p><b><i>Life and living: Primary Connections-Plants in Action</i></b></p> <p>Growing plants in differing lighting environments.</p> <ul style="list-style-type: none"> <li>• develop a science journal entry</li> <li>• observe, record and report on plants growing in the set conditions (different conditions of light).</li> <li>• label a diagram of the inside of a kidney bean.</li> <li>• explore the parts of a flower</li> <li>• draw and label a diagram of a flower</li> <li>• observe and draw fruits and the seeds inside them</li> <li>• read about the way fruits develop from fertilised flowers 'From flowers to fruit'</li> <li>• create timelines of bean seed germination and growth of a seedling</li> <li>• create representations of seed germination and the growth of a seedling</li> <li>• make ongoing observations and recordings of bean seed germination</li> <li>• discuss conditions (amount of light) that affect plant growth</li> <li>• learn how to write questions for investigation</li> <li>• work in teams to plan and set up an investigation of the conditions that affect plant growth</li> <li>• observe and record the results of their investigation</li> <li>• arrange and annotate pictures to represent the sequence of events in a plants life cycle</li> </ul> <p><b><i>Earth and Beyond</i></b></p> <ul style="list-style-type: none"> <li>• Identify and describe some interactions that occur within systems on Earth and beyond.</li> <li>• Discuss the Earth's tectonic plates and China's vulnerability to earthquakes.</li> <li>• Discuss and explore China's reliance on Australia's natural resources (coal) and air pollution</li> </ul>

**SOSE**

- Students are able to:
- pose and refine questions for investigations
  - plan investigations based on questions and inquiry models
  - collect and organise information and evidence
  - communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose
  - reflect on learning to identify new understandings and future applications.

**Culture and identity**  
**Communities contain cultures and groups that contribute to diversity and influence cohesion.**

- Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities

**Political and economic systems**  
**Communities have developed decision-making systems that include principles and values formed over time.**

- Australia is connected to other countries in the Asia–Pacific region by social and economic ties, including immigration, shared populations, assistance in disasters, trading goods and services, and common media sources and outlets.

**Place and space**  
**Environments are defined and changed by interactions between people and places.**

- Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key.

•Locate birth places of direct descendents: Where do we come from task (family tree-what country of birth would their direct ancestor have represented in the Olympics).

•Complete Mapping activities: Australia, China and Asia. (physical maps) Immigration patterns and statistics.

• Complete a KWL on China  
 Pose questions on what they would like to learn about China.

- Plan investigations to present Interactive sharing activity based on questions and inquiry models.
- Collect and organise information and evidence
- Communicate descriptions, decisions and conclusions, using interactive sharing activities: selected to match audience and purpose
- Reflect on learning to identify new understandings through completion of reflection sheet.

Research information on:  
 'What is China?'  
 View China through Google Earth  
 -Lifestyle  
 -Landforms  
 The history and current interactions between Australia and China:  
 -Gold rush era (immigration)  
 -Chinese inventions  
 -Food-Religion-Cultural differences  
 -Trade and economy  
 -Olympic Games

Mapping activities: Australia, China and Asia. (physical maps).

**The Arts**

- Students are able to:**
- rehearse and rework arts works, using interpretive and technical skills
  - present arts works to informal and formal audiences, using arts techniques, skills and processes
  - identify and apply safe practices
  - respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages

**Dance**

- Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences

- Tai Chi**
- Rehearse and rework Tai Chi movements, using interpretive and technical skills
  - Present Tai Chi movements to informal and formal audiences, using arts techniques, skills and processes
  - Identify and apply safe practices whilst performing Tai Chi movements.
  - Identify the cultural influence of Tai Chi.

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<p><b>This will lead to the deep understandings of:</b>          Chinese communities contain their own specific cultures and have made significant contributions to the diversity of Australia's multicultural society, past and present.</p>		

### Catering for Diversity

<p><b>Enrichment Activities</b>          Students can:</p>	<p><b>Students requiring support</b>          Students can:</p>
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### Integrated ICT Opportunities (Guide towards Pedagogical Certificate)

Brief description of ICT integrated task				
Focus area	Expectations	Indicator	Check	Evidence
<b>Professional Knowledge</b>	I understand that ICT can be used to benefit teaching and learning and is most effective	PK	✓	Use of 'Gold Rush' Learning Object as an interactive learning tool and Google Earth to show physical features of Australia and China.
<b>Professional Practice</b>	When planning, I incorporate the use of ICT in achieving curriculum goals	PP1	✓	Use of 'Gold Rush' Learning Object as an interactive learning tool.
	I provide opportunities for students to use ICT as part of their learning	PP2	✓	Use of 'Gold Rush' Learning Object as an interactive learning tool.
	I provide opportunities for students to use ICT to gather information and to communicate with	PP3	✓	Use of MS Encarta and CIA Countries of the World.
	I use a range of ICT resources and devices for professional purposes	PP4	✓	Locating resources from Curriculum Exchange.
	I use ICT to locate, create and record information and resources	PP5	✓	OneSchool
	I can store, organise and retrieve digital resources	PP6	✓	OneSchool
	I use ICT to access and manage information on student learning	PP7	✓	OneSchool
<b>Professional Values</b>	I can identify when professional learning is required to effectively implement planning	PV1	✓	Request assistance from Computer Assistant.

	I select ICT resources appropriate for student learning in a range of contexts and for a	PV2	✓	Selection of appropriate software to suit the learner.
	I operate safely, legally and ethically when using ICT.	PV3	✓	Adhering to ICT agreement and EQ internet and email policies.
<b>Professional Relationships</b>	I use ICT to communicate with others for professional purposes.	PR	✓	Use of MIS Email account.

### ICT Cross Curriculum Priority

<b>Inquiring with ICTs</b>	• Evaluate the data and information gathered for usefulness, credibility, relevance and accuracy (MS Encarta and CIA World Countries).
<b>Creating with ICTs</b>	•
<b>Communicating with ICTs</b>	•
<b>Ethics, issues and ICTs</b>	• Develop and apply codes of practice that promote safety, security, responsibility and respect (Follow school internet agreement).
<b>Operating ICTs</b>	• describe common ICT devices and operational processes using ICT-specific terminology. (Parts of a PC and digital camera). •

### Key Resources

<b>English</b>	<b>SOSE</b>	<b>Science</b>	<b>The Arts</b>	<b>ICTS</b>
'China' Bulk loan	MS Encarta CIA World Countries Learning Object 'Gold Rush'	Primary connections- 'Plants in Action'.	Video 'Tai Chi'	
<b>Guest Speakers/Excursion:</b>				

### Assessment

The Assessment Tasks	Learning Experiences
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Description of tasks	Provided learning activities	The assessment tasks need to include:
<p><b>Narrative</b> Write a narrative based on a character visiting China:</p> <p><b>Oral Presentation of an aspect of the Chinese culture or history. (Small Groups)</b></p> <p><b><i>Life and living: Primary Connections-Plants in Action</i></b></p> <p><b>SOSE: Interactive sharing activities:</b></p>	<p><b>Narrative</b> Discuss and model:</p> <ul style="list-style-type: none"> <li>• the generic structure of a narrative.</li> <li>• the planning, drafting, revising, editing, proofreading and publishing process.</li> <li>• Paragraphing and topic sentences.</li> <li>• simple, compound or complex sentences.</li> <li>• Subject and verb agreement in terms of person and number</li> <li>• Text connectives</li> <li>• Time connectives and tense</li> <li>• Verbs, nouns, adjectives, Pronouns and adverbs.</li> <li>• Conjunctions signal relationships between things, ideas and events</li> <li>• Punctuation marks, including commas, apostrophes, speech marks, <i>exclamation marks</i> and question marks.</li> <li>• Choosing vocabulary to express ideas and information in a commonsense way</li> <li>• sequencing of events and ideas.</li> <li>• Identify and demonstrate the relationship between audience, subject matter, purpose and text type</li> <li>• Identify main ideas about China and its culture.</li> </ul> <p><b>Oral Presentation of an aspect of the Chinese culture or history. *Oral Presentation of Narrative (individual)</b></p> <ul style="list-style-type: none"> <li>• Collecting information for presentation</li> <li>• Sequence information</li> <li>• Selecting appropriate vocabulary for presentation</li> <li>• Use of nonverbal elements, including body language, facial expressions and gestures</li> <li>• Completing a reflection sheet on peer's presentations.</li> <li>• Discuss auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience's attention</li> <li>• *Words and phrasing, modulation of volume, pitch, pronunciation and pace.</li> </ul> <p><b><i>Life and living: Primary Connections-Plants in Action</i></b></p> <ul style="list-style-type: none"> <li>• Explain and model how to write questions for investigation</li> <li>• Discuss processes involved in working in a teams to plan and set up an investigation of the conditions that affect plant growth</li> <li>• Discuss methods to observe and record the results of their investigation</li> <li>• Discuss and model the process for writing up an investigation as a scientific report.</li> </ul> <p><b>SOSE Interactive sharing activities:</b></p> <ul style="list-style-type: none"> <li>• Reading books and viewing information about China's culture,</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• the generic structure of a narrative.</li> <li>• planning, drafting, revising, editing, proofreading and publishing process.</li> <li>• Paragraphs and topic sentences.</li> <li>• Simple, compound or complex sentences.</li> <li>• Subject and verb agreement in terms of person and number</li> <li>• Text connectives</li> <li>• Time connectives and tense</li> <li>• Verbs, nouns, adjectives, pronouns and adverbs.</li> <li>• Conjunctions</li> <li>• Punctuation marks, including commas, apostrophes, speech marks, <i>exclamation marks</i> and question marks.</li> <li>• Vocabulary to express ideas and information in a commonsense way</li> <li>• Sequencing of events and ideas.</li> <li>• Identify ideas about China and its culture.</li> </ul> <p><b>Oral Presentation</b></p> <ul style="list-style-type: none"> <li>• Appropriate and correct information China.</li> <li>• Appropriate sequence of information</li> <li>• Appropriate vocabulary</li> <li>• Nonverbal elements, including body language, facial expressions and gestures</li> <li>• Words and phrasing, modulation of volume, pitch, pronunciation and pace.</li> </ul> <p><b><i>Primary Connections-Plants in Action</i></b></p> <ul style="list-style-type: none"> <li>• Write questions for investigation</li> <li>• Set up an investigation of the conditions that affect plant growth</li> <li>• Observation and recording of the results of their investigation</li> <li>• Writing up an investigation as a scientific report.</li> </ul> <p><b>SOSE Interactive sharing activities:</b></p> <ul style="list-style-type: none"> <li>• Researched information on China's culture, history</li> </ul>

<p><b>The Arts-Dance: Tai Chi</b></p>	<p>history and relationship with Australia.</p> <ul style="list-style-type: none"> <li>• Research information on via the internet and MS Encarta.</li> <li>• View China through Google Earth</li> </ul> <p>Research topics: What is China? -Lifestyle -Landforms</p> <p>The history and current interactions between Australia and China: -Gold rush era (immigration) -Chinese inventions -Food-Religion-Cultural differences -Trade and economy -<i>Olympic Games</i></p> <ul style="list-style-type: none"> <li>• Engaging in 'Gold Rush' Learning Object</li> <li>• Planning an investigation to present Interactive sharing activity based on questions and inquiry models.</li> <li>• Collecting and organising information and evidence</li> <li>• Communicating descriptions.</li> <li>• Reflecting on learning to identify new understandings (reflection sheet).</li> </ul> <p><b>Tai Chi</b></p> <ul style="list-style-type: none"> <li>• Learning and rehearsing Tai Chi movements, using interpretive and technical skills</li> <li>• Identifying and applying safe practices whilst performing Tai Chi movements.</li> <li>• Presenting Tai Chi movements to informal and formal audiences, using arts techniques, skills and processes</li> <li>• Identifying the cultural influence of Tai Chi.</li> </ul>	<p>and current interactions with Australia.</p> <ul style="list-style-type: none"> <li>• Plan an investigation to present Interactive sharing activity based on questions and inquiry models.</li> <li>• Collect and organise information and evidence</li> <li>• Communicate descriptions through an interactive sharing activity</li> <li>• Reflecting on learning to identify new understandings (reflection sheet).</li> </ul> <p><b>Tai Chi</b></p> <ul style="list-style-type: none"> <li>• Learning and rehearsing Tai Chi movements</li> <li>• Presenting Tai Chi movements to informal and formal audiences, using arts techniques, skills and processes</li> </ul>
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## Making Judgments

KLAs Assessable Elements (*highlight elements assessed through this unit context ensuring both dimensions knowing and understanding and ways of working are assessed*)

English	Maths	Science	Technology	SOSE	The Arts	HPE
<ul style="list-style-type: none"> <li>- <b>knowledge &amp; understanding</b></li> <li>- interpreting texts</li> <li>- <b>constructing texts</b></li> <li>- appreciating texts</li> <li>- reflecting</li> </ul>	<ul style="list-style-type: none"> <li>- knowledge &amp; understanding</li> <li>- thinking and reasoning</li> <li>- communicating</li> <li>- reflecting</li> </ul>	<ul style="list-style-type: none"> <li>- <b>knowledge &amp; understanding</b></li> <li>- investigating</li> <li>- communicating</li> <li>- reflecting</li> </ul>	<ul style="list-style-type: none"> <li>- knowledge &amp; understanding</li> <li>- investigating &amp; designing</li> <li>- producing</li> <li>- evaluating</li> <li>- reflecting</li> </ul>	<ul style="list-style-type: none"> <li>- <b>knowledge &amp; understanding</b></li> <li>- <b>investigating</b></li> <li>- <b>communicating</b></li> <li>- participating</li> <li>- <b>reflecting</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>knowledge &amp; understanding</b></li> <li>- creating</li> <li>- <b>presenting</b></li> <li>- responding</li> <li>- reflecting</li> </ul>	<ul style="list-style-type: none"> <li>- knowledge &amp; understanding</li> <li>- investigating</li> <li>- planning</li> <li>- implementing and applying</li> <li>- reflecting</li> </ul>