

Buddina State School Unit Plan: Year 6 (Term 1 2008)



Title	How is my health and wellbeing influenced by peer pressure and the media?					Context: Students will investigate how their health and wellbeing are multidimensional and influenced by peer pressure and the media through active research of multi model texts. They will investigate micro-organisms and the cause and effect relationship between them and food decay through scientific investigations.		
Focus KLAs	English	Maths	Science	HPE	The Arts			
Targeted Essential Learnings						Evidence		
Ways of Working (Students can do)			Knowing and Understanding (Students know)			Then we need evidence of students ability to:		
English						Note: We need evidence of higher order thinking		
<p>Students are able to:</p> <ul style="list-style-type: none"> • identify and demonstrate the relationship between audience, subject matter, purpose and text type • identify main ideas and the sequence of events, make inferences and draw conclusions based on ideas and information within and across texts • make judgments and justify opinions using information and ideas from texts, and identify how aspects of texts contribute to enjoyment and appreciation • reflect on and compare how the language choices made across texts include and exclude certain groups and individuals • reflect on learning, apply new understandings and identify future applications. 			<p>Writing and designing Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.</p> <ul style="list-style-type: none"> • 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. <p>Literary and non-literary texts Evaluating literary and non-literary texts involves understanding the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Texts present subject matter from a particular perspective. 				<p>Write an article for a magazine</p> <ul style="list-style-type: none"> • Collect and organise information. • Organise ideas and information using graphic elements • Plan a draft for the article. • Use editing and revising processes. • Use correct spelling, including technical terms • Use appropriate grammar including sentence structure, paragraphing and correct tense. • Use topic sentences to attract the reader to the key information. • Correct and consistent use of tense. <p>Focus Language Elements</p> <ul style="list-style-type: none"> • Cohesive devices and other text connectives within and between sentences signal relationships between ideas, including cause-and-effect and comparison and contrast • High-frequency words are replaced by more complex forms of vocabulary and give more specific descriptions. • Punctuation, including quotation marks and brackets, signals meaning • Vocabulary is chosen to establish relationships, persuade others, describe ideas and demonstrate knowledge <p>Reading and Viewing When reading and viewing students</p> <ul style="list-style-type: none"> • Evaluate texts by skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries • Draw on prior knowledge, knowledge of language elements and point of view when engaging with a text • make connections with words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways. • Improve reading fluency through monitoring meaning and 	

		<p>applying self-correction, in combination with a developing vocabulary and prior knowledge of subject matter.</p> <ul style="list-style-type: none"> • Comprehend through drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts • Decode by synchronising the use of the cueing systems (graphophonic, semantic and syntactic) and by using knowledge of base words, prefixes and suffixes • Use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.
Science		
<p>Students are able to:</p> <ul style="list-style-type: none"> • plan investigations, including identifying conditions for a fair comparison, variables to be changed and variables to be measured • collect and analyse first- and second-hand data, information and evidence • identify, apply and justify safe practices • reflect on learning, apply new understandings and identify future applications. • 	<p>Science as a human endeavour Science impacts on people, their environment and their communities.</p> <ul style="list-style-type: none"> • Scientific knowledge has been accumulated and refined over time, and can be used to change the way people live. <p>Life and living Living things have structures that enable them to survive and reproduce.</p> <ul style="list-style-type: none"> • Cells are the basic unit of all living things and perform functions that are needed to sustain and reproduce life • Systems of scientific classification can be applied to living things. 	<p>Knowledge of micro-organisms</p> <ul style="list-style-type: none"> • List the names of common micro-organisms (fungi and bacteria). • Recall and explain how micro-organisms reproduce. • Recall and explain the relationship between micro-organisms and food decay. • Recall and explain how preservatives are used to prevent or slow down food decay. <p>Write a scientific report</p> <ul style="list-style-type: none"> • Plan a scientific investigation • List, prepare and organise scientific equipment. • Write up a scientific investigation in the generic structure of a science report. • Use editing and revising processes. • Prepare and conduct the scientific experiment
HPE		
<p>Students are able to:</p> <ul style="list-style-type: none"> • collect, analyse and evaluate information and evidence • draw conclusions and make decisions supported by information and evidence • propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development • reflect on and identify the impact of diverse influences on health and well being, movement capacities and personal development, including the best use of positive influences 	<p>Health Health is multidimensional and influenced by individual, group and community actions, and environments.</p> <ul style="list-style-type: none"> • Family, peers and the media influence health behaviours <p>Personal development Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</p> <ul style="list-style-type: none"> • Identity and self-image are influenced by environmental factors, including the media, and 	<p>Weekly health program for a teenager</p> <ul style="list-style-type: none"> • Collect, analyse and evaluate information on how the media influences our lifestyles. • Organise information for the construction of a weekly program keep healthy (both physically and mentally) • Present findings in an explanation of a weekly health program for teenagers • Create a weekly program for a teenager to keep healthy (both physically and mentally). • Write up an explanation of the benefits of their program. <p>Reflection sheet</p> <ul style="list-style-type: none"> • Reflect on how well balanced their lifestyle is and how much the media influences them.

	social expectations of age, gender and culture.	
The Arts		
<p>Students are able to:</p> <ul style="list-style-type: none"> •create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times •modify and polish arts works, using interpretive and technical skills •present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes 	<p>Visual Art</p> <p>Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.</p> <ul style="list-style-type: none"> •Blended, controlled and symbolic colour is used to create depth, representation and symbolism •Descriptive and emotive lines are used to create abstraction, proportion and symbolism •Negative space and positive shape are used to create abstraction, non-representation and proportion •Actual, invented and simulated textures are used to create depth, representation and non-representation 	<p>Draw pictures on the topic of the human face with focus on these elements:</p> <ul style="list-style-type: none"> •Blended, controlled and symbolic colour •Descriptive and emotive lines •Negative space and positive shape to create abstraction, non-representation and proportion •Actual, invented and simulated textures are used to create depth, representation

This will lead to the deep understandings of:

The care of my health and fitness is multidimensional and influenced by peer pressure and the media.

Micro-organisms are living things that have structures that enable them to survive and reproduce.

There is a cause and effect relationship between micro-organisms and food decay.

Catering for Diversity

Enrichment Activities

Students can:

Write up a weekly program for a different group of teenagers. EG: diabetics, allergy sufferers.

Students requiring support

Students can:

Write up a daily program with support.

Integrated ICT Opportunities (Guide towards Pedagogical Certificate)

Brief description of ICT integrated task				
Focus area	Expectations	Indicator	Check	Evidence
Professional Knowledge	I understand that ICT can be used to benefit teaching and learning and is most effective when used in the context of learning and not as an end itself when used in the context of learning and not as an end itself.	PK	✓	

Professional Practice	When planning, I incorporate the use of ICT in achieving curriculum goals	PP1	✓	ICT's embedded in unit plan.
	I provide opportunities for students to use ICT as part of their learning	PP2	✓	Students have weekly access to computer lab to construct their learning.
	I provide opportunities for students to use ICT to gather information and to communicate with a known audience	PP3	✓	
	I use a range of ICT resources and devices for professional purposes	PP4	✓	Locating and retrieving resources from CX
	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
Professional Values	I can identify when professional learning is required to effectively implement planning where ICT is integrated.	PV1	✓	I approach the computer assistant and my peers for assistance when required.
	I select ICT resources appropriate for student learning in a range of contexts and for a diversity of learners.	PV2		
	I operate safely, legally and ethically when using ICT.	PV3	✓	Adhere to EQ departmental policies and guidelines.
Professional Relationships	I use ICT to communicate with others for professional purposes.	PR	✓	Sending regular emails to year level teaching partners.

ICT Cross Curriculum Priority

Inquiring with ICTs	•
Creating with ICTs	•
Communicating with ICTs	•
Ethics, issues and ICTs	•
Operating ICTs	

Key Resources

English	Science	HPE	The Arts	ICTS
Magazines Videos: You are what you eat. What's good for you.	Primary Connections Unit kit: Micro-organisms			Electron microscope

Assessment

The Assessment Tasks	Learning Experiences	
Description of tasks	Provided learning activities	The assessment tasks need to include:
<p>English Magazine article</p> <p>Science Conduct a scientific experiment</p> <p>HPE Weekly health program and explanation of benefits. Reflection on learnings</p>	<p>Write a procedural text</p> <ul style="list-style-type: none"> •Discussing and modelling graphic organisers. •Planning a magazine article (using persuasive language). •Editing and revising processes. •Discussing and modelling persuasive terms •Discussing and modelling appropriate grammar including sentence structure, paragraphing and correct tense. •Use topic sentences to attract the reader to the key information. •Discussing and modelling use of tense and noun groups and verb groups to provide specific descriptions of subject matter •Discussing and modelling cohesive devices and other text connectives within and between sentences <p>Conduct a scientific experiment</p> <ul style="list-style-type: none"> •Modelling a scientific investigation •Discussing and modelling the scientific process •Writing up scientific investigations in the generic structure of a science report. •Editing and revising processes. •Methods for selecting an appropriate investigation. •Processes for demonstrating a scientific investigation. <p>Weekly health program for a teenager</p> <ul style="list-style-type: none"> •Discussing and modelling methods for collecting, analysing and evaluate information on how the media influences our lifestyles. •Discussing and modelling methods to organise information for the construction of a weekly program keep healthy (both physically and mentally) •Discussing and modelling the write up of an explanation of a weekly health program for teenagers, (both physically and mentally). <p>Reflection sheet</p> <ul style="list-style-type: none"> •Discuss the processes for writing up a reflection on how well balanced 	<p>Persuasive text</p> <ul style="list-style-type: none"> •A graphic organiser. •A magazine article •Inclusion of persuasive text •Opportunity for editing and revising. •Inclusion of appropriate grammar including sentence structure, paragraphing and correct tense. •Use of topic sentences to attract the reader to the key information. •Correct tense, noun groups and verb groups. •Inclusion of cohesive devices and other text connectives within and between sentences <p>Scientific experiment</p> <ul style="list-style-type: none"> •Selection of an appropriate investigation. •Write up of a scientific investigation in the generic structure of a science report. •Opportunity for editing and revising processes. •Processes for demonstrating a scientific investigation. <p>Who and what affects my lifestyle'</p> <ul style="list-style-type: none"> •Collection of appropriate information. •Opportunity to analyse and evaluate collected information •Organised presentation of the information. •Constructing of a weekly program for keeping healthy (both physically and mentally). •Explanation of the benefits of the program. •Written reflection sheet.

<p>The Arts Draw pictures on the topic of the human face</p>	<p>their lifestyle is and how much the media influences them.</p> <p>The Arts Discussion on and modelling of:</p> <ul style="list-style-type: none"> •Blended, controlled and symbolic colour to create depth, representation and symbolism •Descriptive and emotive lines to create abstraction, proportion and symbolism •Negative space and positive shape to create abstraction, non-representation and proportion •Actual, invented and simulated textures to create depth, representation and non-representation 	<p>The Arts Pictures on the topic of the human face</p> <ul style="list-style-type: none"> •Blended, controlled and symbolic colour •Descriptive and emotive lines •Negative space and positive shape to create abstraction, non-representation and proportion •Actual, invented and simulated textures are used to create depth, representation
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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"> - knowledge & understanding - interpreting texts - constructing texts - appreciating texts - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - thinking and reasoning - communicating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - communicating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating & designing - producing - evaluating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - communicating - participating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - creating - presenting - responding - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - planning - implementing and applying - reflecting