

OVERVIEW OF EXPECTED OUTCOMES - TERM 2 – 2017

Oxley State School



YEAR 5	Expected Outcomes	Assessment	Week
English	<p>Unit 2: Examining media texts In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.</p> <p>Unit 3: Examining characters in animated film In this unit students listen to, read, view and interpret a range of multimodal texts including comics, cartoons and animations. Students present a point of view about personal conflict and ethical dilemmas faced by characters through a panel discussion. They produce a digital multimodal short story exploring a character's behaviour when faced with an ethical dilemma.</p>	<p>Unit 2: Comprehend a feature article <i>Exam/test</i> Students interpret and analyse information from a feature article.</p> <p>Unit 2: Multimodal feature article <i>Poster/ multimodal</i> To select information and create a multimodal feature article that presents a particular point of view about an issue.</p> <p>Unit 3: Digital multimodal short story <i>Poster/multi-modal presentation</i> Students create a digital multimodal short story that focuses on the behaviours of two main characters when faced with an ethical dilemma.</p> <p>PM/Probe: Diagnostic reading assessment (Fiction)</p>	<p>Week 3</p> <p>Week 6</p> <p>Week 10</p> <p>TBA</p>
Science	<p>Survival in the environment In this unit students will examine the structural features and behavioural adaptations that assist living things to survive in their environment. Students will understand that science involves using evidence and data to develop explanations. Student will investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments. This knowledge will be used to design creatures with adaptations that are suitable for survival in prescribed environments.</p>	<p>Description and explanation of fictional animal</p>	<p>Week 9</p>

Health / Physical Education	Athletics: Athletic Spectacle Students will create an athletic-themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.	National Curriculum Unit Checklist and Criteria	On-going
Technology	Cyber Safety Presentation followed by class activities.	Cyber Safety Poster: Safe use of digital technologies. Cyber Quiz: Online (Buddie)	Week 3

YEAR 5	Overview of Expected Outcomes	Assessment	Week
The Arts (Music, Visual Arts, Dance, Drama and Media Arts)	<u>Music</u> Building on skills being developed in Term 1, students will continue to consolidate and extend their repertoire of more complex rhymes and songs. Students will have the opportunity to perform a selection of rhythmic and melodic ostinato, rhythmic and melodic canons, partner songs, accompaniments (including drone, bordun and chordal) as individuals and as a group. Students will discover a new rhythmic element in simple time through a known song (tika ti). Students will perform as a small group their own verse of 'The Limerick Song'. They will perform the bass or chord pattern on marimba or ukulele respectively while accompanying other students.	Students perform own words to the Limerick Song. Students accompany a partner on ukulele or marimba for the Limerick Song.	Weeks 4-8
		Students create, write and perform a 4 beat rhythm pattern in simple time using tika ti.	Weeks 6-8
LOTE	Students will: <ol style="list-style-type: none"> 1. Be able to transit between Chinese and English. 2. Realize the similarities and differences between Chinese and English. 3. Get familiar with Chinese pronunciation system—pinyin. 4. Be able to use pinyin to speak and write Chinese. 5. Be able to introduce their origin countries and languages in Chinese. 6. Develop skills to compose a conversation in Chinese. 	<ol style="list-style-type: none"> 1. Listening task: Understand learned Chinese in oral form—countries, languages and people. 2. Writing: Use pinyin to write down the passage for their speaking task. 3. Speaking task: Introduce their origin countries and languages in Chinese. 	<p>5-6</p> <p>4-5</p> <p>5-6</p>

At Oxley State School teaching, learning and assessment are based on ACARA (Australian Curriculum) and State Schooling, Curriculum into the Classroom (C2C) documents.