# Middle School Curriculum Overview
## Term 1, 2016

### English
Students are reading poetry books, identifying poetic devices and critiquing selected poems. Students create their own original poem linked to their work on masks. Reading of class novel, "The Giver" by Lois Lowry. The modelling of explicit reading strategies for students to implement in their reading. Explicit teaching of how to write a response to literature. Throughout the term students will be exposed to spelling development and vocabulary extension within context. Focus on reading and understanding of non-fiction texts through our inquiry unit.

A focus on explicit teaching of comprehension skills through a combination of the PROBE reading and comprehension assessment tool and the Connectors series of reading level appropriate and engaging texts. As a part of homework, all students will explore news stories through Current Events.

### Maths
Intervention will be on Place value. Students will develop clarity on the values assigned to different numbers, with values up to 99 million and including to 3 decimal places. Students will be able to describe the properties of prime, composite, square and triangular numbers.

Problem Solving and higher order thinking strategies will be explicitly taught, practiced and developed through open-ended tasks.

Throughout the course of the term all students will be exposed to aspects of the mathematics curriculum that will be tested in this year's NAPLAN, at the beginning of term 2. This includes shape, measurement, data interpretation, patterns and beginning algebra.

### Science
Students will develop their knowledge and understanding of the biological classification of living things. This unit looks at how 'living things' encompasses viruses, bacteria, parasites and fungi and how these can make an impact on human life. Students will conduct their own individual inquiry into a disease and conduct their own experiment to see what microbes they can 'grow' on bread.

### Inquiry
Students will research the cultural use of masks across different cultures. After 'tuning in' to what an artefact is, students will research a mask from within Asian culture. They will gain an understanding of the deep cultural relevance of these masks and learn how they represent Asian traditions. The students will then look at their own culture and personality, reflecting on what makes them the person they are. They will then design and create a mask, which visually and symbolically represents them. At this same time, the students will also write a poem, which lyrically enhances and explains their mask. This unit covers aspects of the Australian Curriculum English, History and Geography.

### Digital Technologies
This term, students will learn why computers use binary to store information and to encode both letters and numbers in binary. They will develop their skills in creating algorithms in both 'plugged' and 'unplugged' activities and develop their computational thinking skills. Students apply their skills, understandings and knowledge to develop a simple interactive quiz, game or story.

### Health and P.E.
PE lessons will be a combination of fitness activities and sports skills designed to improve each student’s level of fitness and co-ordination skills. Focus sports will be cricket and athletics (Sports Day preparation) while we will also be participating in aquatics during week 9. There will also be an emphasis on developing cooperative skills when students are working in teams and an expectation that all students show good sportsmanship and encourage others to do their best at all times.

We will also be involved in some aspects of the Friendly Schools Plus Program and Child Protection Curriculum. Students will participate in Growth and Development sessions run by Kidz Biz. These sessions will focus on emotional and physical development for adolescents.

### Art
This term students will experiment with ideas, techniques and materials, including practices of Aboriginal and Torres Strait Islander artists, to represent different viewpoints. They will consider: What is the artwork made of? How does the choice of material enhance the audience’s understanding of the artist’s intention? What makes you want to engage with the artwork? They will demonstrate planning and use of learned and refined techniques to develop their own artworks.

**ACAVAM118, ACAVAM120, ACAVAM121, ACAVAM123, ACAVAM124**