



Oakleigh State School



Empowering
our community of learners
to create a *legacy*
which *redefines* our world

YEAR FOUR

YEARLY CURRICULUM AND SUMMATIVE
ASSESSMENT OVERVIEW



Year 4 - ENGLISH

2023		Semester 1			Semester 2	
Y4	ENGLISH All units deemed Low Risk					
	<p>Unit 1: Investigating author's language in a familiar narrative (v8.0)</p> <p>In this unit, students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers. Students will read the text The Twits by Roald Dahl.</p>	<p>Unit 2: Examining humour in poetry (v8.0)</p> <p>In this unit students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.</p>	<p>Unit 3: Examining traditional stories from Asia and ATSI Histories and Cultures (v8.0)</p> <p>In this unit students read and analyse traditional stories from Asia and from Aboriginal people and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.</p> <p>Unit 2: Examining humour in poetry (v8.0)</p> <p>In this unit students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.</p>	<p>Unit 5: Exploring a quest novel (v8.0)</p> <p>In this unit, students read and analyse a quest novel. Students post comments and respond to others' comments in a discussion board to demonstrate understanding of the novel. In the second assessment task, students write a short response explaining how the author represents the main character in an important event in the quest novel</p>	<p>Unit 6: Examining persuasion in advertisements and product packaging (v8.0)</p> <p>In this unit students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.</p>	<p>Unit 4: Exploring recounts set in the past (v8.0)</p> <p>Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different peoples' perspectives. There are two monitoring tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was around at the time of January 1788.</p>
Y4	ASSESSMENT					
	<p>Imaginative response: Students will write a new chapter for The Twits</p>	<p>No Assessment Task required as the reading formative assessment from Unit 3 has been converted into a summative assessment task.</p>	<p>Reading Comprehension: Students comprehend a traditional Asian/ATSI story.</p> <p>They also create and present a traditional story which includes a moral for a younger audience.</p> <p><u>Connected Curriculum: DRAMA</u> Oral Presentation: Devised scenes presented in groups of 3-5 in conjunction with Drama Specialist.</p>	<p>Imaginative response: Students explore characters from the text Rowan of Rin by Emily Rodda.</p> <p>They write a written explanation of how the author of a quest novel represents the main character in an important event. (Receptive and Productive)</p>	<p>Students design a breakfast cereal package, present a breakfast cereal package to an audience of peers, and examine persuasion in advertising and product packaging.</p> <p>Reading and viewing comprehension: Short answer questions: Students identify and interpret the persuasive language features and visual elements of a product's packaging. (Receptive)</p> <p><u>Connected Curriculum: HEALTH</u> C2C Yr4 Health Channels U3</p>	<p>Comprehending historical recounts: Students deliver a spoken recount in role as a character from a historical context.</p> <p>And Read historical recounts, answer comprehension questions and identify language features used to engage the audience.</p> <p>Short answer responses: Comprehension Test/Exam: (Receptive)</p>

Year 4 – MATHS

		Semester 1	Semester 2	
Y4	MATHS All units deemed Low Risk			
	<p>Unit 1: (v8.0) Students develop understandings of:</p> <ul style="list-style-type: none"> ● Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks ● Fractions and decimals — communicate sequences of simple fractions ● Patterns and algebra — use properties of numbers to continue patterns ● Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths ● Chance — compare dependent and independent events, describe probabilities of everyday events <p>Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays</p>	<p>Unit 2: (v8.0) Number and place value — recognise, read and represent 5-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation</p> <ul style="list-style-type: none"> ● Fractions and decimals — revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems in familiar contexts ● Money and financial mathematics — read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies ● Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams <p>Location and transformation — investigate the features</p>	<p>Unit 3: (v8.0) Students develop understandings</p> <ul style="list-style-type: none"> ● Number and place value — interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations ● Fractions and decimals — partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals <p>Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change</p> <ul style="list-style-type: none"> ● Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities ● Using units of measurement — use scaled instruments to measure and 	<p>Unit 4: (v8.0) Students develop understandings of:</p> <ul style="list-style-type: none"> ● Number and place value — calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers ● Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths) ● Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchase ● Patterns and algebra — use equivalent multiplication and division number sentences to find unknown quantities. <p>Using units of measurement — use am and pm notation, solve simple time problems</p> <ul style="list-style-type: none"> ● Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means ● Data representation and interpretation — write

		<p>on maps and plans, identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales</p> <p>● Geometric reasoning —</p> <p>identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle</p> <p><u>Connected Curriculum</u> STEAM Unit Digital Technology – Sustainable Cities Design a digital solution to educate citizens on waste management</p>	<p>compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement</p> <p>● Shape —</p> <p>compare the areas of regular and irregular shapes using informal units of area measurement Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs.</p>	<p>questions to collect data, collect and record data, display and interpret data.</p>
Y4	ASSESSMENT			
	<p>U1: Recalling and using multiplication and division facts Short answer questions Students recall multiplication and division Facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division U1: Identifying and explaining chance events Short answer questions Students identify dependent and Independent events and explain the chance of everyday events occurring U1: Investigating the nature of 10 000 Assignment/ Project Students use simple strategies to reason and solve measurement and location inquiry questions</p>	<p>U2: Using the properties of odd and even numbers Short answer questions Students use the relationships between the four operations and odd and even numbers</p> <p>U2: Recalling multiplication and division facts, interpreting simple maps and classifying angles Short answer questions Students recall multiplication and division facts, interpret information contained in simple map and classify angles in relation to a right angle</p> <p>U2: Investigating distance on maps – Sustainable cities Assignment/ Project - Measurement Students use simple strategies to reason and solve a location inquiry question</p>	<p>U3: Recognising and locating fractions Short answer questions Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.</p> <p>U3: Comparing areas and using measurement Short answer questions Students compare areas of regular and irregular shapes using informal units Students use scaled instruments to measure temperature, mass, capacity and length Students recall multiplication and division facts</p> <p>U3: Investigating mass (optional) Assignment/ Project Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p>Unit 4: Solving purchasing problems Short answer questions Students solve simple purchasing problems including the calculation of change U4: Analysing data Short answer questions Students define the different methods for data collection and representation and evaluate their effectiveness They construct data displays from given or collected data U4: Connecting decimals and fractions Short answer questions Students demonstrate and explain the connections between fractions and decimals to hundredths U4: Investigating time (optional) Assignment/ Project Students use simple strategies to reason and solve a measurement inquiry question</p>

Year 4 – SCIENCE

		Semester 1:	Semester 2	
Y4	SCIENCE	Low Risk Medium Risk due to sewing activities	Low risk Low risk	
	<p>Unit 1 Here today gone tomorrow (v5.0) In this unit students will explore natural processes and human activity that cause weathering and erosion of the Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations.</p>	<p>Unit 3: Materials Use: (v3.0) In this unit, students will investigate physical properties of materials and consider how these properties influence the selection of materials for a purpose. Students consider how science involves making predictions and describing patterns and how science knowledge helps people to understand the effect of their actions. Students identify investigable questions and predict likely outcomes. In conducting investigations, students use appropriate materials, tools and equipment safely to make and record observations. Students represent data; identify patterns in their results; suggest explanations for their results; compare their results with their predictions; and reflect upon the fairness of their investigations. Students complete simple reports to communicate their findings.</p> <p>Students investigate, design and repurpose a material into a real-life useful product.</p>	<p>Unit 4: Fast Forces (v3.0) In this unit, students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games. Games will be completed safely in order to collect data so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.</p> <p style="text-align: center;"><u>Connected Curriculum</u> STEAM: 2 Design Technology: ODU: Adapted C2C U3: Design an arcade game</p>	<p>Unit 2: Ready, set, grow! (v5.0) In this unit, students will investigate life cycles. They will examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on the survival of the species. Students will describe situations where science understanding can influence their own and others' actions. Students will identify investigable questions and predict likely outcomes from their investigations. They will discuss ways to conduct investigations safely and make and record observations. They will use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They will complete simple reports to communicate their findings.</p>
Y4	ASSESSMENT			
	<p>Soil erosion investigation Exploring geological processes Exploring erosion in our area</p>	<p>Assessment Booklet – Short answer and investigation</p>	<p>Collection of work saved in a Book Creator portfolio</p> <p>Multimodal – Mapping life cycles and relationships Concept map Diagram of life cycle</p>	

Year 4 – THE ARTS

		Semester 1	Semester 2
Y4	THE ARTS All units deemed Low Risk		
	<p>S2: Music Recorder Racket Students develop their reading skills of music notation reinforcing, extending and refining their knowledge of rhythms, pitch and treble clef notation whilst playing the recorder. They will investigate how symbols are used to encourage a musician to perform with more expression for a more animated and purposeful performance.</p>	<p>Music Students will practise repertoire on the recorder to present a duet to an audience. They will respond to their music making investigating how the elements of music are used to shape a song.</p> <p>Drama All Classes Students will investigate situations, roles, relationships and tension in traditional narrative structures to shape and perform dramatic action. For assessment, in groups of 3-5, students will devise a scene/s for inclusion in a Traditional Storytelling festival based on characters and events from stories explored in class</p> <p>Media Arts TBC - Connected to English Unit – Traditional Tales</p>	<p>S2: Music Songs of Australia Students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia. Students will develop aural skills by exploring, imitating and recognising elements including pitch, rhythm and dynamics to inform performances and create engaging compositions</p> <p>Visual Art POP Art: Can Sculpture Students design and make, with consideration to relevant artworks and materials, a sculpture using various materials such as plastic bottles.</p>
Y4	ASSESSMENT		
	<p>S1: Music: Collection of Work</p> <ul style="list-style-type: none"> present a duet to an audience respond to their music making, investigating how the elements of music are used to shape a song. 	<p>S1: Drama: Practical For assessment, in groups of 3-5, students will devise a scene/s for inclusion in a Traditional Storytelling festival based on characters and events from stories explored in class</p> <p>S1: Media Arts: Banded Curriculum Yr3-4 Connected to English Unit – Traditional Tales</p>	<p>S2: Music: Collection of Work</p> <p>Visual Arts: <i>Creation and short answer response</i> Students are assessed on their design, creation and response to a sculpture created from cans.</p>

Year 4 – HISTORY AND SOCIAL SCIENCES - HASS

		Semester 1	Semester 2
Y4	HASS All units deemed low risk		
	<p>HASS Unit 2: Sustainable use of places</p> <p>Inquiry question: How can people use environments more sustainably?</p> <p>In this unit:</p> <ul style="list-style-type: none"> ● Explore the concept of place with a focus on Africa and South America ● Describe the relative location of places at a national scale ● Identify how places are characterised by their environments ● Describe the characteristics of places, including the types of natural vegetation and native animals ● Examine the interconnections between people and environment and the importance of environments to animals and people ● Identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places ● Investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste ● Recognise the knowledge and practices of ATSI peoples regarding places and environments ● Propose actions for caring for the environment and meeting the needs of people\ <p style="text-align: center;"><u>Connected Curriculum</u></p> <p style="text-align: center;">STEAM:</p> <p style="text-align: center; color: red;">Digital Technology: Design a digital solution to educate citizens on waste management</p>	<p>HASS Unit 1: Early exploration and settlement: First Fleet</p> <p>Inquiry question: What were the short- and long-term effects of European settlement?</p> <p>In this unit:</p> <ul style="list-style-type: none"> ● Explore the diversity of groups within the local community ● Consider how personal identity is shaped by aspects of culture, and by the groups to which they belong ● Examine the purpose of laws and distinguish between rules and laws ● Make connections between world history events between the 1400s and 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British ● Investigate the experiences of British explorers, convicts, settlers and Australia’s first peoples, and the impact colonisation had on the lives of different groups of people ● Analyse the experiences of contact between Australia’s first peoples and others, and the effects these interactions had on people and the environment <p>Draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius</p>	
Y4	ASSESSMENT		
	<p>Students are assessed on the geographical components of HASS.</p> <p>Assessment tasks include:</p> <ul style="list-style-type: none"> ● An Information Graphic ● Short answer questions ● Mapping skills ● Inquiry skills associated with the creation of the digital solution. 	<p>Early exploration and Settlement</p> <p>Students are assessed on the historical components of HASS</p> <p>Students produce a portfolio of work about Australia before, during and after European settlement. They explain aspects of life before, during and after European settlement of Australia.</p>	

Year 4 – PHYSICAL EDUCATION

		Semester 1	Semester 2	
Y4	PE All PE units carry various risk levels. The PE teacher documents these on OneSchool and creates risk assessments as needed.			
	<p>Movement and Physical Activity ODU: Adapted Y4-6 C2C Units: Swimming and surf lifesaving</p> <p>In this context, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.</p> <p>Students:</p> <ul style="list-style-type: none"> combine arm, leg and breathing movements with the elements of movement to develop swimming strokes refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence examine the benefits of swimming 	<p>Movement and Physical Activity C2C Unit 2: Athletics Spectacle</p> <p>Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Students:</p> <ul style="list-style-type: none"> develop and combine fundamental movement skills to form athletic sequences become familiar with the elements of movement and their use in athletic sequences. create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement develop athletic-movement sequences in authentic running, jumping and throwing situations. 	<p>Movement and Physical Activity C2C Unit 3: Bat, Catch Howzat!</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games.</p> <p>Students:</p> <ul style="list-style-type: none"> understand and develop strategies for working cooperatively and apply rules fairly in striking/fielding physical activity contexts develop and refine striking/fielding game skills and apply concepts in active play and minor games apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges in striking/fielding games. 	<p>Movement and Physical Activity ODU: Adapted Y4-6 C2C Units: Swimming and surf lifesaving</p> <p>In this context, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.</p> <p>Students:</p> <ul style="list-style-type: none"> combine arm, leg and breathing movements with the elements of movement to develop swimming strokes refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence examine the benefits of swimming.

Y4	ASSESSMENT		
	<p>Practical: Supervised assessment</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • apply elements of movement to develop swimming strokes • refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence. • examine the benefits of swimming. • Demonstration of water safety, survival skills and movement challenges. 	<p>Practical: collection of work</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • develop and combine fundamental movement skills, such as running, jumping and throwing skills, to form athletic sequences • become familiar with the elements of movement and their use in athletic sequences • create and practise athletic-themed sequences that link fundamental movement skills and apply the elements of movement. 	<p>Practical: collection of work</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • understand the relationship between fair play, cooperation and inclusivity • apply supportive practices in striking and fielding physical activity contexts • develop and refine striking, catching, shooting, kicking, and throwing skills and apply concepts in active play and minor games. <p>Practical: supervised assessment</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • apply elements of movement to develop swimming strokes • refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence. • examine the benefits of swimming. • Demonstration of water safety, survival skills and movement challenges.

Year 4 – PERSONAL, SOCIAL AND COMMUNITY HEALTH

		Semester 1	Semester 2	
Y4	HEALTH All units deemed low risk.			
	<p>C2C Unit 4: Netiquette: Online Protocols</p> <p>Students examine and interpret health information about cyber safety and online protocols. They describe and apply strategies that can be used in cyberbullying situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people’s use of digital technologies and online communities and identify local resources to support their safety.</p> <p>Students:</p> <ul style="list-style-type: none"> Examine the need to balance the time spent using electronic devices and playing outdoors. Recognise the health benefits and risks of interacting in online communities. Examine how personal information is used and shared online. Review websites and interpret health messages about cybersafety. Explore how their online behaviours and actions affect their digital footprint. Examine different types of communication they use on the internet and how to display good manners towards others. 	<p>C2C Unit 1: Making Healthy Choices</p> <p>Students identify strategies to keep healthy and improve fitness. They explore the Australian Guide to healthy Eating and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages.</p> <p>Students:</p> <ul style="list-style-type: none"> Review what is meant by being healthy Identify strategies that help keep people healthy and well Identify the five food groups Understand the health benefits of food Understand the benefits of healthy food choices Recognise strategies that assist in making healthy food choices Explore healthy breakfast choices Understand how health messages influence choices Promote healthy food/meal choices. 	<p>C2C Unit 2: Culture in Australia – Our positive interactions</p> <p>Identities, success, challenge, failure</p> <p>Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and participate in partner and group activities. They explore the communication skills of respect and empathy and how they support positive interactions.</p> <p>Students:</p> <ul style="list-style-type: none"> explore how cultures are similar and different investigate own heritage and culture understand how meeting challenges and coping with failure contribute to success identify relationships and roles that contribute to their identity understand that feelings can be communicated in different ways explore how emotional responses vary between cultures and individuals investigate ways to demonstrate respect and empathy 	<p>C2C unit 3: Health Channels: T3 andT4</p> <p>Students examine different sources of health information and how to interpret them with accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision making skills to different health scenarios.</p> <ul style="list-style-type: none"> Identify and interpret health messages assess the accuracy of health messages from different sources Investigate the methods used to sell product and how they influence people’s choices. Recognise how health messages in the media can change over time Identify information sources and strategies to use when making decisions about their health.
Y4	ASSESSMENT			
	<p>Collection of Work</p> <p>Students interpret health messages related to cyber safety and discuss the influences on safe online choices. Students describe the connections and benefits students have within an online community and identify resources available to support their online safety.</p>	<p>Supervised Assessment</p> <p>Students recognise strategies for managing change. They interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. They use decision-making skills to select strategies to stay healthy and active.</p> <p>Students may/not create a healthy and sustainable lunch/snack bar for active students</p>	<p>Collection of Work</p> <p>To examine the influence of heritage and culture on identity by completing a “Me Card”. To demonstrate communication skills and strategies for working cooperatively during games and from Be Positive collection and observe varying emotional response.</p>	<p>Collection of Work</p> <p>Students interpret health messages in product advertisements. They apply decision-making skills in relation to a health message for a product.</p> <p><i>Connected Curriculum: English U6 - Advertising</i></p>

Year 4 – TECHNOLOGIES

		Semester 1	Semester 2
Y4	Digital Technologies	Low Risk	
	<u>Connected Curriculum</u> STEAM: HASS U2 Design Technology: Waste Management Education		
	Students will collect data and identify a problem involving waste management with their sustainable city design. They will design a digital solution to educate the citizens of their own city on waste management and show their learning through a digital portfolio and game.		
Y4	ASSESSMENT		
	Collection of Work Sustainable cities quiz.		
		Semester 1	Semester 2
Y4	TECHNOLOGIES		Design Technologies Low risk
	N/A		Oakleigh Designed Unit (ODU): Designing an Arcade Game <i>Inquiry Question</i> How might we design and create a game that demonstrates our knowledge of forces so that we can provide a fun environment for others to play in a healthy way? We will learn a lot about forces Science unit. We will use scientific inquiry to investigate the direction of forces and the effect of contact and non-contact forces on objects. We will then use this knowledge to design and make a game of the type that could be used in our library to draw people there.
Y4	ASSESSMENT		
	N/A		Portfolio of Assessment Students are assessed on their use of the design process and engineering principals and systems to create a game or digital solution. <u>Connected Curriculum</u> STEAM: Science C2C: Unit 4 Fast Forces