

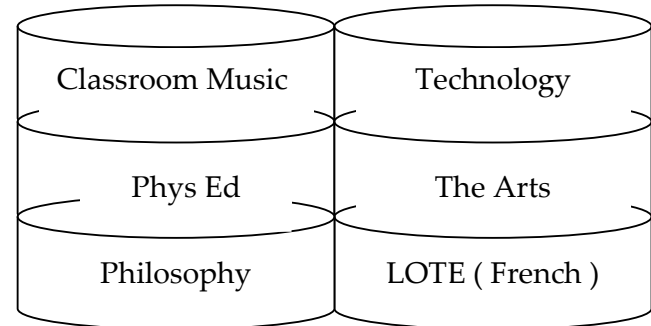
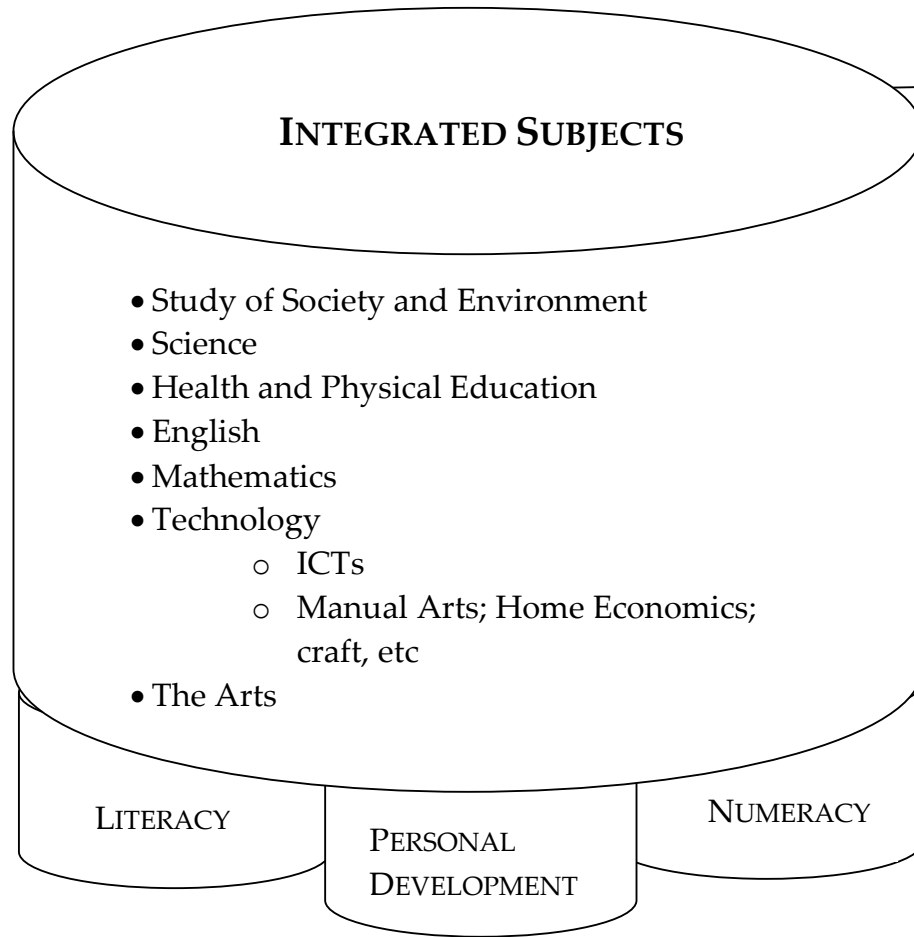


Seven Hills State School

Curriculum Organisers

<p>I am THINKING when I discuss what I know, explain my understandings, and comprehend what I see and hear.</p>	<p>I am COMMUNICATING when I describe and discuss thinking about my topic. I am listening and questioning to create presentations.</p>	<p>I am INVESTIGATING when I access resources to collect information about my topic and formulate questions.</p>	<ul style="list-style-type: none">• Our planning is based on the intent of the strand statements.• Our assessment is of the student's activities performed for assessment.• The outcome statements are indicators of learning and should not be individually assessed.• Program A will be run each even year• Program B will be run each odd year
<p>I am PARTICIPATING when I share, take turns, collaborate and interact with my peers in my group project</p>	<p>I am CREATING when I plan my collage, diorama and poster, collect my materials and complete my design</p>	<p>I am REFLECTING when I remember my own experiences and what I have learnt that I did not know</p>	

SEVEN HILLS STATE SCHOOL



Within a caring and supportive environment, Seven Hills State School aims to prepare confident, socially responsible and adaptable life long learners who will be able to participate effectively and confidently in a changing world.

WHOLE UNIT PLANNING CHECKLIST

WHICH THINKING FRAMEWORK COMPONENTS HAVE BEEN USED ?

Multiple Intelligences

Verbal Linguistic	Logical Mathematics	Visual Spatial	Body Kinesthetic	Musical Rhythmic	Interpersonal	Intrapersonal	Naturalist
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SIX THINKING HATS

http://www.mindtools.com/pages/article/newTED_07.htm

<p>White Hat: With this thinking hat you focus on the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them.</p> <p>This is where you analyze past trends, and try to extrapolate from historical data.</p>	<p>Red Red Hat: 'Wearing' the red hat, you look at problems using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally. Try to understand the responses of people who do not fully know your reasoning.</p>	<p>Black Hat: Using black hat thinking, look at all the bad points of the decision. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points in a plan. It allows you to eliminate them, alter them, or prepare contingency plans to counter them.</p>	<p>Yellow Hat: The yellow hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.</p>	<p>Green Hat: The Green Hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas.</p>	<p>Blue Hat: The Blue Hat stands for process control. This is the hat worn by people chairing meetings. When running into difficulties because ideas are running dry, they may direct activity into Green Hat thinking. When contingency plans are needed, they will ask for Black Hat thinking, etc.</p>
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BLOOM'S TAXONOMY

<p>Knowledge: Recall of data.</p>	<p>Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the workplace.</p>	<p>Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p>Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>Evaluation: Make judgments about the value of ideas or materials.</p>
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PRODUCTIVE PEDAGOGIES

RECOGNITION OF DIFFERENCE	INTELLECTUAL QUALITY	CONNECTEDNESS	SUPPORTIVE CLASSROOM ENVIRONMENT
Cultural Knowledge	Knowledge as problematic	Background Knowledge	Academic Engagement
Inclusivity	Substantive Conversation	Connectedness to the World	Explicit Quality
Narrative	Higher Order Thinking	Problem based Curriculum	Self-regulation
Group Identity	Deep Knowledge	Knowledge Integration	Student direction
Active Citizenship	Deep Understanding		Social support
	Metalanguage		

PROGRAM A – EVEN YEARS

PHYSICAL WORLD	CHANGE	COMMUNITY
SCIENCE	SCIENCE FOCUS	SOSE
<ul style="list-style-type: none"> • Space • Other countries • Geography • Ocean • Rocks and minerals • Mapping 	<ul style="list-style-type: none"> • Energy – harnessing • How science has changed our lives over time • Energy • Biotechnology • Inventions • Experiments 	<ul style="list-style-type: none"> • School community • Local Area • Where I live • Government • Playground
<p>Earth and Beyond</p> <ul style="list-style-type: none"> • Living things use the resources of the Earth, solar system and universe to meet their needs • The Earth, solar system and universe are dynamic systems • Events on Earth, in the solar system and in the universe occur on different scales of time and space <p>Place and Space</p> <ul style="list-style-type: none"> • Spatial patterns • Zones • Continents • Land features • Compass • Global considerations 	<p>Natural and Processed Materials</p> <ul style="list-style-type: none"> • The structure and property of materials are interrelated • The uses of materials are determined by their properties, some of which can be changed <p>Science and Society</p> <ul style="list-style-type: none"> • Historical and cultural factors influence the nature and direction of science, which in turn, affects the development of society • Decisions about the way that science is applied have short and long term implications for the environment, communities and individuals <p>Energy and change</p> <ul style="list-style-type: none"> • There are different ways of obtaining and utilizing energy and these have different consequences • In interactions and changes, energy is transferred and transformed, but is not created or destroyed • The forces acting on objects influence their motion, shape, behaviour and energy <p>Natural and Processed Materials</p> <ul style="list-style-type: none"> • Patterns and interactions between materials can be identified and used to predict and control further interactions 	<p>Systems, Resources and Power</p> <ul style="list-style-type: none"> • Access to power • Citizenship and government • Participation and decision making <p>Place and Space</p> <ul style="list-style-type: none"> • Human-environment relationships • Significance of place <p>Culture and identity</p> <ul style="list-style-type: none"> • Cultural change <p>Systems, Resources and power</p> <ul style="list-style-type: none"> • Economy and business

PROGRAM B – ODD YEARS

PAST, PRESENT, FUTURE	NATURAL ENVIRONMENT	IDENTITY
SOSE FOCUS	SCIENCE	SOSE/HPE FOCUS
<ul style="list-style-type: none"> • Who were the first settlers • Brisbane’s History • Our government • Heritage • Transport • Australian Stories • Discovery 	<ul style="list-style-type: none"> • Ecosystems • Life cycles • Insect/Animal World • Life and living • Farming • Frogs 	<ul style="list-style-type: none"> • Who am I? • Me and my Family • Body • Healthy changes • Festivals • Personal Hygiene • HRE • Food
<p>Time continuity and change</p> <ul style="list-style-type: none"> • People and contributions • Causes and effects • Changes and contributions • Evidence over time • Heritage 	<p>Place and Space</p> <ul style="list-style-type: none"> • Ecosystems • Cooperative projects <p>Systems, Resources and Power</p> <ul style="list-style-type: none"> • Interactions between ecological and other systems <p>Life and Living</p> <ul style="list-style-type: none"> • The characteristics of an organism and its functioning are interrelated • Environments are dynamic and have living and non-living components which interact • Evolutionary processes have given rise to a diversity of living things, which can be grouped according to their characteristics <p>Science and society</p> <ul style="list-style-type: none"> • Science as a ‘way of knowing’ is shaped by the ways that humans construct their understandings 	<p>Promoting the health of individuals and communities</p> <ul style="list-style-type: none"> • Nutrition choices <p>Enhancing Personal Development</p> <ul style="list-style-type: none"> • Growth and development • Identity • Relationships • Personal and Interpersonal skills <p>Culture and identity</p> <ul style="list-style-type: none"> • Cultural diversity • Cultural perceptions • Construction of identities • Belonging <p>Promoting the health of individuals and communities</p> <ul style="list-style-type: none"> • Environmental health • Health products and services • Safety is linked to` individual behaviours and actions • Health – factors influencing, and actions to promote